



Scope and Sequence

Description	Introduced	Fluency	Mastery
<p>Difference between a Vowel and a Consonant</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can define a vowel as any letter that is not a consonant. • Student can define a consonant as any letter that is not a vowel. • Student can state that a vowel is a sound that is unblocked (by the mouth, lips, tongue, or vocal cords) and a consonant is a sound that is stopped in some way (by the mouth, lips, tongue, or vocal cords) <p>Note: Do not require the student to say the consonants in order from memory</p> <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ 4 Kinesthetic Drills to teach individual letter/sound relationships. ➤ The “Y Song” ➤ Visual and auditory drills 	<p>Lesson #1</p> <p>Date:</p>		
<p>Primary Consonants – b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z</p> <p>How the student will show mastery</p> <ul style="list-style-type: none"> • Student can read and write all the consonants in isolation. • Student can read and write all the consonants in single words. • Student can read and write all the consonants in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ The Core Phonics Survey results were used to identify what letter/sound relationships the student is missing. ➤ 4 Kinesthetic Drills to teach individual letter/sound relationships. ➤ The “Y Song” ➤ Visual and auditory drills. Initially, all consonants are included in the visual and auditory drills. They are removed individually, as each one is mastered. ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 	<p>Lesson #1</p> <p>Date:</p>		

<p>Resolution of Confusion of ‘b’ ‘d’ ‘p’ ‘q’</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can read and write ‘b’ ‘d’ ‘p’ ‘q’ in isolation. • Student can read and write single words that contain b’ ‘d’ ‘p’ ‘q.’ • Student can read and write words that contain b’ ‘d’ ‘p’ ‘q’ in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Keyword sentence “When I go to bed, I like peace and quiet.” ➤ Pictures and hand gestures to reinforce “bed” concept. ➤ Visual and auditory drills ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 	<p>Lesson #2</p> <p>Date:</p>		
<p>Short Vowels</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can read and write short vowels in isolation. • Student can read and write single words that contain short vowels. • Student can read and write words that contain short vowels in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ The Core Phonics Survey results are used to identify what letter/sound relationships the student is missing, but vowels (a, e, i, o, u) are included in the visual and auditory drills until mastery is demonstrated. ➤ 4 Kinesthetic Drills to teach individual letter/sound relationships. ➤ Short vowel drill and keyword sentence ➤ Card pack for visual and auditory drills ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 	<p>Lesson #1</p> <p>Date:</p>		
<p>Sight Words</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the definitions of the 2 types of sight words: 	<p>See Note in “Sight Words” column.</p>		

<ul style="list-style-type: none"> ○ Sight words can be words that play fair by the phonics rules but are so common that we need to learn them right away, even before we have learned about their syllable type. ○ Sight words can be words that do not play fair by the phonics rules (Student can independently perform the steps of the Sight Word Study Method) <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Use the top 160 sight word list to choose 3-5 sight words that the student cannot read or cannot spell (or both) ➤ Teach the student the steps to the Sight Word Study Method. ➤ In each lesson, the student practices reading and writing sight words. ➤ Assign reading and writing sight word as daily homework. ➤ Remove sight words from card pack as they are mastered and introduce new sight words at that time. <p>Note: About 15% of English words do not follow the phonic rules while 85% of English words do follow the phonics rules.</p> <p>Note: For younger and for more severely challenged students (especially those who still need a lot of work on those initial graphemes/phonemes), it is appropriate to wait until your fourth lesson OR until the student can process another step in the lesson plan before you introduce the Sight Word Study Method. For other students, you may be able to start doing sight words during Lesson #2.</p>	<p>Lesson:</p> <p>Date:</p>		
<p>Syllable Definition</p> <ul style="list-style-type: none"> ● Student can state the definition of a syllable, which is as follows: <ul style="list-style-type: none"> ○ A syllable is a word, or part of a word, with 1 vowel pattern ● Student can accurately identify what is a syllable and what is not a syllable. ● Student can separate 1-5 syllable words into syllables (through syllable pounding) when the word is said orally. Begin with 1-2 syllable words and increase the number of syllables in words gradually, as the student shows fluency and then mastery when working with smaller words. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Definition card ➤ Hand gestures ➤ Card sorts ➤ Syllable pounding ➤ Teach the student to listen for vowel sounds. Each vowel sound signals a new syllable. 	<p>Lesson #4</p> <p>Date:</p>		

<p>Introduction to Closed Syllable</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the definition of the closed syllable, which is as follows: <ul style="list-style-type: none"> ○ A closed syllable has one vowel ○ The vowel is followed by one or more consonants ○ The vowel is short • Student can use the definition of a closed syllable to explain why a syllable is, or is not, a closed syllable. • Student can read and write 1 syllable closed syllables in isolated words. • Student can read and write 1 syllable closed syllables in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce with rule card and closed syllable story. ➤ Magnetic letter tile drill for reading and spelling. ➤ Blending drill ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. <p>Note: When introducing the closed syllable, use 1 syllable closed syllable words. (Examples: an, it, cat, bud, hen, sit, pot, ic, tas). Do not use words that contain blends at this time because that will be taught later.</p> <p>Note: Use a combination of real and nonsense words. The nonsense words should be syllables that are found in real words. For example, ‘tas’ is part of <i>fantastic</i>.</p> <p>Note: Do not use the letters ‘f,’ ‘l,’ ‘s,’ or ‘z’ at the end of words at this time because it involves using a spelling rule that will be taught later in this progression.</p>	<p>Lesson #6</p> <p>Date:</p>		
<p>Introduction to Consonant Blends</p> <p>Beginning blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sk, sm, sn, sp, st, sw, tw, scr, spl, spr, str, squ</p> <p>Ending blends: ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp st</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the definition of a consonant blend, which is as follows: <ul style="list-style-type: none"> ○ A consonant blend is when two consonant sit side by side in word and each consonant says its expected sound, but we say them so quickly that the two sounds blend together 	<p>Lesson 11</p> <p>Date:</p>		

<ul style="list-style-type: none"> • Student can read and write 1 syllable closed syllable words that contain consonant blends in isolated words. The beginning and ending blends that need to be mastered are listed above. • Student can read and write 1 syllable closed syllable words that contain consonant blends in connected text. The beginning and ending blends that need to be mastered are listed above. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Auditory and visual drills ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. <p>Note: Introduce 5-10 beginning blends and 5-10 ending blends at a time. The number that you will introduce at a time will depend on the level of ease or difficulty experienced by the student</p>			
<p>Closed Syllable Words with 2 Syllables</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can read and write 2 syllable closed syllables words in isolation and in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Syllable card drill - In Lesson #15, the blending drill is replaced by the syllable card drill so that the student can begin to work on 2 syllable words. Over time, the syllable card drill will expand to 3-4 syllable words. ➤ Scooping syllables worksheet – this is introduced in Lesson #40 ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 	<p>Lesson #15</p> <p>Date:</p>		
<p>Exceptions to the Closed Syllable Rule</p> <p>Exceptions: all, ank, ink, ang, ing, ild, old, ind</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can define what it means to be an “exception” to the closed syllable rule. <ul style="list-style-type: none"> ○ An exception to the closed syllable word occurs when a vowel in a word makes a sound that is different than the short vowel sound that we expect • Student can read and write 1 syllable closed syllable words that contain exceptions to the closed syllable rule in isolated words. • Student can read and write 1 syllable closed syllable words that contain exceptions to the closed syllable rule in connected text. 	<p>Lesson #17</p> <p>Date:</p>		

<p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Auditory and visual drills ➤ Blending drill ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. ➤ Sliders <p>Note: There are a few other exceptions to the closed syllable rule (ost, olt). You can choose if you would like to use the Sight Word Study Method or follow the same methods used to teach the other exceptions to cover these two-word families.</p>			
<p>Two Sounds of ‘s’</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the two sounds of ‘s,’ which are as follows: <ul style="list-style-type: none"> ○ ‘s’ can sound like /s/ as in <i>cats</i> and ‘s’ can sound like /z/ as in <i>dogs</i> • Student can predict which sound an ‘s’ will make based on the preceding grapheme. <ul style="list-style-type: none"> ○ When a ‘motor-on’ sound precedes the ‘s,’ we keep the motor-on and the ‘s’ sounds like /z/ (example: <i>dogs</i>). When a ‘motor-off’ sound precedes the ‘s,’ we keep the motor-on and the ‘s’ sounds like /s/ (example: <i>cats</i>). • Student can read and write ‘s’ in isolation, single words, and connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Auditory and visual drills ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. <p>Note: Student should now also give the /z/ for the letter ‘s’ in the visual drill and add the letter /s/ when given the /z/ sound in the auditory drill. If you removed the ‘s’ from the card pack, you should readd it to the pack.</p>	<p>Lesson #25</p> <p>Date:</p>		
<p>Base, Prefix, and Suffix</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can identify a prefix, base and suffix. • Student can add a prefix and suffix to a base. 	<p>Lesson #26</p> <p>Date:</p>		

<ul style="list-style-type: none"> ● Student understands that suffixes are added to the END of a base. ● Student is aware that prefixes go on the FRONT of a base. ● Student understands the difference between a free base and bound base. ● How this concept is taught: <ul style="list-style-type: none"> ➤ Card drills are designed so that the student can make word sums. ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. <p>Note: do not use bases that require the suffix 'es' because that has not yet been taught</p>			
<p>When to use Suffix 'es' Instead of 's'</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> ● Student can state the sounds that are possible when making a base plural (/s/ /z/ iz/ /z/) ● Student can predict that 's' will make a /z/ sound when added to a base that ends in a voiced grapheme. ● Student can predict that 's' will make a /s/ sound when added to a base that ends in an unvoiced grapheme. ● Student can predict that 's' will make a /iz/ or /ez/ sound when added to a base that ends and a second syllable is created. ● How this concept is taught: <ul style="list-style-type: none"> ➤ Card drills are designed so that the student can make word sums. ➤ Card sorts ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 	<p>Lesson #27</p> <p>Date:</p>		
<p>Consonant Digraphs – ch, sh, wh, ph, th</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> ● Student can read and write the sounds of all the consonant digraphs in isolation. ● Student can read and write the sounds of all the consonant digraphs in single words. ● Student can read and write the sounds of all the consonant digraphs in connected text. <p>How this concept is taught:</p>	<p>Lesson #29</p> <p>Date:</p>		

<ul style="list-style-type: none"> ➤ Auditory and visual drills ➤ Blending drill ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 			
<p>Introduction to ‘tch’ Rule</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain the ‘tch’ rule, which is as follows: <ul style="list-style-type: none"> ○ In a one syllable base/root word that ends in the /ch/ sound ○ And the sound directly before/preceding the/ch/ sound is a short vowel. ○ Spell the /ch/ sound with ‘tch.’ ○ Examples: catch, crunch hutch, hunch pitch, punch • Student can read and write ‘tch’ words in isolation. • Student can read and write ‘tch’ words in connected text. • Student can read and write the common exceptions to the ‘tch’ rule: which, rich, such, much <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce rule with rule card. ➤ Auditory and visual drills ➤ Blending drill ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. ➤ Exceptions taught as sight words and with picture and story activity 	<p>Lesson #34</p> <p>Date:</p>		
<p>‘f’ ‘l’ ‘s’ ‘z’ Doubling Rule</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain the ‘f’ ‘l’ ‘s’ ‘z’ doubling rule, which is as follows: <ul style="list-style-type: none"> ○ In a one syllable base word that ends in the /f/, /l/, /s/ or /z/ sound ○ And the sound directly preceding the /f/, /l/, /s/ or /z/ sound is a short vowel sound ○ Double the ‘f’, ‘l’, ‘s’ or ‘z’ ○ Examples: stuff, hill, loss, jazz 	<p>Lesson #36</p> <p>Date:</p>		

<ul style="list-style-type: none"> • Student can read and write words in isolation and in connected text in which the ‘f’ ‘l’ ‘s’ ‘z’ doubling rule is used. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce rule with rule card. ➤ Provide student with keyword sentence and picture “Jeff will pass Buzz.” ➤ Card sorts ➤ Blending drill ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 			
<p>‘ck’ Rule</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain the ‘ck’ rule, which is as follows: <ul style="list-style-type: none"> ○ In a one syllable base word ○ that ends in the /k/ sound ○ and the sound directly before/preceding the /k/ sound is a short vowel sound ○ the /k/ sound will be spelled ‘ck’ ○ Examples: buck, pick, tack, muck rank, pink, silk • Student can read and write words in isolation in which the ‘ck’ rule is used. • Student can read and write words that end in ‘ck’ or ‘k’ in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce ‘ck’ as a grapheme that makes the /k/ sound. ➤ Introduce with rule card. ➤ Provide student with keywords and picture “milk truck.” Explicitly explain how the rule works in the words “milk truck.” ➤ Auditory and visual drills ➤ Card sorts ➤ Blending drill ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 	<p>Lesson #39</p> <p>Date:</p>		

<p>Syllabification Rules</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can follow all the steps listed on the syllabication rules instructions sheets to correct divide and label <u>one</u> syllable closed syllable words. • Student can follow all the steps listed on the syllabication rules instructions sheets to correct divide and label <u>two</u> syllable closed syllable words. • Student can follow all of the steps listed on the syllabication rules instructions sheets to correct divide and label <u>three</u> syllable closed syllable words. • Students can correctly divide and label syllables of all other syllable types. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce concept by providing a full demonstration of how to divide and scoop a syllable. ➤ Introduce with syllabication instruction card. ➤ Provide student with practice sheets. ➤ Have student discuss thinking while working on practice sheets. ➤ Provide support as needed while student is working on practice sheets. ➤ Once other syllable types are taught, these new syllable types will be included in the syllabication practice sheets. 	<p>Lesson #40</p> <p>Date:</p>		
<p>Syllabication of 2 Syllable words that Contain Consonant Diphthongs.</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Students can correctly divide and label syllables in words that contain consonant diphthongs. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Review Syllabication Rules by having the student take out the syllabication rules sheet. ➤ Show the student the word: submit. Explain that this word follows a vccv pattern. In this type of pattern, you usually divide the word between the two consonants (sub mit). ➤ Introduction the concept that when a word contains a consonant diphthong (such as <i>ph, sh, ch, wh, th</i>) the letter pair must stay together since they are one symbol. Another pair of letters that must stay together is <i>ck</i>. ➤ Have the student work with the concept using scooping practice sheets 	<p>Lesson #42</p> <p>Date:</p>		
<p>Sounds of ‘c’</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the 2 sounds of ‘c,’ which are as follows: 	<p>Lesson #43</p> <p>Date:</p>		

<ul style="list-style-type: none"> ○ 'c' can sound like /k/ as in <i>cat</i> and 'c' can sound like /s/ as in <i>cent</i> ● Student can explain the rule that determines if a 'c' will have a hard or soft sound ('c' is soft when followed by an 'e,' 'i,' or 'y'). ● Student can read and write words in isolation in which the 'c' rule is used. ● Student can read and write words in which the 'c' rule is used in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce the idea that 'c' is a grapheme that makes the 2 sounds. ➤ Introduce with rule card. ➤ Auditory and visual drills – add a #2 to the 'c' card and have the student now work with both sounds in these drills, add these cards to the drills: cl, cr, ct, ck, ca, ce, ci, co, cu, cy. ➤ Use of two column chart ➤ Card sorts ➤ Blending drill and Syllable card drill ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 			
<p>Sounds of 'g'</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> ● Student can state the 2 sounds of 'g,' which are as follows: <ul style="list-style-type: none"> ○ 'g' can sound like /g/ as in <i>gum</i> and 'g' can sound like /j/ as in <i>gent</i> ● Student can explain the rule that determines if a 'g' will have a hard or soft sound ('c' is soft when followed by an 'e,' 'i,' or 'y'). ● Student can read and write words in isolation in which the 'g' rule is used. ● Student can read and write words in which the 'g' rule is used in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce the idea that 'g' is a grapheme that makes the 2 sounds. ➤ Introduce with rule card. ➤ Auditory and visual drills – add a #2 to the 'g' card and have the student now work with both sounds in these drills, add the following cards to the drills: gl, gr, ga, ge, gi, go, gu, gy. ➤ Use of two column chart ➤ Card sorts 	<p>Lesson #44</p> <p>Date:</p>		

<ul style="list-style-type: none"> ➤ Blending drill and Syllable card drill ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 			
<p>Closed Syllable Words with 3 or More Syllables</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can read and write 3-5 syllable closed syllable words in isolation. • Student can read and write 3-5 syllable closed syllable words in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Syllable card drills ➤ Syllable pounding ➤ Syllable scooping worksheets. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 	<p>Lesson #45</p> <p>Date:</p>		
<p>1-1-1 Doubling Rule</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain the 1-1-1 doubling rule, which is as follows: <ul style="list-style-type: none"> ○ 1 syllable base word that ends in only 1 consonant ○ And there is 1 vowel before the consonant (which means it is a closed syllable) ○ If the suffix begins with a vowel, then double the final consonant in the base word ○ If the suffix begins with a consonant do NOT double the final consonant in base word ○ Examples: run + ing = running jump + ing = jumping • Student can recall that the 1-1-1 rule is only applied to one syllable closed syllable words. • Student can read and write words in isolation in which the 1-1-1 doubling rule is used. • Student can read and write words in connected text in which the 1-1-1 doubling rule • How this concept is taught: <ul style="list-style-type: none"> ➤ Introduce with rule card. ➤ Word sum card drills ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 	<p>Lesson #45</p> <p>Date:</p>		

<p>Adding Suffix 'ing'</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain the purpose of adding suffix 'ing' to a base. • Student can explain how the 1-1-1 doubling rule for closed syllables works when adding the suffix 'ing.' • Student can read and write words in isolation in which the suffix 'ing' is used. • Student can read and write words in which the suffix 'ing' is used in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Review the concepts of prefix, and suffix and the doubling rule. ➤ Word sum card drills ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 	<p>Lesson #45</p> <p>Date:</p>		
<p>Suffix 'ed'</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the four sounds of 'ed.' Which are as follows: /ed/ /id/ /d/ /t/ • Student can explain that we use the suffix 'ed' to show the past tense. • Student can explain the rule that determines which sound the 'ed' will make. • Student can read and write words in isolation in which the suffix 'ed' is used. • Student can read and write words in which the suffix 'ed' is used in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Review the concepts of prefix, and suffix and the doubling rule. ➤ Introduce the idea that 'ed' is a grapheme that can make four sounds. Teach the different sounds individually if the student is having trouble. Introduce each new sound when the student reaches fluency with the preceding sound that was taught. Move at the pace of the student. ➤ Introduce with rule card. ➤ Auditory and visual drills – add an 'ed' card that has a #4 on it to the have pack and have the student now work on all 4 sounds in drills. ➤ Use of column chart ➤ Word sum sorts 	<p>Lesson #48</p> <p>Date:</p>		

<ul style="list-style-type: none"> ➤ Syllable card drill ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 			
<p>The Schwa</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain that schwa makes a short vowel sound, but not the vowel sound that one would expect. The schwa happens in an unstressed syllable. Most often, the schwa sounds like the short /u/ sound, but it can make the sounds of other short vowels in some words. • Student can properly label a syllable that is being schwa in the scooping practice sheets (by using the upside down ‘e’ symbol for schwa) • Student can read and write words in isolation in which schwa is used. • Student can read and write words in which the schwa is used in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce with rule card. ➤ Word sum card drills ➤ Scooping syllables practice sheets ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 	<p>Lesson #50</p> <p>Date:</p>		
<p>Introduction to Open Syllable</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the definition of the open syllable. • Student can use the definition of a closed syllable to explain why a syllable is, or is not, an open syllable. • Student can read and write 1 syllable open syllables in isolated words. • Student can read and write 1 syllable open syllables in connected text. • Student can read and write 2 syllable open syllables in isolated words. • Student can read and write 2 syllable open syllables in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce with rule card and open syllable story. 	<p>Lesson #54</p> <p>Date:</p>		

<ul style="list-style-type: none"> ➤ Magnetic letter tile drill for reading and spelling. ➤ Blending drill ➤ Syllable card drill ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. <p>Note: When introducing the open syllable, use 1 syllable open syllable words. (Examples: go, be, so, ba). Use a combination of real and nonsense words. The nonsense words should be syllables that are found in real words. For example, 'ba' is part of <i>basic</i>. The students have already been exposed to 2 syllables words that combine open syllables and other syllable types when they were introduced to the schwas in Lesson #50.</p>			
<p>'y' at End of 1 Syllable Open Syllable Words</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain the situation in which 'y' makes its long /i/ sound (when it is all the end of a one syllable word) • Student can read isolated 1 syllable words that contain 'y' at the end. • Student can read connected text that contains 1 syllable words with 'y' at the end of the word. • Student can read isolated 1 syllables word that contain 'y' at the end. • Student can read connected text that contains 1 syllable words with 'y' at the end of the word. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Review concept of 'y' as a consonant ➤ The "Y Song" ➤ Visual and auditory drills ➤ Magnetic letter tile drill for reading and spelling. ➤ Blending drill ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 	<p>Lesson #56</p> <p>Date:</p>		
<p>'y' at End of Multisyllable Words</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain the situation in which 'y' makes its long /e/ sound (when it is all the end of a 2-syllable word) • Student can read isolated 2 syllable words that contain 'y' at the end. 	<p>Lesson #58</p>		

<ul style="list-style-type: none"> • Student can read connect text that contains 2 syllable words with ‘y’ at the end of the word. • Student can write isolated 2 syllables words that contain ‘y’ at the end. • Student can write connect text that contains 2 syllable words with ‘y’ at the end of the word. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Review concept of ‘y’ as a consonant ➤ The “Y Song” ➤ Visual and auditory drills ➤ Magnetic letter tile drill for reading and spelling. ➤ Syllable card drill ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 			
<p>Adding Suffixes to Open Syllables</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain the 1:1:1 rule for adding suffixes to 1 syllable closed syllable words and can apply the rule by making word sums • Student understands there is a ‘great’ spelling rule for each syllable type that governs how suffixes are added to each syllable type • Student can add the suffixe ‘es’ to open syllables • Student can put open syllables into the past by making a new word (not by adding the suffix ‘ed’ as is usually done in closed syllables) • Student can add the suffix ‘ing’ to open syllable words by using the ‘slam it on’ rule • Student can read and write isolated 1 syllable open syllable words that contain a suffix • Student can read and write connected text containing 1 syllable open syllable words that contain a suffix • Student can read and write isolated multisyllable open syllable words that contain a suffix • Student can read and write connected text using multisyllable syllable open syllable words that contain a suffix • Student can apply the 2:1:1 rule in both reading and writing of isolated words • Student can apply the 2:1:1 rule in both reading and writing of connected text <p>How this concept is taught</p> <ul style="list-style-type: none"> ➤ review concept of a base/root word 	<p>Lesson #62</p> <p>Date:</p>		

<ul style="list-style-type: none"> ➤ review 1:1:1 doubling rule ➤ rule card for adding suffixes to open syllables ➤ make word sums by adding suffixes to 1 syllable open syllable words ➤ make words sums by adding suffixes to multisyllable syllable open syllable words ➤ teach 2:1:1 doubling rule by rule cards and words sums 			
<p>Adding Suffixes to Words Ending in ‘y’</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the Great Rule of “y,” which is as follows: <ul style="list-style-type: none"> ○ change the ‘y’ to an ‘i’ and add the suffix (except for ‘ing’) ○ slam ‘ing’ on (must keep the ‘y’ because you can’t have ‘i’ twice in a row) • Student can explain that ‘y’ sits at the end of a word like <i>fly</i> because it is helping the letter ‘i,’ which we avoid placing at the end of English words. When we add a suffix, the ‘y’ is no longer at the end of the word, so the ‘y’ disappears and the ‘i’ steps in to do its job. The ‘y’ must stay in the word when ‘ing’ gets added to avoid having two of the letter ‘i’ in a row. • Student can read and write words in which the Great Rule of ‘y’ is applied <p>How this concept is taught</p> <ul style="list-style-type: none"> ➤ rule card ➤ magnetic letter tile drills for reading and writing ➤ word sums ➤ reading and writing isolated words ➤ reading and writing connected text 	<p>Lesson #64</p> <p>Date:</p>		
<p>Schwa in Open Syllables</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the main reason that schwa happens, which is that schwa is a way to speed up speaking • Student can state the following ideas about schwa: <ul style="list-style-type: none"> ○ schwa makes a short vowel sound, but not the short vowel sound of the letter that appears in the word. ○ In most words it will sound like a shot ‘u’ ○ It will be the vowel sound in an unstressed syllable in multisyllable words. ○ Symbol for schwa is upside down letter e 	<p>Lesson #65</p> <p>Date:</p>		

<p>How this concept is taught</p> <ul style="list-style-type: none"> ➤ rule card (from Lesson #50) ➤ syllable scooping pages ➤ magnetic letter tile drills for reading and writing ➤ word sums ➤ reading and writing isolated words ➤ reading and writing connected text 			
<p>Introduction to the Vowel Consonant-e Syllable</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the definition of the vowel consonant silent ‘e’ syllable, which is as follows: <ul style="list-style-type: none"> ○ has 1 vowel, followed by 1 consonant, following by the letter ‘e’ ○ the first vowel is long and the final ‘e’ is silent • Student can use the definitions of a closed and open syllable to explain why a syllable is, or is not, a vce syllable. • Student can read and write 1 syllable vce syllables in isolated words. • Student can read and write 1 syllable vce syllables in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce with rule card and vce syllable story. ➤ Magnetic letter tile drill for reading and spelling. ➤ Blending drill ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 	<p>Lesson #66</p> <p>Date:</p>		
<p>Vowel Consonant Words with 2 Syllables</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can read and write 2 syllable open syllables in isolated words. • Student can read and write 2 syllable open syllables in connected text. <p>Note: the student will read 2 syllable words and contain vce syllables when doing the syllable card drill in Lesson #67. However, the focus of the initial vce lessons is on 1 syllable words so that the student can gain fluency at this level. Over time, the lessons will focus more on multisyllable words.</p> <p>How this concept is taught:</p>	<p>Lesson #67</p>		

<ul style="list-style-type: none"> • Student can prove the rule by combining syllable cards to make words (example: unnerve) <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Syllable card drill ➤ Magnetic letter tile drill for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 			
<p>Adding Suffixes that Begin with a Vowel to Vowel Consonant-e Words</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the rule for adding vowel suffixes to vce bases, which is as follows: <ul style="list-style-type: none"> ○ A vce base ends with a silent e. If the suffix starts with a vowel = drop the e on the root word and add the vowel suffix (a suffix that begins with a vowel is a ‘vowel suffix.’ (example: mate + ing = mating). • Student can use letter tiles to prove the 1:1:1 rule for closed syllables and the “drop the ‘e’ and add the vowel ending” rule for vce bases by spelling words such as <i>hatting</i> and <i>hating</i>. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce with rule card and magnetic letter tiles ➤ Magnetic letter tile drill for reading and spelling. ➤ Syllable card drill ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 	<p>Lesson #72</p> <p>Date:</p>		
<p>Adding Suffix endings that Begin with a Consonant to Vowel Consonant-e Words</p> <p>How the student will show mastery:</p> <p>Student can explain the rule, which is as follows:</p> <ul style="list-style-type: none"> ○ The “drop the ‘e’ and add the vowel suffix” rule states that the suffix must begin with a vowel. For this reason, we just keep the ‘e’ and slam the ending on when we want to add a suffix that begins with a consonant (example: like + ness = likeness). <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Rule card (from Lesson #74) ➤ Magnetic letter tile drill for reading and spelling. ➤ Syllable card drill ➤ Worksheet 	<p>Lesson #74</p> <p>Date:</p>		

<ul style="list-style-type: none"> ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 			
<p>Introduction to the Vowel Team (also called vowel digraph) Syllable Type</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the definition of the vowel team syllable, which is as follows: <ul style="list-style-type: none"> ○ when vowels are together (side-by-side), the first vowel is long, and the second vowel is silent. To remember this concept, we say, “When 2 vowels go walking the first 1 does the talking.” • Student can use the definition of a vowel team syllable to explain why a syllable is, or is not, a vowel team syllable. • Student can read and write 1 syllable vowel team syllables in isolated words. • Student can read and write 1 syllable vowel team syllables in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce with rule card and vowel team syllable story. ➤ Teach vowel teams in the following order: ai, ay, ee, ey, ea, oa, oe, ow, ue. Introduce the vowel teams slowly, 1 or 2 per lesson. ➤ Discuss with student the idea that there are times when two vowels are side by side and are not vowel teams because they are making a brand-new sound instead of having the first vowel do the talking. This is a different syllable type and it will be covered once the student masters vowel teams ➤ Visual and auditory drills ➤ Magnetic letter tile drill for reading and spelling. ➤ Blending drill ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 	<p>Lesson 75</p> <p>Date:</p>		
<p>Vowel Teams in Multisyllable Words</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can read and write vowel team syllables in isolated multisyllable words. • Student can read and write multisyllable words that contain vowel team syllables, in connected text. <p>How this concept is taught:</p>	<p>Lesson 76</p> <p>Date:</p>		

<ul style="list-style-type: none"> ➤ Scooping syllables worksheets – introduced in Lesson #76. This is the only way that students will work on multisyllable vowel teams words until they gain fluency with working with this syllable type at the 1 syllable word level ➤ Syllable card drill ➤ Word sum worksheets ➤ Magnetic letter tile drill for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 			
<p>Adding Suffixes to Vowel Teams</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the rule for adding vowel suffixes to vowel team bases, which is as follows: <ul style="list-style-type: none"> ○ regardless of whether the suffix begins with a vowel or a consonant, the rule is that we just “slam it on” (example: meet + ing = meeting) ○ we need a different rule is when we deal with ‘ue.’ Having the letter ‘e’ at the end of the word can cause confusion so for ‘ue’ we follow the rules of vce syllable type and drop the ‘e’ and add the ending when adding a suffix that starts with a vowel. (example: sue + ing = suing) • Student can read and write vowel team syllables with suffixes in isolated words. • Student can read and write words that contain vowel team syllables with suffixes, in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Scooping syllable worksheets ➤ Word sum worksheets ➤ Magnetic letter tile drill for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 	<p>Lesson #83</p> <p>Date:</p>		
<p>Adding Prefixes to Vowel Teams</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> ○ Student can state the rule for adding vowel suffixes to vowel team bases, which is as follows: 	<p>Lesson #86</p>		

<ul style="list-style-type: none"> ○ regardless of whether the prefix begins with a vowel or a consonant, the rule is that we just “slam it on” (example: un + seat = unseat). The prefix ‘slam it on’ rule is true for all syllable types. ● Student can read and write vowel team syllables with prefixes in isolated words. ● Student can read and write words that contain vowel team syllables with prefixes, in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ○ Scooping syllable worksheets ○ Syllable card drill ○ Magnetic letter tile drill for reading and spelling. ○ Reading single word lists and writing individual words ○ Controlled connected texts for reading and writing. 			
<p>Introduction to the Vowel Diphthong Syllable Type</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> ● Student can state vowel diphthong definition, which is as follows: <ul style="list-style-type: none"> ○ when vowels are together (side-by-side), they make a brand-new sound. (Example: coin) ● Student can use the definition of a vowel diphthong syllable to explain why a syllable is, or is not, a vowel diphthong syllable. ● Student can read and write 1 syllable vowel diphthong syllables in isolated words. ● Student can read and write 1 syllable vowel diphthong syllables in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce with rule card and vowel diphthong syllable story. ➤ Teach vowel diphthong in the following order: aw, au, oi, oy, oo, ou, ow, ie, ew, ea. Introduce the vowel diphthong slowly, 1 per lesson. In cases where there are only a few English words that use a certain type of diphthong, the teacher may choose to teach them as sight words. For example, there are only a few common words in which ‘ea’ makes the long ‘a’ sound: <i>great, break</i>. Similarly, there are only a few words in which ‘ie’ makes the long ‘e’ sound: <i>piece, field, movie</i>. ➤ Visual and auditory drills ➤ Magnetic letter tile drill for reading and spelling. 	<p>Lesson #87</p> <p>Date:</p>		

<ul style="list-style-type: none"> ➤ Blending drill ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 			
<p>Vowel Diphthongs in Multisyllable Words</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can read and write vowel diphthong syllables in isolated multisyllable words. • Student can read and write connected text that contains multisyllable words with vowel diphthong syllables. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Scooping syllables worksheets – introduced in Lesson #88. This is the main way that students will work on multisyllable diphthong words until they gain fluency with working with this syllable type at the 1 syllable word level ➤ Syllable card drill ➤ Word sum worksheets ➤ Magnetic letter tile drill for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 	Lesson #88		
<p>Adding Suffixes to Vowel Diphthongs</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the rule for adding vowel suffixes to vowel team bases, which is as follows: <ul style="list-style-type: none"> ○ regardless of whether the suffix begins with a vowel or a consonant, the rule is that we just “slam it on” (example: join + ing = joining) ○ we need a different rule is when we deal with vowel diphthongs that end in ‘e’ such as ‘ie.’ Having the letter ‘e’ at the end of the word can cause confusion so for ‘ie’ we follow the rules of vce syllable type and drop the ‘e’ and add the ending when adding a suffix that starts with a vowel. (example: piece + ing = piecing) • Student can read and write vowel diphthong syllables with suffixes in isolated words. • Student can read and write words that contain vowel diphthong syllables with suffixes, in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Scooping syllable worksheets 			

<ul style="list-style-type: none"> ➤ Word sum worksheets ➤ Magnetic letter tile drill for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 			
<p>‘igh’ Exception to Closed Syllable Rule</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student state the main ideas contain on the ‘igh’ rule card, which are as follows: <ul style="list-style-type: none"> If you have the letter ‘i’ followed by ‘gh’ then ‘i’ says the long /i/ sound and the ‘gh’ is silent • Student can read and write words that contain ‘igh’ in isolated words. • Student can read and write words that contain ‘igh’ in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Rule card ➤ Etymology - Tell student that when there are silent letters in a words that don’t seem to serve a function, that can be a clue to the history of the word. “Igh” has roots in Old English. ➤ Visual and auditory drills ➤ Magnetic letter tile drill for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 	<p>Lesson #100</p> <p>Date:</p>		
<p>Introduction to the r-controlled Syllable Type</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the r-controlled syllable definition, which is as follows: <ul style="list-style-type: none"> ○ When only 1 vowel is followed by the letter ‘r,’ the vowel usually makes a new sound with the letter ‘r.’ (Examples: car, for, her, dirt). In the case of ‘ur’ the ‘u’ is making the expected short ‘u’ sound (Example: hurt). • Student can use the definition of a r-controlled syllable to explain why a syllable is, or is not, a r-controlled syllable. • Student can read and write 1 syllable r-controlled syllables in isolated words. • Student can read and write 1 syllable r-controlled syllables in connected text. <p>How this concept is taught:</p>	<p>Lesson #101</p> <p>Date:</p>		

<ul style="list-style-type: none"> ➤ Introduce with rule card and r-controlled syllable story. ➤ Teach r-controlled teams in the following order: ar, or, er, ir, ur. ➤ Introduce the r-controlled teams slowly, 1 per lesson. ➤ Visual and auditory drills ➤ Magnetic letter tile drill for reading and spelling. ➤ Blending drill ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 			
<p>Exceptions – ‘ar’ and ‘er’ at the End of Multisyllable Words</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain that the r-controlled syllable type has some exceptions when we start making multisyllable words. Specifically, ‘ar’ or ‘or’ in the final syllable of a multisyllabic word make an unexpected sound. They say /er/. This is because the way that we speak changes over time but the way that we write does not. (Examples: doctor, dollar) • Student can read and write r-controlled ‘ar’ and ‘or’ exceptions in isolated words. • Student can read and write r-controlled ‘ar’ and ‘or’ exceptions in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Scooping syllables worksheet ➤ Magnetic letter tile drill for reading and spelling. ➤ Syllable card drill ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 	<p>Lesson #108</p> <p>Date:</p>		
<p>Adding Suffix Endings to r-Controlled Syllables</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain the 1-1-1 doubling rule and state that it applies to r-controlled syllables. The reason is that r-controlled syllable looks exactly like closed syllables. We can’t call them closed syllables because the vowel sound is not short. This is why we make a different syllable type for the r-controlled situation. • Student can recall that the 1-1-1 rule is only applied to one syllable closed syllable words and that it applies to r-controlled syllables as well. 	<p>Lesson #109</p> <p>Date:</p>		

<ul style="list-style-type: none"> • Student can read and write r-controlled words in isolation in which the 1-1-1 doubling rule is used. • Student can read and write r-controlled words in connected text in which the 1-1-1 doubling rule <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Scooping syllable worksheet ➤ Word sum card drills and worksheets ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 			
<p>Exception - “vowel + rr”</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain that when there is a vowel followed by two “r’s” that the vowel will make the short vowel sound. There are not a lot of words with the “vowel + <rr>” situation. (Examples: carry, berry, hurry, correct, sorry) • Student can read and write vowel followed by two “r’s” exceptions in isolated words. • Student can read and write vowel followed by two “r’s” exceptions in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Scooping syllables worksheet ➤ Magnetic letter tile drill for reading and spelling. ➤ Syllable card drill ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 	<p>Lesson #110</p> <p>Date:</p>		
<p>Exception – “para”</p> <p>How the student will show mastery:</p> <p>Student can explain that “para” is a prefix that can be added to a base word.</p> <p>Student can read and write words that contain the ‘para’ prefix in isolated words.</p> <ul style="list-style-type: none"> • Student can read and write words that contain the ‘para’ prefix in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Etymology - the primary meanings of “para” are <i>beside</i> or <i>beyond</i> ➤ Scooping syllables worksheet 	<p>Lesson #111</p> <p>Date:</p>		

<ul style="list-style-type: none"> ➤ Magnetic letter tile drill for reading and spelling. ➤ Syllable card drill. Words to use: parasol, paradox, paragraph, parasite, paramedic (Note: 'para' is written on 1 card even though it has 2 syllables) ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 			
<p>Introduction to Consonant-le Syllable Type</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can state the consonant-le syllable definition, which is as follows: <ul style="list-style-type: none"> ○ One consonant ○ Followed by an <l> and the silent letter <e> ○ It is always the final syllable in poly-syllabic words (can't be in the first syllable) • Student can state that this is the only syllable type that needs another syllable type to make a word. (Example: can +dle = candle). • Student can use the definition of a consonant-le syllable to explain why a syllable is, or is not, a consonant-le syllable. • Student can read and write consonant-le words (they will always be multisyllable words) in isolated words. • Student can read and write consonant-le syllable words (they will always be multisyllable words) in connected text. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Introduce with rule card and consonant-le syllable story. ➤ Teach consonant-le combinations by writing them on index cards: dle: ble, kle, dle, gle, fle, ple, cle tle and combining them with other syllable types to form words. (Examples: candle, able, rifle, eagle, simple, title, circle, sparkle) ➤ Visual and auditory drills ➤ Magnetic letter tile drill for reading and spelling. ➤ Blending drill ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 	<p>Lesson #112</p> <p>Date:</p>		
<p>Doubling the Consonant Before the -le</p> <p>How the student will show mastery:</p>	<p>Lesson #114</p>		

<ul style="list-style-type: none"> • Student can explain that sometimes the consonant before the -le must be doubled. It needs to be doubled when the first syllable has a short vowel sound and needs a consonant to make it a closed syllable. We still need a consonant before the 'le' in the second syllable to make the consonant-le syllable type, so a doubling of the consonant happens. (Example: bub + ble = bubble) • Student can read and write isolated words containing consonant-le words in which the consonant before the -le is doubled. • Student can read and write connected text in which the consonant before the -le is doubled. <p>How this concept is taught:</p> <ul style="list-style-type: none"> ➤ Magnetic letter tile drill for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing. 	Date:		
<p>Adding Suffix Endings to the Consonant-le Syllable</p> <p>How the student will show mastery:</p> <ul style="list-style-type: none"> • Student can explain the rule for adding suffixes to the consonant-le syllable, which is as follows: <ul style="list-style-type: none"> ○ when adding a suffix ending that begins with a vowel to a syllable that is a consonant-le, you must drop the e and add the ending. <p>How this concept was taught:</p> <ul style="list-style-type: none"> ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 	Lesson #115 Date:		
<p>Exception “-stle”</p> <ul style="list-style-type: none"> • Student can explain the one exception to this syllable type. It is -stle. In this combination of letters, the 't' is silent, and its role is to be the consonant in the consonant-le syllable. <p>How this concept was taught:</p> <ul style="list-style-type: none"> ➤ Slider for these words: castle, rustle, whistle, nestle, bristle, jostle, bustle, wrestle ➤ Magnetic letter tile drills for reading and spelling. ➤ Reading single word lists and writing individual words ➤ Controlled connected texts for reading and writing 	Lesson #116 Date:		