

# Strategies and Skills by Level

Summary of skill focus, word study activities, and guided writing

Level	Skill Focus	Sound Sorts	Magnetic Letters (Making Words)	Sound Boxes	Analogy Charts	Guided Writing
Pre-A	Letters, sounds, print concepts	Initial consonants	Match letters to alphabet chart. Make first name.	None	None	Interactive writing
A 1	Consonants	Initial consonants	Exchange initial consonants: <i>cat-fat-mat-bat</i>	2 or 3 boxes <i>me, go, he, so</i> <i>can, map, hat</i>	None	Dictated sentence 3–5 words
B 2	Consonants Short vowels ( <i>a, o</i> )	Initial and final consonants Short <i>a</i> and <i>o</i>	Exchange initial and final consonants: <i>can-pan-pat-mat-man</i>	2 or 3 boxes <i>at, on, am, hop, fan, mom, dad</i>	None	Dictated or open-ended sentence 5–7 words
C 3/4	Short vowels ( <i>a, e, i, o, u</i> ) Hearing sounds in sequence (CVC)	Short <i>e, i, u</i>	Exchange initial, medial, and final letters; include all short vowels: <i>pot-hot-hop-mop-map-cap-lap-lad-lid</i>	3 boxes (CVC) <i>mat, bed, did, hop, fun</i>	None	Dictated or open-ended sentence 7–10 words
D 5/6	Digraphs ( <i>sh, ch, th</i> ) Endings ( <i>-s, -ing</i> ) Onset/rime	Initial and final digraphs	Exchange initial, medial, and final letters; include digraphs; break at onset and rime: <i>hop-shop-chop-chip-chin-thin</i>	3 boxes (words with digraphs) <i>chat, then, with, ship, such, much</i>	None	Dictated or open-ended sentences Include endings: <i>-ing, -s,</i>
E 7/8	Initial blends Onset/rime Endings ( <i>-ed, -er</i> )	Initial blends	Add and delete initial clusters; break at onset and rime: <i>cap-clap-clip-grip-grin-spin</i>	4 boxes (initial blends, short vowels) <i>slip, clan, step</i>	None	2 or 3 sentences B-M-E Facts learned

Level	Skill Focus	Sound Sorts	Magnetic Letters (Making Words)	Sound Boxes	Analogy Charts	Guided Writing																
F 9/10	Final blends Onset/rime	Final blends	Add and delete final clusters; break at onset and rime: <i>went-wept-west-lest-list-limp</i>	4 boxes final blends <i>lamp, last, test, went, milk, jump</i>	None	B-M-E (3 sentences) Facts learned Respond to a prompt																
G 11/12	Initial and final blends Silent e	None	Silent-e feature: <i>mat-mate-mane-man</i>	5 boxes <i>stink, grunt, stomp</i>	<table border="1"> <tr> <td><b>cat</b></td> <td><b>make</b></td> </tr> <tr> <td>chat</td> <td>shake</td> </tr> <tr> <td>spat</td> <td>snake</td> </tr> <tr> <td>spam</td> <td>grape</td> </tr> </table>	<b>cat</b>	<b>make</b>	chat	shake	spat	snake	spam	grape	B-M-E (4 sentences) Somebody-Wanted-But-So (SWBS) Respond to a prompt								
<b>cat</b>	<b>make</b>																					
chat	shake																					
spat	snake																					
spam	grape																					
H-I 13-16	Vowel teams <i>ee, ar, ay, oa, or, all, ow (cow)</i> Endings	None	Vowel patterns: <i>cow-clown-crown-crowd</i> Break at onset and rime: <i>(cl-own)</i>	None	<table border="1"> <tr> <td><b>eat</b></td> <td><b>day</b></td> </tr> <tr> <td>beat</td> <td>gray</td> </tr> <tr> <td>seating</td> <td>stayed</td> </tr> <tr> <td>cheater</td> <td>prayed</td> </tr> </table>	<b>eat</b>	<b>day</b>	beat	gray	seating	stayed	cheater	prayed	B-M-E (5 sentences) SWBS Problem-Solution Respond to a prompt								
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cheater	prayed																					
J+ 17+	Vowel teams <i>ou, ew, ight, aw, ai, oi, ow (low)</i> Make and break a big word	None	<i>de-light-ful</i> <i>e-nor-mous</i>	None	<table border="1"> <tr> <td><b>rain</b></td> <td><b>out</b></td> </tr> <tr> <td>stain</td> <td>about</td> </tr> <tr> <td>sprain</td> <td>shouted</td> </tr> <tr> <td>brainy</td> <td>ground</td> </tr> </table> <table border="1"> <tr> <td><b>hop</b></td> <td><b>hopping</b></td> </tr> <tr> <td>stop</td> <td>stopping</td> </tr> <tr> <td>clap</td> <td>clapping</td> </tr> <tr> <td>hug</td> <td>hugging</td> </tr> </table>	<b>rain</b>	<b>out</b>	stain	about	sprain	shouted	brainy	ground	<b>hop</b>	<b>hopping</b>	stop	stopping	clap	clapping	hug	hugging	Five-Finger Retell Character analysis Main idea/details Summary Compare/contrast Cause-effect Question-Answer Respond to a prompt
<b>rain</b>	<b>out</b>																					
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Use these charts to plan your lessons and guide acceleration decisions.

Strategies and Skills for Pre-A			
Work With Letters and Names	Work With Sounds	Read and Discuss Books	Interactive Writing
<ul style="list-style-type: none"> <li>Learn letter names</li> <li>Link letters to picture concepts</li> <li>Learn letter sounds</li> <li>Visual memory for first name</li> <li>Visual scanning left to right</li> <li>Letter formation</li> </ul>	<ul style="list-style-type: none"> <li>Foundational skills</li> <li>Hear syllables</li> <li>Hear rhyming words</li> <li>Hear initial consonants</li> <li>Link sounds to letters</li> </ul>	<ul style="list-style-type: none"> <li>Oral language</li> <li>Vocabulary</li> <li>Left-to-right directionality</li> <li>One-to-one matching</li> <li>Concept of letter and word</li> <li>Concept of first and last letter/word</li> <li>Attend to print</li> <li>Period at the end of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Hear sounds in words</li> <li>Link sounds to letters</li> <li>Form letters</li> <li>Space between words</li> <li>One-to-one matching</li> </ul>

Strategies and Skills for Level A									
Students learn to . . .	Picture Sorts	Making Words	Sound Boxes	Guided Writing					
<ul style="list-style-type: none"> <li>maintain one-to-one on one line of print.</li> <li>use meaning to predict, monitor, self-correct.</li> <li>read and write about 10 words.</li> <li>firm up letter knowledge.</li> <li>hear and use initial consonant sounds in reading and writing.</li> </ul>	<p>Initial consonants</p> <p>Choose 2 (see pages 38–39; 81)</p> <p>Examples of pictures to sort for <b>Dd, Hh</b>:</p> <p><i>desk, duck, horse, hand</i></p>	<p>Change initial consonant:</p> <ul style="list-style-type: none"> <li><i>go-no-so</i></li> <li><i>cat-hat-mat-pat</i></li> <li><i>me-he-we-be</i></li> <li><i>hop-mop-top-cop</i></li> <li><i>pot-lot-hot-dot</i></li> <li><i>pan-man-ran-fan</i></li> <li><i>map-cap-tap-gap</i></li> <li><i>mad-had-sad-pad</i></li> <li><i>dog-fog-log-hog</i></li> </ul>	<p>2 or 3 boxes</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">s</td> <td style="padding: 5px;">o</td> </tr> </table> <p><i>me, we, he, go, no</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">m</td> <td style="padding: 5px;">a</td> <td style="padding: 5px;">p</td> </tr> </table> <p><i>map, can, dad</i></p>	s	o	m	a	p	<p>Dictate a sentence with 3–5 words.</p> <p><b>Examples:</b></p> <p><i>I like pizza.</i></p> <p><i>I see the turtle.</i></p> <p><i>My mom is nice.</i></p> <p><i>We can go fast.</i></p>
s	o								
m	a	p							

Use these charts to plan your lessons and guide acceleration decisions.

Strategies and Skills for Level B									
Students learn to . . .	Picture Sorts	Making Words	Sound Boxes	Guided Writing					
<ul style="list-style-type: none"> <li>maintain one-to-one on two lines of print.</li> <li>use meaning, structure, and known words to predict, monitor, and correct.</li> <li>cross-check meaning and first letters with prompting.</li> <li>read and write about 20 words.</li> <li>hear and use initial and final consonants.</li> <li>hear and use short vowels (a and o).</li> </ul>	<p>Short vowels (a and o)</p> <p>Choose 2 (see page 82)</p> <p>Examples of pictures to sort for <b>a, o</b>:</p> <p>hat, cat, mop, box</p>	<p>Change final consonant:</p> <ul style="list-style-type: none"> <li>rat-rag-ram-ran-rap</li> <li>cat-cap-can-cab</li> <li>man-mat-map-mad</li> <li>hat-ham-had-has</li> <li>hot-hop-hog</li> </ul> <p>Change initial and final consonant:</p> <ul style="list-style-type: none"> <li>mat-map-man-pan</li> <li>sat-sad-mad-had</li> <li>dog-hog-hot-dot</li> <li>hot-cot-cop-hop</li> </ul>	<p>2 or 3 boxes</p> <table border="1"> <tr> <td>a</td> <td>t</td> </tr> </table> <p>am, at, as, on, up, an</p> <table border="1"> <tr> <td>c</td> <td>a</td> <td>t</td> </tr> </table> <p>cap, dog, log, mat</p>	a	t	c	a	t	<p>Dictate a sentence with 5–7 words.</p> <p><b>Examples:</b></p> <p>The rat is in the cage.</p> <p>Look at the pig in the road.</p> <p>Look at the big cat.</p> <p>We go to the lake to swim.</p>
a	t								
c	a	t							

Strategies and Skills for Level C							
Students learn to . . .	Picture Sorts	Making Words	Sound Boxes	Guided Writing			
<ul style="list-style-type: none"> <li>use meaning, structure, known words, and initial consonants to predict, monitor, and self-correct.</li> <li>cross-check meaning and first letters to solve unknown words without prompting.</li> <li>read and write about 30 words.</li> <li>hear and record CVC sounds in sequence with prompting.</li> </ul>	<p>Short vowels (e, i, u)</p> <p>Choose 2 or 3 (see page 82)</p> <p>Examples of pictures to sort for <b>e, i, u</b>:</p> <p>bed, leg, pig, lip, cup, rug</p>	<p>Change initial, medial, and final letters:</p> <ul style="list-style-type: none"> <li>can-cap-map-mop-top</li> <li>sat-sad-mad-mud-bud</li> <li>dog-dot-hot-hop-hip</li> <li>ran-run-bun-bug-bag</li> <li>lap-lip-lid-lad-mad</li> <li>got-get-net-pet-peg</li> <li>his-hit-pit-pot-hot-hop</li> <li>had-hid-rid-rig-wig</li> <li>run-bun-bin-bit-bet</li> </ul>	<p>3 boxes</p> <table border="1"> <tr> <td>r</td> <td>u</td> <td>g</td> </tr> </table> <p>bag sit hop gum rap big job wet cab hop vet tag cap mob rid fog can jog get nod</p>	r	u	g	<p>Dictate a sentence with 7–10 words.</p> <p><b>Examples:</b></p> <p>Come and look at my red car.</p> <p>We will catch the big fish in the lake.</p>
r	u	g					

Use this chart to plan your lessons and guide acceleration decisions.

Strategies and Skills for Level D							
Students learn to . . .	Picture Sorts	Making Words	Sound Boxes	Guided Writing			
<ul style="list-style-type: none"> <li>maintain meaning while solving new words.</li> <li>cross-check without prompting.</li> <li>use known parts with prompting.</li> <li>attend to endings with prompting.</li> <li>blend the sounds in small words.</li> <li>reread to access meaning.</li> <li>read without pointing.</li> <li>read in short phrases.</li> <li>read and write about 40 words.</li> <li>use digraphs and short vowels.</li> <li>read dialogue with expression.</li> <li>hear and record sounds in sequence without support.</li> <li>retell the story with support.</li> </ul>	<p>Digraphs</p> <p>Choose 2 or 3 (see pages 132–133)</p> <p>Examples of pictures to sort for <b>sh, ch, th</b>:</p> <p><i>ship, sheep, chick, cheese, thumb, think</i></p>	<p>Change initial, medial, or final letters. Include digraphs.</p> <p>Break at onset and rime. (<i>ch-ip</i>)</p> <ul style="list-style-type: none"> <li><i>hip-chip-chop-shop-ship</i></li> <li><i>bat-bath-math-mash</i></li> <li><i>did-dish-dash-mash-mush-much-such</i></li> <li><i>hat-chat-chap-chip-ship</i></li> <li><i>cat-chat-that-than-thin</i></li> <li><i>map-math-bath-bash</i></li> <li><i>the-then-than-that</i></li> </ul>	<p>3 boxes</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>m</td> <td>a</td> <td>sh</td> </tr> </table> <p><i>math shop</i>  <i>chin this</i>  <i>such dash</i>  <i>chat dish</i>  <i>chop thud</i>  <i>such shot</i>  <i>path hush</i>  <i>with chip</i></p>	m	a	sh	<p>Dictate two sentences.</p> <p><b>Examples:</b></p> <p><i>Ben is looking for his bear. Mom said to check the chair.</i></p> <p><i>The man is going to the fire. He will get the cat to come to him.</i></p>
m	a	sh					

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Strategies and Skills for Level E								
Students learn to . . .	Picture Sorts	Making Words	Sound Boxes	Guided Writing				
<ul style="list-style-type: none"> <li>maintain meaning while using known parts to solve words.</li> <li>cover the endings to solve words.</li> <li>monitor with meaning, blends, and endings.</li> <li>read and write an increasing number of sight words.</li> <li>read familiar text with fluency.</li> <li>read new text with some phrasing.</li> <li>read with expression.</li> <li>understand simple contractions made from known words (e.g., <i>can't</i>, <i>didn't</i>, <i>I'm</i>, <i>I'll</i>, <i>you're</i>, <i>we're</i>, <i>isn't</i>, <i>they're</i>, <i>he's</i>, <i>she's</i>, <i>it's</i>)</li> <li>orally segment one-syllable words at the onset and rime (<i>st-ick</i>).</li> <li>hear and write a CCVC word in sequence.</li> </ul>	<p>Initial Blends</p> <p>Select blends that begin with the same letter.</p> <p>Choose 2 or 3 (see pages 132–133)</p> <p>Examples of pictures to sort for <b>fl</b>, <b>fr</b>:</p> <p><i>flower, flag, fruit, frog</i></p>	<p>Change initial blend, medial vowel, or final letter.</p> <p>Break at onset and rime. (<i>gr-ab</i>)</p> <ul style="list-style-type: none"> <li><i>bag-brag-brat-flat-flit</i></li> <li><i>lip-clip-slip-slit-spit-spot</i></li> <li><i>lap-clap-slap-slam-spam</i></li> <li><i>rim-trim-trip-trap-strap</i></li> <li><i>stub-stab-grab-gram-glam-glum</i></li> <li><i>crab-slab-grab-grub-snub</i></li> <li><i>skin-skip-trip-trap-clap-clip</i></li> <li><i>plum-drum-drug-snug-snag</i></li> <li><i>step-stop-slop-slip-blip</i></li> <li><i>win-twin-twig-swig-swim</i></li> </ul>	<p>4 boxes</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>c</td> <td>r</td> <td>a</td> <td>b</td> </tr> </table> <p><i>brag clip</i>  <i>snug clam</i>  <i>drop spun</i>  <i>clap drip</i>  <i>crab flip</i>  <i>sled flop</i>  <i>grin sped</i>  <i>grip plot</i>  <i>flap skid</i></p>	c	r	a	b	<p>Prompt students to write about the story.</p> <p><b>Prompt:</b> Write a sentence about the beginning and another about the end of the story. Use the pictures if you need help.</p> <p><b>Example:</b> Bella did not want to share her bone. She hid her bone in the snow.</p> <p><b>Prompt:</b> What did you learn about fireflies?</p> <p><b>Example:</b> They have two wings and two big eyes. They light up at night.</p>
c	r	a	b					

Use this chart to plan your lessons and guide acceleration decisions.

Strategies and Skills for Level F								
Students learn to . . .	Picture Sorts	Making Words	Sound Boxes	Guided Writing				
<ul style="list-style-type: none"> <li>maintain meaning while using known parts and endings to solve new words.</li> <li>attend to the middle and end of words with prompting.</li> <li>use onsets and rimes to solve words with prompting.</li> <li>read new books with greater fluency and expression.</li> <li>use punctuation to read with phrasing and expression.</li> <li>understand more challenging contractions (e.g., <i>couldn't, won't, we'll, we've, I've, who'll, they'll</i>).</li> <li>hear and record final blends in one-syllable words.</li> </ul>	<p>Final blends</p> <p>Choose 2 or 3 (see pages 132–133)</p> <p>Examples of pictures to sort:</p> <ul style="list-style-type: none"> <li><b>-mp</b> <i>camp, lamp, jump</i></li> <li><b>-nd</b> <i>band, land, sand</i></li> <li><b>-ng</b> <i>sing, bang, lung</i></li> <li><b>-st</b> <i>nest, rest, west</i></li> <li><b>-sk</b> <i>mask, tusk, desk</i></li> <li><b>-nk</b> <i>tank, bank, junk, pink, link</i></li> <li><b>-ft</b> <i>raft, gift, lift</i></li> <li><b>-nt</b> <i>ant, mint, bent</i></li> <li><b>-lt</b> <i>felt, melt, belt, bolt</i></li> <li><b>-lk</b> <i>milk, silk</i></li> </ul>	<p>Change initial letter, medial vowel, or final blend.</p> <p>Break at onset and rime. (<i>s-ing</i>)</p> <ul style="list-style-type: none"> <li><i>ask-bask-bash-mash</i></li> <li><i>bang-bank-band-land</i></li> <li><i>camp-damp-dump-lump</i></li> <li><i>gang-fang-pang-pant</i></li> <li><i>fast-last-lest-left-lent</i></li> <li><i>rang-sang-sank-tank</i></li> <li><i>raft-rant-pant-past-pest</i></li> <li><i>belt-bend-bent-best</i></li> <li><i>desk-dusk-tusk-must</i></li> <li><i>went-west-test-tend</i></li> <li><i>lift-lint-list-last-cast</i></li> <li><i>just-jest-rest-rust-runt</i></li> <li><i>soft-sift-silt-hilt-hint</i></li> <li><i>felt-belt-best-bent-went</i></li> <li><i>milk-silk-silt-wilt</i></li> </ul>	<p>4 boxes</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>k</td> <td>e</td> <td>p</td> <td>t</td> </tr> </table> <p><i>gust pink</i>  <i>kept fang</i>  <i>band desk</i>  <i>lift bang</i>  <i>film lend</i>  <i>rung damp</i>  <i>lung mend</i>  <i>mist belt</i>  <i>sang risk</i>  <i>lump dusk</i>  <i>mend sink</i>  <i>land task</i></p>	k	e	p	t	<p>Prompt students to write about the story.</p> <p><b>B-M-E</b> (3 sentences)</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>Write three sentences about the story. Use your pictures if you need help.</li> <li>What was the problem? How was it solved?</li> <li>Write three facts about firefighters.</li> </ul>
k	e	p	t					

Use this chart to plan your lessons and guide acceleration decisions.

Strategies and Skills for Level G																																					
Students learn to . . .	Making Words	Sound Boxes	Analogy Charts	Guided Writing																																	
<ul style="list-style-type: none"> <li>maintain meaning while solving new words using known parts, endings, and familiar rimes.</li> <li>read new books with greater fluency and expression.</li> <li>break words apart. (Discourage letter-by-letter sounding!)</li> <li>monitor by attending to the middle and end of words.</li> <li>use analogies to problem-solve during writing with prompting (e.g., <i>If you know like, you can write hike</i>).</li> <li>hear and record initial and final blends in one-syllable words.</li> <li>apply the silent-e rule with prompting.</li> </ul>	<p>Initial and final blends</p> <ul style="list-style-type: none"> <li><i>cash-clash-clasp-clamp-cramp</i></li> <li><i>band-brand-bland-blank-blink</i></li> <li><i>lush-blush-brush-crush-crust-crest-chest</i></li> <li><i>pit-spit-split-splint-sprint</i></li> <li><i>think-chink-shrink-rink-risk</i></li> <li><i>ran-ranch-branch-brunch</i></li> <li><i>went-west-wept-swept-crept</i></li> </ul> <p><b>Silent-e rule</b></p> <ul style="list-style-type: none"> <li><i>hat-hate-mate-mat-rat-rate</i></li> <li><i>pal-pale-pane-pan-man-mane</i></li> <li><i>slid-slide-slime-slim-dim-dime</i></li> </ul>	<p>4 or 5 boxes</p> <table border="1"> <tr><td>c</td><td>r</td><td>a</td><td>sh</td></tr> </table> <table border="1"> <tr><td>t</td><td>w</td><td>i</td><td>s</td><td>t</td></tr> </table> <p><i>brand blank</i>  <i>clank cramp</i>  <i>crash flash</i>  <i>grand grasp</i>  <i>plant shaft</i>  <i>smash stamp</i>  <i>champ clamp</i>  <i>clash plump</i>  <i>skunk slump</i>  <i>sling stump</i>  <i>stung thump</i>  <i>trunk trust</i>  <i>crust grump</i>  <i>grunt stunt</i>  <i>blush brush</i>  <i>crush flush</i>  <i>munch lunch</i>  <i>bunch crunch</i></p>	c	r	a	sh	t	w	i	s	t	<p><b>Silent-e rule</b>  <b>Easy</b> (Rime is constant.)</p> <table border="1"> <tr><td>hot</td><td>hope</td></tr> <tr><td>spot</td><td>rope</td></tr> <tr><td>trot</td><td>slope</td></tr> <tr><td>slot</td><td>mope</td></tr> </table> <p><b>Harder</b> (Rime changes, but vowel sound is constant.)</p> <table border="1"> <tr><td>cat</td><td>came</td></tr> <tr><td>chat</td><td>shame</td></tr> <tr><td>flag</td><td>quake</td></tr> <tr><td>clam</td><td>brave</td></tr> </table> <p><b>Hardest</b> (Rime and vowel sounds change. Students sort words by short- and long-vowel sound.)</p> <table border="1"> <tr><td>cat (short)</td><td>cake (long)</td></tr> <tr><td>slap</td><td>grape</td></tr> <tr><td>twig</td><td>spoke</td></tr> <tr><td>shut</td><td>bride</td></tr> </table>	hot	hope	spot	rope	trot	slope	slot	mope	cat	came	chat	shame	flag	quake	clam	brave	cat (short)	cake (long)	slap	grape	twig	spoke	shut	bride	<p>Prompt students to write about the story.</p> <p><b>B-M-E</b> (3–5 sentences)</p> <p><b>SWBS</b> <i>The lion wanted to eat the rabbit, but a deer came by, so the lion let the rabbit go.</i></p> <p><b>Problem-Solution</b> What was the problem? How was it solved?</p> <p><b>Question-Answer</b> Write questions that were answered in the book and answer the questions.</p> <p><b>Facts</b> What did you learn from reading this book?</p> <p><b>Picture prompt</b> Choose your favorite picture and write three sentences about it. Include details.</p>
c	r	a	sh																																		
t	w	i	s	t																																	
hot	hope																																				
spot	rope																																				
trot	slope																																				
slot	mope																																				
cat	came																																				
chat	shame																																				
flag	quake																																				
clam	brave																																				
cat (short)	cake (long)																																				
slap	grape																																				
twig	spoke																																				
shut	bride																																				



Use this chart to plan your lessons and guide acceleration decisions.

Strategies and Skills for Levels H and I																																						
Students learn to . . .	Making Words	Sound Boxes	Analogy Charts	Guided Writing																																		
<ul style="list-style-type: none"> <li>maintain meaning while quickly solving new words using a variety of strategies.</li> <li>read new books with greater fluency.</li> <li>use analogies to problem-solve during reading with the teacher's support.</li> <li>learn vowel patterns during reading and writing with support. <i>ee, ar, ay, oa, or, all, ow (cow)</i></li> <li>apply the silent-e rule in writing with a little prompting.</li> </ul>	<p>Silent-e rule</p> <ul style="list-style-type: none"> <li><i>came-same-shame-sham-ham</i></li> <li><i>hop-hope-slope-slop-shop</i></li> <li><i>rip-ripe-gripe-grip-grim-grime</i></li> </ul> <p>Vowel patterns</p> <ul style="list-style-type: none"> <li><i>day-say-stay-slay-play-pray</i></li> <li><i>car-cart-chart-charm-harm</i></li> <li><i>see-seed-weed-week-cheek-creek-creep</i></li> <li><i>boat-boast-coast-coach-roach-roast</i></li> <li><i>for-fork-pork-porch-scorch</i></li> <li><i>cow-clown-crown-crowd</i></li> </ul>	<p>5 boxes</p> <table border="1"> <tr><td>s</td><td>p</td><td>l</td><td>i</td><td>t</td></tr> </table> <table border="1"> <tr><td>s</td><td>c</td><td>r</td><td>u</td><td>b</td></tr> </table> <p>See examples listed for Level G.</p> <p>When students can write a word phonetically, including blends, sound boxes are no longer necessary.</p>	s	p	l	i	t	s	c	r	u	b	<p><b>Vowel teams</b> <i>ee, ar, ay, oa, or, all, ow (cow)</i></p> <table border="1"> <tr><td><b>car</b></td><td><b>cow</b></td></tr> <tr><td>far</td><td>now</td></tr> <tr><td>card</td><td>plow</td></tr> <tr><td>started</td><td>crowd</td></tr> </table> <table border="1"> <tr><td><b>see</b></td><td><b>for</b></td></tr> <tr><td>tree</td><td>fort</td></tr> <tr><td>sweep</td><td>sport</td></tr> <tr><td>sleeping</td><td>stormy</td></tr> </table> <table border="1"> <tr><td><b>boat</b></td><td><b>all</b></td></tr> <tr><td>float</td><td>tall</td></tr> <tr><td>coach</td><td>stall</td></tr> <tr><td>toaster</td><td>smallest</td></tr> </table> <p>To increase the challenge, include words with initial blends and endings.</p>	<b>car</b>	<b>cow</b>	far	now	card	plow	started	crowd	<b>see</b>	<b>for</b>	tree	fort	sweep	sport	sleeping	stormy	<b>boat</b>	<b>all</b>	float	tall	coach	stall	toaster	smallest	<p>Students write in response to the teacher's prompt.</p> <p><b>B-M-E</b> (5 sentences)</p> <p><b>Track a Character's Feelings</b></p> <p>How did the character feel at the beginning, middle, and end? What events caused those feelings?</p> <p><i>In the beginning Kenny was excited to help the farmer. In the middle Kenny was sad that the pig didn't want to be petted. At the end Kenny was happy he found a stick to scratch the pig.</i></p>
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float	tall																																					
coach	stall																																					
toaster	smallest																																					

Use this chart to plan your lessons and guide acceleration decisions.

Strategies and Skills for Level J																															
Students learn to . . .	Making Words	Analogy Charts	Guided Writing																												
<ul style="list-style-type: none"> <li>increase reading stamina.</li> <li>flexibly use a variety of strategies to solve new words.</li> <li>read new books with fluency and expression, stopping only to problem-solve.</li> <li>use vowel patterns in reading and writing with support.</li> <li>use the silent-e feature in reading and writing with support.</li> <li>write two-syllable words with support.</li> <li>use illustrations to determine the meaning of unknown words.</li> <li>respond to a story in writing with decreasing support.</li> <li>retell a story independently.</li> <li>read and respond to nonfiction.</li> </ul>	<p>Vowel Patterns</p> <ul style="list-style-type: none"> <li><i>out-ouch-pouch-pound-round-around</i></li> <li><i>rain-train-strain-sprain-brain-brainy</i></li> <li><i>snow-show-shown-grown-growth</i></li> <li><i>night-right-fright-flight-slight-slightly</i></li> <li><i>oil-coil-coin-join-joint-point-pointy</i></li> <li><i>few-flew-blew-brew-crew-chew-chewy</i></li> <li><i>saw-law-claw-draw-squaw-squawk</i></li> </ul>	<p><b>Vowel teams</b> <i>ew, ou, ight, aw, oi, ai, ow</i></p> <p>Gradually increase the difficulty of the task by using words with digraphs, blends, prefixes, and suffixes.</p> <table border="1"> <thead> <tr> <th>out</th> <th>snow</th> </tr> </thead> <tbody> <tr> <td>pout</td> <td>know</td> </tr> <tr> <td>sprout</td> <td>known</td> </tr> <tr> <td>about</td> <td>blowing</td> </tr> <tr> <td>found</td> <td>unknown</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>night</th> <th>oil</th> </tr> </thead> <tbody> <tr> <td>bright</td> <td>soil</td> </tr> <tr> <td>lightly</td> <td>moist</td> </tr> <tr> <td>mighty</td> <td>unspoiled</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>new</th> <th>saw</th> </tr> </thead> <tbody> <tr> <td>flew</td> <td>claw</td> </tr> <tr> <td>threw</td> <td>thaw</td> </tr> <tr> <td>chewed</td> <td>drawn</td> </tr> <tr> <td>unscrew</td> <td>crawling</td> </tr> </tbody> </table>	out	snow	pout	know	sprout	known	about	blowing	found	unknown	night	oil	bright	soil	lightly	moist	mighty	unspoiled	new	saw	flew	claw	threw	thaw	chewed	drawn	unscrew	crawling	<p>Students write in response to the teacher's prompt.</p> <p><b>Five-Finger Retell</b></p> <p><b>SWBS-Then</b></p> <p><i>Victor wanted to fly his kite, but it was too small so he built his own kite.</i></p> <p>THEN</p> <p><i>Victor wanted to fly his new kite, but it lifted him to the top of the roof so his dad had to get him down.</i></p> <ul style="list-style-type: none"> <li>Problem-solution</li> <li>Character's actions (B-M-E)</li> <li>Character's feelings (B-M-E)</li> <li>Write facts about a nonfiction topic</li> <li>Important event: Find the picture that shows the most important event in the story. Write about it.</li> </ul>
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chewed	drawn																														
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Use this chart to plan your lessons and guide acceleration decisions.

Strategies and Skills for Levels K and Higher																													
Students learn to . . .	Making Words	Analogy Charts	Guided Writing																										
<ul style="list-style-type: none"> <li>increase reading stamina.</li> <li>flexibly use a variety of strategies to solve new words.</li> <li>read new books with fluency and expression, stopping only to problem-solve.</li> <li>use vowel patterns in reading and writing.</li> <li>use the silent-e feature in reading and writing.</li> <li>write words with two and three syllables.</li> <li>attend to prefixes and suffixes in reading and writing.</li> <li>use vocabulary strategies to determine the meaning of unknown words with prompting.</li> <li>respond to a story in writing with decreasing support.</li> <li>use more complex comprehension strategies.</li> <li>read and respond to nonfiction and poetry.</li> </ul>	<p>Make and Break a Big Word</p> <p>Select a multisyllabic word from the story.</p> <p>Make it (<i>understand</i>)</p> <p>Break it (<i>un-der-stand</i>)</p> <p>Say it (un/der/stand)</p> <p>Make it again</p>	<p><b>Vowel teams</b></p> <p>Continue to teach vowel teams students need to learn</p> <p><b>e drop</b></p> <p>Drop the silent e when adding a suffix that begins with a vowel. (<i>-ed, -ing</i>)</p> <table border="1"> <tr> <td>like</td> <td>liked</td> </tr> <tr> <td>spike</td> <td>spiked</td> </tr> <tr> <td>choke</td> <td>choked</td> </tr> </table> <p>Add suffixes (<i>-ly, -ful</i>)</p> <table border="1"> <tr> <td>love</td> <td>lovely</td> </tr> <tr> <td>real</td> <td>really</td> </tr> <tr> <td>soft</td> <td>softly</td> </tr> <tr> <td>care</td> <td>careful</td> </tr> </table> <p>Double the consonant (when there is one letter after the vowel)</p> <table border="1"> <tr> <td>hop</td> <td>hopping</td> </tr> <tr> <td>run</td> <td>running</td> </tr> <tr> <td>shut</td> <td>shutting</td> </tr> </table> <p>Do not double (when there is more than one letter after the vowel)</p> <table border="1"> <tr> <td>jump</td> <td>jumping</td> </tr> <tr> <td>wish</td> <td>wishing</td> </tr> <tr> <td>hold</td> <td>holding</td> </tr> </table>	like	liked	spike	spiked	choke	choked	love	lovely	real	really	soft	softly	care	careful	hop	hopping	run	running	shut	shutting	jump	jumping	wish	wishing	hold	holding	<p>Students write in response to the teacher's prompt. Connect the written response to the comprehension focus for the lesson.</p> <ul style="list-style-type: none"> <li>Compare/contrast</li> <li>Cause-effect</li> <li>Character motivation</li> <li>Chapter summaries</li> <li>Character traits/evidence</li> <li>Write facts about a nonfiction text using text features (glossary, index, illustrations, diagrams, etc.)</li> <li>Reflections and wonderings</li> <li>Opinion/evidence</li> <li>Argument/evidence</li> <li>Describe author's point of view</li> <li>Compare/contrast characters, events, ideas from two texts</li> </ul>
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