

IMSE OG Curriculum and Pacing Guide

[Click Here for Weekly Plan Template](#)

[Trimester Skills Break Down](#)

September: [Week 1*](#) [Week 2](#) [Week 3](#)

October: [Week 4](#) [Week 5](#) [Week 6](#) [Week 7](#)

November: [Week 8](#) [Week 9](#) [Week 10](#) [Week 11](#)

December: [Week 12](#) [Week 13](#) [Week 14](#)

January: [Week 15](#) [Week 16*](#) [Week 17](#) [Week 18](#) [Week 19](#)

February: [Week 20](#) [Week 21](#) [Week 22](#)

March: [Week 23](#) [Week 24](#) [Week 25](#) [Week 26](#)

April: [Week 27](#) [Week 28](#) [Week 29](#)

May: [Week 30](#) [Week 31](#) [Week 32*](#)

Week	Items to Cover
1 9/13/21-9/17/21	<p>Focus: Give a Phonological Awareness Assessment and IMSE Level 1 Initial Assessment</p> <p>Teacher Resources:</p> <ul style="list-style-type: none">- Student Assessment Sheet- Level 1 Initial Assessment- Teacher Analysis Sheet- Kilpatrick PAST (Sections: D, E, F, G, H, I) <p>Review: Three-Part Drill with cards for c-qu, open syllables, and Vowel Intensive with all 5 vowels.</p> <p>Open and Closed Syllable Review Slide Deck</p> <p>Red Words: Review Kindergarten Red Words (The, a, is, of, and, to, for, I, be, with, are, as, has, was, we, me)</p> <p>Phonological Awareness Skills: Concept of Spoken Word, Zgonc pg. 50, "Count the Words"</p>
2 9/20/21-9/24/21	<p>Focus: Review concepts where the class scored less than 80% mastery (use Teacher Analysis Sheet to determine class need). Get those concepts into the 3PD and make sure they come up in all 3 parts of the drill. Can also work with struggling students in small groups.</p> <p>Introduce: C/K Spelling Rule: "K takes the i and e, C takes the other three" Class Poster</p> <ul style="list-style-type: none">• If the /k/ sound is followed by an /i/ or an /e/ sound then it is usually a K. If the /k/ sound is followed by an /a/, /o/, /u/ sound it is usually a C.

	<ul style="list-style-type: none"> • Watch video <p>Teacher Resources:</p> <ul style="list-style-type: none"> - Three Sounds Word Dictation Page - Sentence Dictation Page - OG Triple Lined Paper - Slide Deck <p>Red Words: Review Kindergarten Red Words (his, see, do, her, he, put, you, so, was, saw, they, or, have, from, by, my, one)</p> <p>Review RED Words Slides</p> <p>Syllable Division: Review Closed Syllables</p> <p>Phonological Awareness Skills: Rhyme Recognition, Zgonc pg. 56, “Super Rhyming Queen”</p>
<p>3</p> <p>9/27/21-10/1/21</p>	<p>Focus: Compound words (ex. pigpen, dishpan)</p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 74 & 75 - Teacher Practice & Assessment Bookpg. 36 - Student Spelling Practice & Assessment Bookpgs. 1-8 - Student Reading Practice Bookpg. 37 - Slide Deck <p>RED Words Slides</p> <p>Red Words To Teach: have, make</p> <ul style="list-style-type: none"> - Red Word Paper - How to Teach Red Word Steps <p>Syllable Division: Introduce Compound Words with Closed Syllables (VC/CV)</p> <ul style="list-style-type: none"> - Syllable Division Poster <p>Phonological Awareness Skills: Rhyme Completion, Zgonc pg. 62, “Pat Your Back”</p> <p>*Report Friday Assessment Score on Genesis</p>
<p>4</p> <p>10/4-10/8</p>	<p>Focus: 1-1-1 Doubling Rule (ff, ss, ll, zz) Sammy Loves Fried Zebras Poster</p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 76 & 77 - Teacher Practice & Assessment Bookpg. 37 - Student Spelling Practice & Assessment Bookpgs. 9-16

	<ul style="list-style-type: none"> - Student Reading Practice Bookpg. 38 - Syllable Division Bookpg. 2-3 - Slide Deck <p>Red Words To Teach: here, say</p> <p>Syllable Division: Review Closed Syllables & Compound Words with Closed Syllables (VC/CV)</p> <p>Phonological Awareness Skills: Rhyme Production, Zgoncpg. 68, “Silly Simon Says”</p>
<p>5</p> <p>10/11-10/15</p>	<p>Focus:Closed and Open Syllables (example: vc/cv & v/cv)</p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> - OG Triple Lined Paper - House & Door Examples - Recipe for Reading Bookpg. 108-110 - Teacher Practice & Assessment Bookpg. 33-34 - Student Spelling Practice & Assessment BookN/A use OG Triple Lined Paper - Student Reading Practice Bookpg. 32 & 33 - Syllable Division Bookpg. 4-6 <p>Red Words To Teach: girl, her</p> <p>Syllable Division:Two Syllable Words with Closed & Open Syllables</p> <ul style="list-style-type: none"> - Syllable Division Poster <p>Phonological Awareness Skills: Syllable Blending,Zgonc pg. 74, “Guess Who?”</p> <p>*Report Friday Assessment Score on Genesis</p>
<p>6</p> <p>10/18-10/22</p>	<p>Focus:Beginning Two Letter R Blends</p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 87-93 & Blends Word List& Sentences - Teacher Practice & Assessment Bookpg. 38 - Student Spelling Practice & Assessment Bookpgs. 17-24 - Student Reading Practice Bookpg. 39 - Syllable Division Bookpg.7-8 <p>Red Words To Teach:his, boy</p> <p>Syllable Division: Introduce Initial Blends “r” blends</p> <p>Phonological Awareness Skills: Syllable Segmentation, Zgonc pg. 81, “Syllable Spiderweb”</p>

<p>7</p> <p>10/25-10/29 & 11/1-11/5</p>	<p><u>Focus:</u>Beginning Three Letter R Blends (str, sh,th,hr, spr, scr)</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - OG Triple Lined Paper - Recipe for Reading Bookpg. 87-93 & Blends Word List& Sentences - Teacher Practice & Assessment Bookpg. N/A use BlendWord List & Sentences - Student Spelling Practice & Assessment BookN/A use OG Triple Lined Paper - Student Reading Practice Bookpg. 39 - Syllable Division Bookpg.7-8 <p><u>Red Words To Teach:</u>little, about, out</p> <p><u>Syllable Division:</u> Review Initial R Blends, Closed & Open Syllables</p> <p><u>Phonological Awareness Skills:</u> Phoneme Isolation of Final Sound, Zgonc pg. 98, “Can You Think of My Last Sound?”</p> <p>*Report Friday Assessment Score on Genesis</p>
<p>8</p> <p>11/8-11/12</p>	<p><u>Focus:</u>Beginning L Blends</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 87-93 & Blends Word List& Sentences - Teacher Practice & Assessment Bookpg. 39 - Student Spelling Practice & Assessment Bookpgs. 25-32 - Student Reading Practice Bookpg. 40 - Syllable Division Bookpg. 11-12 <p><u>Red Words To Teach:</u>now, how, saw</p> <p><u>Syllable Division:</u> Initial “L” Blends</p> <p><u>Phonological Awareness Skills:</u> Syllable Deletion,Zgonc pg. 86, “Think and Pop Up”</p>

<p>9</p> <p>11/15-11/19</p>	<p><u>Focus:</u> Beginning S and W Blends</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 87-93 & Blends Word List& Sentences - Teacher Practice & Assessment Bookpg. 40 - Student Spelling Practice & Assessment Bookpgs. 33-40 - Student Reading Practice Bookpg. 41 - Syllable Division Bookpg. 13 <p><u>Red Words To Teach:</u> day, today, want</p> <p><u>Syllable Division:</u>Initial Blends “s” blends</p> <p><u>Phonological Awareness Skills:</u> Phoneme Isolation ofInitial Sound, Zgonc pg. 94, “You Don’t Belong Here”</p>
<p>10</p> <p>11/22 & 11/23</p>	<p><u>Focus:</u>Review Blends</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - OG Triple Lined Paper - Recipe for Reading Bookpg. 87-93 & Blends Word List& Sentences - Teacher Practice & Assessment Bookpgs. 36-40 - Student Spelling Practice & Assessment BookN/A - Student Reading Practice Bookpg. 37-41 - Syllable Division Bookpg. 2-13 <p><u>Red Words To Review:</u>who, why, where</p> <p><u>Syllable Division:</u> Review Closed, Open Syllables</p>
<p>11</p> <p>11/29-12/3</p>	<p><u>Focus:</u> Ending T Blends</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 87-93 & Blends Word List& Sentences - Teacher Practice & Assessment Bookpg. 41 - Student Spelling Practice & Assessment Bookpgs. 41-48 - Student Reading Practice Bookpg. 42 - Syllable Division Bookpg. 14-17 <p><u>Red Words To Teach:</u> any, give, basket,</p> <p><u>Syllable Division:</u>Ending T Blends</p>

	<p><u>Phonological Awareness Skills:</u> Phoneme Blending- Onset and Rime, Zgonc pg. 106, “Snap! Crackle! Pop!”</p> <p>*Report Friday Assessment Score on Genesis</p>
<p>12</p> <p>12/6-12/10</p>	<p><u>Focus:</u> Structured Literacy Assessment Check -In (Ifneeded- Students who are performing below the 80Th percentile on weekly assessments); Welded Sound am, an, all; Suffix S</p> <p>Day 1: Structured Literacy Assessment Check-In (Individual Student Reading of words may be completed throughout the week.)</p> <p>Day 2 & 3: Welded Sounds: am, an, all</p> <p>Day 4 & 5: Teach suffix “s”(singulars, plurs, etc)</p> <p><u>Teacher Resources:</u>good, been, because</p> <p>Day 1: Administer Structured Literacy Check In Assessment & Student Assessment Sheet</p> <p>Day 2 & 3: am, an, all word lists & OG Triple LinedPaper</p> <p>Day 4 & 5: Suffix S Word List</p> <p>Phonological Awareness Assessment (Optional if students weekly skill assessments are consistently below the 80th% or struggling w/ weekly phonological awareness games)</p>
<p>13</p> <p>12/13-12/17</p>	<p><u>Focus:</u> Other Ending Blends</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 87-93 & Blends Word List& Sentences - Teacher Practice & Assessment Bookpg. 42 - Student Spelling Practice & Assessment Bookpgs. 49-56 - Student Reading Practice Bookpg. 43 - Syllable Division Bookpg. 18 <p><u>Red Words To Teach:</u> could, would, should</p> <p><u>Syllable Division:</u> Final Blends: Other Endings</p> <p><u>Phonological Awareness Skills:</u> Rhyme Completion, Zgonc pg. 64, “Down by the Bay”</p>

<p>14</p> <p>12/20-12/23</p>	<p><u>Focus:</u> Review Compound Words-Ending Blends</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Teacher Practice & Assessment Bookpg. 43 LIST A - Student Spelling Practice & Assessment Bookpgs. 57 - Student Reading Practice Bookpg.44 - Syllable Division Bookpg. 19-22 <p><u>Red Words To Teach:</u> Review Previously taught Red Words(can use this time to do a RED Words assessment for spelling)</p> <p><u>Syllable Division:</u> Two Syllable Words with Closed & Open Syllables</p> <p><u>Phonological Awareness Skills:</u> Phoneme Blending- AllPhonemes, Zgonc pg. 110, “A Diner Called /E/ /T/”</p> <p>*Report Friday Assessment Score on Genesis</p>
<p>15</p> <p>1 /3 - 1/7</p>	<p><u>Focus:</u> Review Compound Words-Ending Blends</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Teacher Practice & Assessment Bookpg. 43 LIST B - Student Spelling Practice & Assessment BookN/A use OG Triple Lined Paper - Student Reading Practice Bookpg.44 - Syllable Division Bookpg. 19-22 <p><u>Red Words To Teach:</u> Review Previously taught Red Words(can use this time to do a RED Words assessment for spelling)</p> <p><u>Syllable Division:</u> Two Syllable Words with Closed & Open Syllables</p> <p><u>Phonological Awareness Skills:</u> Phoneme Segmentation, Zgonc pg. 118, “Body Talk”</p>
<p>16</p> <p>1/10-1/14</p>	<p><u>Focus:</u>Orton Gillingham Level 1 Midterm & Blends Assessment</p> <ul style="list-style-type: none"> - Student Assessment Sheet - Blends Assessment - Level 1 Midterm Assessment - Teacher Analysis Sheet <p>Day 1: Sound Assessment (whole class)</p> <p>Day 2: Level 1 Midterm Spelling Assessment (whole class)</p>

	<p>Day 3: Blends Spelling Assessment (whole class)</p> <p>Day 4 & Day 5: Individual Student reading Level 1 Midterm & Blends Assessments / Centers to review of previous concepts</p> <p><u>Phonological Awareness Skills:</u> Phoneme Deletion of Final Sounds, Zgonc pg. 128, “The Make a New Words Show”</p>
<p>17</p> <p>1/18-1/21</p>	<p><u>Focus:</u> NG Endings (ang, ing, ong, ung)</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 94-97 - Teacher Practice & Assessment Bookpg. 46 - Student Spelling Practice & Assessment Bookpg. 58-65 - Student Reading Practice Bookpg. 47 - Syllable Division Bookpg. 23 <p><u>Red Words To Teach:</u> friend, puppy, dark</p> <p><u>Syllable Division:</u> Three Syllable Words</p> <p><u>Phonological Awareness Skills:</u> Rhyme Completion, Zgonc pg. 66, “I’m Thinking Of A Word”</p> <p>*Report Friday Assessment Score on Genesis</p>
<p>18</p> <p>1/24-1/28</p>	<p><u>Focus:</u> NK Endings (ank, ink, onk, unk)</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 94-97 - Teacher Practice & Assessment Bookpg. 47 - Student Spelling Practice & Assessment Bookpg. 66-73 - Student Reading Practice Bookpg. 48 - Syllable Division Bookpg. 25 <p><u>Red Words To Teach:</u> first, goes, cool</p> <p><u>Syllable Division:</u> Multisyllabic words with NG/ NK Endings</p> <p><u>Phonological Awareness Skills:</u> Rhyme Production, Zgoncpg. 72, “Rhymo!”</p>
<p>19</p> <p>1/31-2/4</p>	<p><u>Focus:</u> Closed Syllable Exceptions (-ind, -ild, -old, -ost) Kind Old Words</p>

	<p>These words are closed syllables but they do not make the short sound. They are the exception to the rule, the i & o make the long sound.</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - OG Triple Lined Paper - Recipe for Reading Bookp. 153 - Teacher Practice & Assessment BookN/A - Student Spelling Practice & Assessment Book: N/A - Student Reading Practice Book: N/A <p><u>Red Words To Teach:</u> know, scream, , morning</p> <p><u>Syllable Division:</u>Review previous taught division patterns</p> <p><u>Phonological Awareness Skills:</u> Concept of Spoken Word, Zgonc pg. 51, “Clap the Words”</p>
<p>20</p> <p>2/7-2/11</p>	<p><u>Focus:</u> Y as a vowel</p> <p>Y has long /i/ sound in one syllable words such as my, fly, cry, shy, try.</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - OG Triple Lined Paper - Recipe for Reading Bookpg. 159 - Teacher Practice & Assessment BookN/A - Student Spelling Practice & Assessment BookN/A - Student Reading Practice BookN/A <p><u>Syllable Division:</u>Review previously taught patterns for multisyllabic words</p> <p><u>Red Words To Teach:</u> train, queen, road</p> <p><u>Phonological Awareness Skills:</u> Rhyme Recognition,Zgonc pg. 58, “You’re Out”</p>
<p>21</p> <p>2/14-2/25</p> <p>*optional 2 weeks if needed</p>	<p><u>Focus:</u> Suffix -ed</p> <p>Teach meaning and 3 sounds WITH the rules of when it makes that sound. Emphasize identifying the base word and the suffix by asking “what is the base word? What is the suffix? What sound does -ed make here?”</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - OG Triple Lined Paper - Recipe for Reading Bookpg. 98-99 - Teacher Practice & Assessment Bookpg. 48 - Student Spelling Practice & Assessment Bookpg.74-81

	<ul style="list-style-type: none"> - Student Reading Practice Bookpg.49 - Syllable Division Bookpg. 25 <p>Syllable Division: Multisyllabic Words with Suffix -ed</p> <p>Red Words To Teach: very, love, were</p> <p>Phonological Awareness Skills: Syllable Blending,Zgonc pg. 76, “What’s a Raincorn?”</p> <p>*Report Friday Assessment Score on Genesis</p>
<p>22</p> <p>2/28-3/4</p>	<p>Focus:Three Great Rules: Doubling Rule</p> <p>Double the final consonant when adding a suffix that begins with a vowel in words with one syllable, one short vowel, and one final consonant (dim + ed = dimmed)</p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> - OG Triple Lined Paper - Recipe for Reading Bookpg.183-189 - Teacher Practice & Assessment Book: N/A - Student Spelling Practice & Assessment Book: N/A - Student Reading Practice Book: N/A <p>Syllable Division: Multisyllabic Words with Suffix -ed</p> <p>Red Words To Teach: new, than, there</p> <p>Phonological Awareness Skills: Syllable Segmentation, Zgnoc pg. 85, “Snowball Words”</p> <p>*Report Friday Assessment Score on Genesis</p>
<p>23</p> <p>3/7-3/11</p>	<p>Focus:Magic E</p> <p>Design the Magic E card to use with the blending board. Use the other cards (a-e, e-e, i-e, o-e, u-e) in visual drill only. Introduce syllable type: Magic E (ME).</p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 100-107 - Teacher Practice & Assessment Bookpg. 49 - Student Spelling Practice & Assessment Bookpg. 82-89 - Student Reading Practice Bookpg. 50 - Syllable Division Bookpg. 27-29 - Decodable Text: The Alphabet Series, Vol. 2 Book 22:<i>A Snake for Jake</i> <p>Syllable Division: Third Syllable Type: Magic E (ME)Two Syllable Words with ME Syllable</p>

	<p><u>Red Words To Teach:</u> can't, don't, won't, I'm, you're</p> <p><u>Phonological Awareness Skills:</u> Syllable Deletion, Zgnoc pg. 90, "Hide-Away Syllables"</p> <p>*Report Friday Assessment Score on Genesis</p>
<p>24</p> <p>3/14-3/18</p>	<p><u>Focus:</u> Three Great Rules: Drop the e Rule</p> <p>Drop the e when adding a suffix that begins with a vowel (bake + ed = baked).</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - OG Triple Lined Paper - Recipe for Reading Book pg. 188 - Teacher Practice & Assessment Book N/A - Student Spelling Practice & Assessment Book N/A - Student Reading Practice Book N/A <p><u>Syllable Division:</u> Third Syllable Type: Magic E (ME) Two Syllable Words with ME Syllable</p> <p><u>Red Words To Teach:</u> too, feet, also</p> <p><u>Phonological Awareness Skills:</u> Phoneme Isolation of Initial Sound, Zgonc pg. 97, "Finish the Shopping List"</p> <p>*Report Friday Assessment Score on Genesis</p>
<p>25</p> <p>3/21-3/25</p>	<p><u>Focus:</u> Review (ang, ing, ong, ung, - Magic "e")</p> <p>Also, Review: Y making the /i/ sound in cry, fry etc.</p> <p>Review 2 of the 3 Great Rules (Review Double & Drop Rule)</p> <p>Introduce 3rd Syllable Pattern vc/v</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - OG Triple Lined Paper - Recipe for Reading Book pg. 94-107 - Teacher Practice & Assessment Book pg. 50 - Student Spelling Practice & Assessment Book pg. 90 - Student Reading Practice Book pg. 51 - Syllable Division Book: 31 <p><u>Syllable Division:</u> Introduce 3rd Syllable Pattern vc/v</p> <p><u>Red Words To Teach:</u> both, almost, door</p>

	<p><u>Phonological Awareness Skills:</u> Phoneme Isolation of Final Sound, Zgonc pg. 101, “Check Out My Sound”</p>
<p>26</p> <p>3/28-4/1</p>	<p><u>Focus:</u>ph</p> <p>Ph says /f/ in Greek origin words</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 111 - Teacher Practice & Assessment Bookpg.51 - Student Spelling Practice & Assessment Bookpg. 91-98 - Student Reading Practice Bookpg. 52 - Syllable Division Bookpg.35 <p><u>Syllable Division:</u> Digraph PH</p> <p><u>Red Words To Teach:</u> mother, brother, father, sister</p> <p><u>Phonological Awareness Skills:</u> Phoneme Blending- onsetand rime, Zgonc pg. 104, “I’ll Sing a Little Word”</p> <p>*Report Friday Assessment Score on Genesis</p>
<p>27</p> <p>4/4-4/8</p>	<p><u>Focus:</u> -ck rule</p> <p>Teach 1-1-1 Rule (One syllable, one short vowel, one /k/ sound at the end spelled -ck).</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 112 - Teacher Practice & Assessment Bookpg.52 - Student Spelling Practice & Assessment Bookpg. 99-106 - Student Reading Practice Bookpg. 53 - Syllable Division Bookpg.35 <p><u>Syllable Division:</u> Review Closed, Open, ME syllablestypes & 3 patterns (vc/cv, v/cv, vc/v)</p> <p><u>Red Words To Teach:</u> before, after, become</p> <p><u>Phonological Awareness Skills:</u> Phoneme Blending- AllPhonemes, Zgonc pg. 114, “Story Helper”</p>
<p>28</p> <p>4/19-4/22</p>	<p><u>Focus:</u> Vowel Team: ea</p> <p>Introduce syllable type Vowel Team (VT).</p>

(4 day week)	<p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 119-121 - Teacher Practice & Assessment Bookpg. 53 - Student Spelling Practice & Assessment Book:pg. 107-114 - Student Reading Practice Bookpg.54 - Syllable Division Bookpg.36-37 <p><u>Syllable Division:</u> 4th Syllable Type: Vowel Team (VT)</p> <p><u>Red Words To Teach:</u> use, able, over</p> <p><u>Phonological Awareness Skills:</u> Phoneme Segmentation, Zgonc pg. 119, “Conductor School”</p> <p>*Report Friday Assessment Score on Genesis</p>
<p>29</p> <p>4/25-4/29</p> <p>(4 day week)</p>	<p><u>Focus:</u> Vowel Team: oa (4 day week)</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 122-123 - Teacher Practice & Assessment Bookpg. 54 - Student Spelling Practice & Assessment Book:pg. 115-122 - Student Reading Practice Bookpg.55 - Syllable Division Bookpg. 38-39 <p><u>Syllable Division:</u> 4th Syllable Type: Vowel Team (VT) oa</p> <p><u>Red Words To Teach:</u> something, anything</p> <p><u>Phonological Awareness Skills:</u> Phoneme Deletion ofInitial Sounds, Zgonc pg. 124, “Sound Off!”</p>
<p>30</p> <p>5/2-5/6</p>	<p><u>Focus:</u> Vowel Team: ai</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - Recipe for Reading Bookpg. 125-126 - Teacher Practice & Assessment Bookpg. 55 - Student Spelling Practice & Assessment Book:pg. 123-130 - Student Reading Practice Bookpg.55 - Syllable Division Bookpg. 40-41 <p><u>Syllable Division:</u> 4th Syllable Type: Vowel Team (VT) ai</p> <p><u>Red Words To Teach:</u> your, our, away, knew</p> <p><u>Phonological Awareness Skills:</u> Phoneme Deletion ofFinal Sounds , Zgonc pg. 130, “Grab Bags”</p>

	*Report Friday Assessment Score on Genesis
<p>31</p> <p>5/9-5/13</p>	<p><u>Focus:</u> Review (ang, ing, ong, ung - ai)</p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> - OG Triple Lined Paper - Recipe for Reading Bookpg. 94-126 - Teacher Practice & Assessment Bookpg.50 - Student Spelling Practice & Assessment Bookpg. 131 - Student Reading Practice Bookpg. 51 - Syllable Division Book:41 <p><u>Syllable Division:</u> Review 4 Syllable Types: Open, Closed, ME, VT</p> <p><u>Red Words To Teach:</u> Review Red Words Previously Taught</p> <p><u>Phonological Awareness Skills:</u> Phoneme Substitution of Initial Sound,, Zgonc pg. 145, “Sound Substitute”</p>
<p>32</p> <p>5/16-5/27</p>	<p><u>Focus:</u> Level 1 Final Assessment</p> <ul style="list-style-type: none"> - Student Assessment Sheet - Level 1 Final Assessment - Teacher Analysis Sheet <p><u>Phonological Awareness Skills:</u> Adding Phonemes, Zgoncpg. 134, “Ta Da!”</p> <p>Phonological Awareness Assessment (Optional if students weekly skill assessments are consistently below the 80th% or struggling w/ weekly phonological awareness games)</p>

When Conducting a Screening Assessment:

- Day 1: Students write ABC/abc on age appropriate paper, teach flash cards (informal) to ready students
- Day 2: Sounds Assessment: Teacher dictates sounds from assessment sheets. Students records letters on student assessment sheet.
- Day 3: Teacher dictates 25 Word for Spelling and 2 Sentences. Students write these on their assessment sheet
- Day 4/Day 5: Students read words and sentences as teacher listens (Note: This is the only piece of the assessment that needs to be completed individually)

Weekly Instruction Outline (30 minutes of Content)

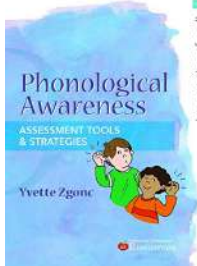
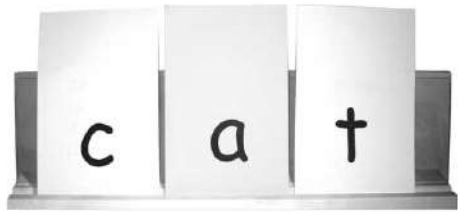

Use the Flip Chart to ensure fidelity of each of the parts to OG (Three-Part Drill, Teaching a New Concept, Red Words, Syllable Division)

<u>Day</u>	<u>Activities</u>
Monday	<ul style="list-style-type: none"> - Three Part Drill (10 minutes) - Teaching a New Concept (Multi-sensory Experience, Dictation (5 words, 2 sentences) (20 minutes) - Pick ONE Activity: Phonological Awareness, Fluency, Vocabulary, Comprehension Activity (5 minutes) - Activity Recommendations: <ul style="list-style-type: none"> - Phonological Awareness- suggestions are listed by week in the pacing guide above - Fluency: Decodable Readers, Poems, Rapid Word Chart - Vocabulary- Use words from Decodable Reader or Read Aloud. Can create vocabulary notebooks or work with frayer models. Flocabulary.com is also a great resource - Comprehension- Can use reciprocal teaching strategies with the decodable text of the week, poem, or read aloud
Tuesday	<ul style="list-style-type: none"> - Continuation of Diction (10 minutes) - Review Previously Taught Red Words (5 minutes) - Teach New Red Words, use screen, red crayon, and red word paper (15 minutes) - Pick ONE Activity (that you have not done this week): Phonological Awareness, Fluency, Vocabulary, Comprehension Activity (10 minutes)
Wednesday	<ul style="list-style-type: none"> - 3 Part Drill (10 minutes)

	<ul style="list-style-type: none"> - Syllable Division Practice (10 minutes) - Vocabulary Work (5 minutes) - Decoding Work (5 minutes)
Thursday	<ul style="list-style-type: none"> - Practice Test (10 minutes) - Red Word Review (game, arm tap, etc) (5 minutes) - Decoding & Comprehension (10 minutes) - Phonological Awareness (5 minutes)
Friday	<ul style="list-style-type: none"> - 3 Part Drill (5 minutes) - Final Test (spelling) (10 minutes) - Lexia Time (10 minutes)

Resource Chart

<u>Purpose</u>	<u>Resource</u>	<u>Visual</u>
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Phonological Awareness	<p>“Phonological Awareness Assessment Tools & Strategies” by Zgonc</p>	
3 Part Drill - Blending	Blending Board	
3 Part Drill - Visual	Card Pack	

3 Part Drill- Auditory/ Kinesthetic

Trays & Sand or White Boards



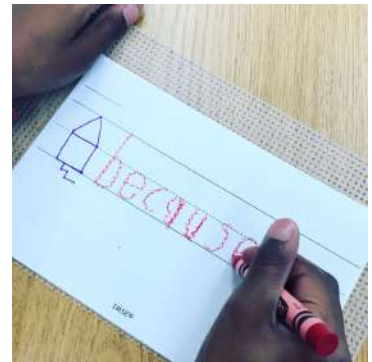
3 Part Drill- Vowel Intensive

Vowel Tents or Vowel Sticks



Red Words

Screen, Red Word Paper, Red Crayon



Dictation

Blending Strip or Dictation hand



