Sample Lesson Plans

By Arlene Sonday
SONDAY SYSTEM 1 LEARNING PLAN

Reading Level 23

MATERIALS NEEDED

- Watch Instructional Video
- Sound Cards 1–35
- Blend Cards 1–19
- Sand Tray
- Paper and pencil
- Word Cards (tan 1–3)
- Sight Word Cards (red) 1–21
- Word Book
- Reading Marker
- Reading Window and Strips 20–23
- Board Game
- Book to read

READ SOUNDS

1. Review Sound Cards 1–35 (every Session)
2. Review Blend Cards 1–19 (every 3rd Session)
3. Learner reads sound of each card aloud.
4. Go through the cards rapidly. The goal is to have automatic responses.

REMINDER

Pronounce blends clearly.

SPELL SOUNDS

1. Dictate the following sounds, one at a time.
   - ing
   - all
   - ung
   - ch
   - th
   - ong
   - or
   - ang
   - qu
   - e

2. Learner repeats the sound.
3. Learner writes the sound on paper or in the sand tray.
READ WORDS

Learner reads aloud from the following sources. Material is provided for several Sessions.

2. Word Book, page 61, Review or, all, -ng.
5. Word Cards, Beginning Blends (tan 1–3).

SPELL WORDS

• Dictate the following words to the Learner.
• Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.
• Dictate each word aloud, reading down the columns.
  © Column at the far left below indicates which sound is being practiced in each row of words.
  ® Dictate words for seven minutes, correcting errors when they occur.

<table>
<thead>
<tr>
<th>ing</th>
<th>sing</th>
<th>thing</th>
<th>sting</th>
<th>bring</th>
</tr>
</thead>
<tbody>
<tr>
<td>all/or</td>
<td>hall</td>
<td>fall</td>
<td>short</td>
<td>thorn</td>
</tr>
<tr>
<td>wh</td>
<td></td>
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<td>sight</td>
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<td>were</td>
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<td>said</td>
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<td>dr/tr/cr/fr</td>
<td>drip</td>
<td>tree</td>
<td>crash</td>
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</tr>
<tr>
<td>oy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bl/cl/fl/sl</td>
<td>black</td>
<td>cling</td>
<td>fling</td>
<td>sling</td>
</tr>
<tr>
<td>th</td>
<td>that</td>
<td>this</td>
<td>thick</td>
<td>path</td>
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<td>ar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ang</td>
<td>song</td>
<td>hang</td>
<td>bang</td>
<td>rang</td>
</tr>
<tr>
<td>ch</td>
<td>rich</td>
<td>chat</td>
<td>chop</td>
<td>chill</td>
</tr>
<tr>
<td>ong/ung</td>
<td>song</td>
<td>lung</td>
<td>long</td>
<td>sung</td>
</tr>
<tr>
<td>sight</td>
<td>your</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• At each Session, dictate two of the following sentences.
• Learner repeats the sentence and writes it on paper.

  The bee may sting you.
  Nick had a long run up the path.
  Do this math with your chum.
  What is that red thing in the hall?
  She said you were sick.
  He sang a song for us.
  Ring the bell for class.
  The gang is at the mall.
  Bring your math with you.
  Hang it on the prong.

• Check for capitalization and punctuation.
• Learner reads aloud the sentences just written.
1. Introduce New Sight Words
   • Teach the following Sight Words, one in each Session.
   • These words cannot be sounded out and need to be memorized.

   Card: **Sight Word Cards 18-21** one only once does

   • Show the Learner one Sight Word Card, say it aloud and ask the Learner to repeat it.
   • Learner traces the letters on the table while saying the letter names.
   • Learner repeats the word before and after tracing.
   • Learner writes new Sight Word on paper.

   © After teaching, enter these words in the blank spaces of **SPELL WORDS**, to dictate during the next Session.

2. Introduce New Sound
   • Show the Card and say the sound.
   • Learner repeats the sound and traces it in the sand tray.

   Card: **Sound Card 36** oy /oy/ as in boy

   Rule: oy is usually at the end of a word.

   • Learner reads words from the Word Book, page 62.
   • Dictate the following words.
   • Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.

     boy toy joy Roy

   © After teaching the sound, enter some of the words above in the blank spaces of **SPELL WORDS**.

3. Introduce New Sound
   • Show the Card and say the sound.
   • Learner repeats the sound and traces it in the sand tray.

   Card: **Sound Card 37** ar /ar/ as in car

   • Learner reads words from the Word Book, page 62.
   • Dictate the following words.
   • Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.

     car dark farm yard star smart

   © After teaching the sound, enter some of the words above in the blank spaces of **SPELL WORDS**.
**SONDAY SYSTEM 1 LEARNING PLAN**

**Reading Level 23**

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**INTRODUCE NEW MATERIAL**

**5 MIN.**

4. Introduce New Sound
- Show the Card and say the sound.
- Learner repeats the sound and traces it in the sand tray.

**Card:** Sound Card 38  
/wh/ as in wheel

**Rule:** wh comes at the beginning of the word. Often, wh and w sound the same.

- Learner reads words from the Word Book, page 63.
- Dictate the following words.
- Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.

  when  
  whip  
  wheel  
  why  
  wham  
  whiz

- Learner reads the list of words just written.

© After teaching the sound, enter some of the words above in the blank spaces of SPELL WORDS.

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**CORRECTING SPELLING ERRORS**

- Use questions to help Learner self correct when spelling errors are made.
  When whip is spelled as wip, ask,
  “What is the first sound in that word?”
  “How else can you spell that sound?”
- Learner rewrites the misspelled word so it is correctly spelled twice.

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**READ ALOUD**

**6 MIN.**

- Choose one of the following activities at each Session.

  a) Reading Strip 23.

  b) Sentences, Word Book, page 64.

  c) Read a Book.
  - Focus on comprehension by asking factual questions based on information that is clearly stated in the text.
    Examples: Where did she find the lost puppy?  
              When did the boy get to school?  
              What was the location of the factory?

  d) Reread Reading Strips 20–22.

  e) Board Game. Word Cards (tan 1–3).
Review with or, all, -ng
Begin using with Level 23

- sing
- form
- small
- wall
- thing
- sort
- path
- tall
- bring
- horn
- with
- stall
- snack
- sport
- that
- song
- fleet
- short

- glad
- sung
- smell
- storm
- spell
- bang
- thick
- porch
- slop
- are
- thin
- scorch
- sleep
- was
- math
- chill
- speed
- who

- corn
- chick
- creep
- lung
- torch
- check
- clash
- slang
- fort
- sweet
- class
- gang
- your
- long
- what
- sting
- said
- rang
Mastery Check for Reading  
Use after Level 24

Using the Sonday System 1 Learning Plan format, incorporate Mastery Check for Reading in the 3. Read Words section. Have the Learner read the words aloud. Time limit is 30 seconds. If fewer than 90% of the words are read accurately, teach two more sessions and give Form B during the 3. Read Words section of the third session. Alternate Forms A and B at every third session until the Learner reaches 90%.

Both Form A and B contain the same words but in a different order to avoid memorization of the sequence and require the Learner to read each word.

Have the student read the test from the Word Book, p. 145.

Reading Level 24 – Form A

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<tbody>
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<td>harm</td>
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<td>speech</td>
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<tr>
<td>scoop</td>
<td>honk</td>
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<tr>
<td>whiff</td>
<td>once</td>
</tr>
<tr>
<td>blank</td>
<td>smooth</td>
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<tr>
<td>chart</td>
<td>clang</td>
</tr>
<tr>
<td>think</td>
<td>sixth</td>
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<tr>
<td>gloom</td>
<td>junk</td>
</tr>
<tr>
<td>wham</td>
<td>does</td>
</tr>
<tr>
<td>rank</td>
<td>broom</td>
</tr>
</tbody>
</table>

Reading Level 24 – Form B

<table>
<thead>
<tr>
<th>Words</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>once</td>
<td>whiff</td>
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<tr>
<td>sixth</td>
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<td>does</td>
<td>wham</td>
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<td>junk</td>
<td>gloom</td>
</tr>
<tr>
<td>think</td>
<td>chart</td>
</tr>
<tr>
<td>rank</td>
<td>broom</td>
</tr>
</tbody>
</table>

Count the number of words correctly read and multiply by 5 to obtain the percentage correct or use the Conversion Chart below.

CONVERSION CHART

<table>
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<tr>
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<th>%</th>
<th># Correct</th>
<th>%</th>
<th># Correct</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
<td>8</td>
<td>40%</td>
<td>15</td>
<td>75%</td>
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<tr>
<td>2</td>
<td>10%</td>
<td>9</td>
<td>45%</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>15%</td>
<td>10</td>
<td>50%</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>4</td>
<td>20%</td>
<td>11</td>
<td>55%</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>5</td>
<td>25%</td>
<td>12</td>
<td>60%</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>6</td>
<td>30%</td>
<td>13</td>
<td>65%</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>35%</td>
<td>14</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Learner should have 90% accuracy on this test and 85% accuracy on the Spelling Mastery Check before moving to the next level.
Mastery Check for Spelling
Use after Level 24

Dictate the following words, reading down the columns. Repeat the words if necessary, but don’t help the Learner make corrections. The goal is to determine what has been learned and how well the Learner can spell independently.

small  blank  junk  tray
sport  smooth  toy  short
chart  starch  does  check
slang  stock  creep  droop
when  with  cliff  thing

If 17 of the 20 words have been correctly spelled proceed to the next Level.
If four or more words are misspelled categorize the errors in the columns below by marking the letter or letters which represent the correct spelling. For example:

If chart is spelled as shart mark ch
If slang is spelled as slag mark ang
If when is spelled as wen mark wh
If smooth is spelled as smoth mark oo

Errors    Word Book page   Errors    Word Book page   Errors    Word Book page
a  □  2.3   s blends □   36   oy  □  62
e  □  18   l blends □   39,40   ar  □  62
i  □  4   r blends □   43,44   wh  □  63
o  □  5   ch □   51   ink □  66
u  □  12   or □   53   ank □  66
ay □  10  all □  53   onk □  66
ee □  15  th □  56   unk □  66
sh □  24  ing □  59   oo □  67
does □  Sight Word
-cck □  31  ang □   59
-ff □  27  ong □   59  ung □   59

When you have identified the letters/sounds that need more practice, you may reuse Levels 22 – 24 or you may create Personalized Learning Plans following the instructions on the next two pages. The Word Book pages listed above will provide lists of words to use in creating learning plans. After at least four practice Sessions give this test again before moving to Level 25.
**SONDAY SYSTEM 1 LEARNING PLAN**

**Reading Level 31**

**MATERIALS NEEDED**
- Watch Instructional Video
- Sound Cards 1–46
- Blend Cards 1–29
- Sand Tray
- Paper and pencil
- Word Cards (tan 1–3, gold)
- Sight Word Cards (red) 1–40
- Word Book
- Reading Marker
- Reading Window and Strip 28
- Board Game
- Book to read

**READ SOUNDS**

1. Review Sound Cards 1–44 (every Session)
2. Review Blend Cards 1–29 (every 3rd Session)
3. Learner reads sound of each card aloud.
4. Go through the cards rapidly. The goal is to have automatic responses.

**REMINDER**
Ask for two sounds of all single vowels, **ow**, **oo**, and **y**.

**SPELL SOUNDS**

1. Dictate the following sounds, one at a time.
   - **th oo** (as in book)
   - **ow** (as in owl)
   - **ing**
   - **er**
   - **ar**
   - **gr oo** (as in moon)

2. Learner repeats the sound.
3. Learner writes the sound on paper or in the sand tray.

**QUESTIONS TO ASK THE LEARNER**
- How would you write long /a/ in the middle of a word before n or l? (Answer: ai)
- How do you write long /a/ at the end of a word? (Answer: ay)
- How do you write long /a/ at the end of a word? (Answer: ow)
SAMPLE LESSON PLANS

SONDAY SYSTEM 1 LEARNING PLAN

Reading Level 31

3.

READ WORDS

Learner reads aloud from the following sources. Material is provided for several Sessions.

2. Word Book, page 95, -ing.

7. Word Cards (tan and gold mixed).
8. Word Book, review any previous pages.

4.

SPELL WORDS

- Dictate the following words to the Learner.
- Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.
- Dictate each word aloud, reading down the columns.

<table>
<thead>
<tr>
<th>VCe</th>
<th>life</th>
<th>file</th>
<th>mole</th>
<th>smile</th>
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</thead>
<tbody>
<tr>
<td>-ing</td>
<td>telling</td>
<td>farming</td>
<td>milking</td>
<td>painting</td>
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<tr>
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<td>wood</td>
<td>stood</td>
<td>hook</td>
<td>brook</td>
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<td>ai</td>
<td>drain</td>
<td>grain</td>
<td>wait</td>
<td>jail</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sight</td>
<td>gone</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>ow</td>
<td>clown</td>
<td>brow</td>
<td>town</td>
<td>gown</td>
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<td>sight</td>
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<td>come</td>
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<td>blowing</td>
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<td></td>
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<tr>
<td>end blends</td>
<td>lump</td>
<td>craft</td>
<td>slant</td>
<td>mask</td>
</tr>
</tbody>
</table>

- At each Session, dictate two of the following sentences.
- Learner repeats the sentence and writes it on paper.

Dave is picking ripe plums.
The boys are playing in the park.
Why are you looking for snails?
Are you showing me all of the flowers?
I will be calling you in the morning.
It was raining all day long.
It is harder to dig deep holes.
There is a dent in the bumper of the car.
Tim ran faster than the rest of the boys.
The farmer was planting the corn.

- Check for capitalization and punctuation.
- Learner reads aloud the sentences just written.

Learner reads the list of words just written.
INTRODUCE NEW MATERIAL  5 min.

1. Introduce New Sight Words
   • Teach the following Sight Words, one in each Session.
   • These words cannot be sounded out and need to be memorized.
   Card: Sight Word Cards 38-40  have  give  live
   • Show the Learner one Sight Word Card, say it aloud and ask the Learner to repeat it.
   • Learner traces the letters on the table while saying the letter names.
   • Learner repeats the word before and after tracing.
   • Learner writes new Sight Word on paper.
   © After teaching, enter these words in the blank spaces of ④ SPELL WORDS, to dictate during the next Session.

2. Introduce New Sound
   • Show the Card and say the sound.
   • Learner repeats the sound and traces it in the sand tray.
   Card: Sound Card 45  -tch  /ch/ as in match
   Rule: Use -tch after a short vowel, usually at the end of a word. (The sound /ch/ is spelled ch when it follows anything except a short vowel, such as a consonant or a vowel pair. Examples: porch, bench, speech, coach.)
   • Learner reads corresponding words from the Word Book, page 99.
   • Dictate the following words.
   • Learner repeats each word, Touch Spells each word and says each sound out loud while writing the word on paper.
      catch  pitch  batch  match  clutch  itch
   • Learner reads the list of words just written.
   © After teaching the sound, enter some of the words above in the blank spaces of ④ SPELL WORDS.

CORRECTING SPELLING ERRORS
   • Use questions to help Learner self correct when spelling errors are made.
     When pitch is spelled as pich, ask,
     “What is the last sound in that word?”
     “How do you write that after a short vowel?”
   • Learner rewrites the misspelled word so it is correctly spelled twice.
SONDAY SYSTEM 1 LEARNING PLAN
Reading Level 31

INTRODUCE NEW MATERIAL

5. Introduce New Sound
- Show the Card and say the sound.
- Learner repeats the sound and traces it in the sand tray.
- Card: Sound Card 46 /j/ as in fudge
  - Rule: Use -ge after a short vowel, usually at the end of a word. (The sound /j/ is spelled -ge when it follows anything except a short vowel, such as a consonant, a vowel pair, or a long vowel. Examples: fringe, forge, gouge, page, rage.)
- Learner reads corresponding words from the Word Book, page 99.
- Dictate the following words.
  - fudge
  - badge
  - lodge
  - bridge
  - wedge
  - judge
- Learner reads the list of words just written.
  - Helper's Note: If the student is self conscious about tracing on the desk at school, suggest tracing on the leg under the desk.

CORRECTING SPELLING ERRORS
- Use questions to help Learner self correct when spelling errors are made.
  - When fudge is spelled as fuge, ask, “What is the last sound in that word?” “How do you write that after a short vowel?”
- Learner rewrites the misspelled word so it is correctly spelled twice.

READ ALOUD

6. Read Aloud
- Choose one of the following activities at each Session.
  - b) Read a Book.
    - Sunday System Readers, Level 31 a-c.
    - See page 128 of the Word Book for a list of beginning reading books. Reread.
  - c) Reading Strip 28.
  - d) Board Game. Word Cards (tan, gold).
## Reviews VCe, Short Vowels

Begin using with Level 30

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</table>
Mastery Check for Reading
Use after Level 33

Using the Sunday System 1 Learning Plan format, incorporate Mastery Check for Reading in the 3. Read Words section. Have the Learner read the words aloud. Time limit is 30 seconds. If fewer than 90% of the words are read accurately, teach two more sessions and give Form B during the 3. Read Words section of the third session. Alternate Forms A and B at every third session until the Learner reaches 90%.

Both Form A and B contain the same words but in a different order to avoid memorization of the sequence and require the Learner to read each word.

Have the student read the test from the Word Book, p. 148.

Reading Level 33 – Form A

<table>
<thead>
<tr>
<th>bench</th>
<th>could</th>
<th>stitch</th>
<th>very</th>
</tr>
</thead>
<tbody>
<tr>
<td>trace</td>
<td>cell</td>
<td>voice</td>
<td>center</td>
</tr>
<tr>
<td>jawbone</td>
<td>charcoal</td>
<td>drawing</td>
<td>cardboard</td>
</tr>
<tr>
<td>germ</td>
<td>cube</td>
<td>gem</td>
<td>quake</td>
</tr>
<tr>
<td>pointer</td>
<td>plunge</td>
<td>broiler</td>
<td>wage</td>
</tr>
</tbody>
</table>

Reading Level 33 – Form B

<table>
<thead>
<tr>
<th>charcoal</th>
<th>voice</th>
<th>center</th>
<th>jawbone</th>
</tr>
</thead>
<tbody>
<tr>
<td>cell</td>
<td>trace</td>
<td>very</td>
<td>stitch</td>
</tr>
<tr>
<td>could</td>
<td>bench</td>
<td>broiler</td>
<td>wage</td>
</tr>
<tr>
<td>gem</td>
<td>plunge</td>
<td>pointer</td>
<td>quake</td>
</tr>
<tr>
<td>drawing</td>
<td>cube</td>
<td>germ</td>
<td>cardboard</td>
</tr>
</tbody>
</table>

Count the number of words correctly read and multiply by 5 to obtain the percentage correct or use the Conversion Chart below.

CONVERSION CHART

<table>
<thead>
<tr>
<th># Correct</th>
<th>%</th>
<th># Correct</th>
<th>%</th>
<th># Correct</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
<td>8</td>
<td>40%</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
<td>9</td>
<td>65%</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>15%</td>
<td>10</td>
<td>50%</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>4</td>
<td>20%</td>
<td>11</td>
<td>55%</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>5</td>
<td>25%</td>
<td>12</td>
<td>60%</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>6</td>
<td>30%</td>
<td>13</td>
<td>65%</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>35%</td>
<td>14</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Learner should have 90% accuracy on this test and 85% accuracy on the Spelling Mastery Check before moving to the next level.
Dictate the following words, reading down the columns. Repeat the words if necessary, but don’t help the Learner make corrections. The goal is to determine what has been learned and how well the Learner can spell independently.

<table>
<thead>
<tr>
<th>draw</th>
<th>float</th>
<th>spoil</th>
<th>milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>pitch</td>
<td>edge</td>
<td>notch</td>
<td>budge</td>
</tr>
<tr>
<td>belt</td>
<td>lisp</td>
<td>act</td>
<td>should</td>
</tr>
<tr>
<td>very</td>
<td>have</td>
<td>barge</td>
<td>cube</td>
</tr>
<tr>
<td>smile</td>
<td>place</td>
<td>shorter</td>
<td>parking</td>
</tr>
</tbody>
</table>

If 17 of the 20 words have been correctly spelled proceed to the next Level.
If four or more words are misspelled categorize the errors in the columns below by marking the letter or letters which represent the correct spelling. For example:

If pitch is spelled as pick mark -tch
If draw is spelled as drau mark aw
If edge is spelled as ege mark -dge
If float is spelled as flote mark oa

<table>
<thead>
<tr>
<th>Errors</th>
<th>Word Book page</th>
<th>Errors</th>
<th>Word Book page</th>
<th>Errors</th>
<th>Word Book page</th>
</tr>
</thead>
<tbody>
<tr>
<td>a □</td>
<td>2,3</td>
<td>s blends □</td>
<td>36</td>
<td>-dge □</td>
<td>99</td>
</tr>
<tr>
<td>e □</td>
<td>18</td>
<td>l blends □</td>
<td>39,40</td>
<td>aw □</td>
<td>104</td>
</tr>
<tr>
<td>i □</td>
<td>4</td>
<td>r blends □</td>
<td>43,44</td>
<td>oi □</td>
<td>104</td>
</tr>
<tr>
<td>o □</td>
<td>5</td>
<td>VCe □</td>
<td>71</td>
<td>oa □</td>
<td>105</td>
</tr>
<tr>
<td>u □</td>
<td>12</td>
<td>-lt □</td>
<td>85</td>
<td>soft c □</td>
<td>109</td>
</tr>
<tr>
<td>sh □</td>
<td>24</td>
<td>-lk □</td>
<td>85</td>
<td>soft g □</td>
<td>109</td>
</tr>
<tr>
<td>-ck □</td>
<td>31</td>
<td>-sp □</td>
<td>85</td>
<td>have □</td>
<td>Sight Word</td>
</tr>
<tr>
<td>or □</td>
<td>53</td>
<td>-ct □</td>
<td>85</td>
<td>should □</td>
<td>Sight Word</td>
</tr>
<tr>
<td>ing □</td>
<td>95</td>
<td>er □</td>
<td>96</td>
<td>very □</td>
<td>Sight Word</td>
</tr>
<tr>
<td>ar □</td>
<td>62</td>
<td>-tch □</td>
<td>99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When you have identified the letters/sounds that need more practice, you may reuse Levels 31 - 33 or you may create Personalized Learning Plans following the instructions on the next two pages. The Word Book pages listed above will provide lists of words to use in creating learning plans. After at least four practice Sessions give this test again.