

## Appendix A: General Phonics Lesson Plan

(Based on lesson plan contributed by Susan Hall from *Phonics Lesson Library*™, by 95 Percent Group Inc.)

Component of Lesson	Instructional Routines and Techniques	Approx. Time
State Goal and Purpose		
Practice Phonological Awareness		
Review Previous Lesson		
Introduce New Concept		
Provide Guided Practice		
Provide Extended Practice		
Practice Dictation		
Connect to Word Meaning		
Read Text		



## Appendix F: LETRS Basic Spelling Screener: Class Composite Sheet

Use this table to compile spelling screener data for your class. Highlight where students have made two or more errors within a category; they will need help with that skill.

[illegible]

# Appendix G: LETRS Advanced Spelling Screener (3+)

Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Total Points \_\_\_\_\_

	cap	chip	shut	tent	grain	broke	slice	trudge	flight	dropping	gnaw	curved	fewer	babies	matched	known	pattern	staples	radar	except	treasure	organization	questionable	obedient	resident	Totals
Word Correct																										/25
Short Vowel	a	i	u	e						o																/5
Blend				nt	gr	br	sl	tr	fl	dr								st		pt	tr					/10
Digraph, Trigraph		ch	sh					dge							tch	ow										/4
Long Vowel					ai	o_e	i_e		igh								er		ar		ea	or				/5
Other Vowel											aw	ur	ew													/7
Complex Consonant							c(e)				gn					kn										/3
Inflection										ing		ed	er	es	ed			s								/6
Syllable Juncture										pp				b			tt	p	d							/5
Unaccented Syllable																		ple		ex	sure			i		/4
Derivational Suffix																						tion	able	ent	ent	/4
Root or Base Word																						organiz(e)	question	obe(y)	resid(e)	
Word Totals																										

## Appendix H: LETRS Advanced Spelling Screener: Class Composite Sheet

Use this table to compile spelling screener data for your class. Highlight where students have made two or more errors within a category; they will need help with that skill.

[illegible]

## Appendix B: LETRS Scope and Sequence for Word Study, Reading, and Spelling

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This chart is based on customary placement in reading and spelling curricula. There is no one accepted scope and sequence in the field. Grade levels for reading and spelling are approximate and will vary in appropriateness according to students' achievement levels. The progression is intended to move gradually from simple to more complex linguistic constructions.

Consistent Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Predictable consonants: <i>m, s, t, l, p, f, c (/k/), n; b, r, j, k; v, g (/g/), w, d; h, y, z, x</i>	K	K	him, napkin
Predictable short vowels: /ă/, /ĭ/, /ŏ/, /ŭ/, /ē/ spelled with <i>a, i, o, u, e</i>	K	K-1	wet, picnic
Long vowel sounds associated with single letters <i>a, e, i, o, u</i> ; open syllables in one-syllable words	K	K-1	me, he, we, be, so, no, hi
Consonant digraphs: <i>sh, ch, wh, th, ng</i>	K-1	1	chin, fish, then
Two-consonant blends: <i>qu, st, sm, sn, -st, -ft, -lp; sr, sl, cr, cl, tr, dr, etc.</i>	1	1-2	dragon, slaps
Three-consonant blends and blends with digraphs: <i>squ, str, scr, thr, shr</i>	2	2-3	<u>strong</u> , <u>scrape</u>
Variable, More Challenging Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Single consonants: /s/ = <i>c, s</i> ; /z/ = <i>s, z</i> ; /k/ = <i>k, c, -ck</i> after a short vowel; /g/ = <i>j, g</i>	1	1-2	result, <u>cent</u> , rock
Hard and soft <i>c</i> and <i>g</i> alternation, across a larger body of words	1	2-3	carry, center; girl, gentle
Final consonant blends with nasals: <i>nt, nd, mp, nk</i>	1	2-3	sink, sank, sunk; dump, tent
VCe long vowel pattern in single-syllable words	1	1	wage, theme, fine, doze, cute/rude
Vowel teams for long vowel sounds, most common: <i>ee, ea; ai, ay; oa, ow, oe; igh</i>	1	2	seek, meat, snow, boat, toe, stay, mail, fight
Vowel-r combinations, single syllables: <i>er, ar, or, ir, ur</i>	1	2	port, bird, turn, her
Digraphs <i>ph (/f/), gh (/f/), ch (/k/) and /sh/</i>	2	2-3	<u>phone</u> , cough, <u>school</u> , machine
Trigraphs <i>-tch (/ch/), -dge (/j/)</i>	2	2-3	switch, judge
Other vowel-r combinations: <i>are, air, our, ore, ear, eer, ure, etc.</i>	2	2-3	hare, hair; for, four, fore; bear, heart
Diphthongs and vowels /aw/ and /oo/: <i>oi, oy; ou, ow; au, aw; oo, u</i>	1-2	2-3	toil, boyfriend, bout, tower, audio, claws, took, put
All jobs of <i>y</i> (as consonant /y/; as /ī/ on ends of one-syllable words like <i>cry</i> ; as /ē/ on ends of multisyllabic words like <i>baby</i> ; as /ī/ in a few words like <i>gym, myth</i> )	1	2	yellow, try, candy, gym
Silent letter combinations, Anglo-Saxon words	2	3	knew, calm, comb, ghost, write
The <i>-ild, -ost, -old, -olt, -ind</i> pattern	2	2	wild, most, cold, find
regular spellings of high-frequency words	K-3	K-3	they, enough, of, been, were, said, there

Six Syllable Types and Oddities in Multisyllabic Words			
Syllable Type	For Reading	For Spelling	Examples
Closed: short vowel ending with consonant	1	2	<u>sister</u> , <u>Sep</u> – <u>tember</u>
Open: long vowel, no consonant ending	1	2	<u>robot</u> , <u>behind</u> , <u>music</u>
Vowel-consonant-e (VCe), long vowel sound	2	2	<u>compete</u> , <u>suppose</u>
Vowel-r combinations	2	2	<u>por</u> – <u>ter</u> , <u>hurdle</u>
Vowel teams: long, short, and diphthong vowels	2	3	meat <u>loaf</u> , <u>neigh</u> bor, <u>Toy</u> land
Consonant-le (Cle), final syllables	2	3	<u>eagle</u> , <u>stubble</u>
Multisyllabic word construction and division principles: VC/CV, V/CV, VC/V, CV/VC	2–3	3	com – mit – ment, e – vent, ev – er – y, po – et
Oddities and schwa	2	3+	active <u>,</u> atomic <u>,</u> nation <u></u>
Orthographic Rules and Generalizations			
Rule/Principle	For Reading	For Spelling	Examples
No word ends in <i>v</i> or <i>j</i>	1	2–3	have, love, move; wage, huge, ridge, dodge
Floss rule ( <i>f, l, s</i> doubling)	1	1	stuff, well, miss, jazz
Consonant doubling rule for suffix addition	1	2–3	beginning
Drop silent <i>e</i> for suffix addition	1	2–3	scared, likable
Change <i>y</i> to <i>i</i> for suffix addition	1	2–3	studying, cried, candied
Other Aspects of Orthography			
Homophones	2	2–3	to, two, too
Contractions with <i>am, is, has, not</i>	1	2	I'm, he's, she's, isn't, don't
Contractions with <i>have, would, will</i>	2	3	I've, he'd, they'll
Possessives and plurals	1–3	1–3+	house's, houses, houses'; it's, its; hers, theirs
Basic Morphology (Anglo-Saxon and Latin)			
Morpheme Construction	For Reading	For Spelling	Examples
Compounds	1	2	sunshine, breakfast, fifty-one
Inflectional suffixes: inflectional suffix on single-syllable base words with no spelling change (e.g., <i>help</i> , <u>helps</u> , <u>helped</u> , <u>helping</u> )	1	1–2	walks, walking, walked; wanted, dogs, wishes; redder, reddest
Inflectional suffixes: inflectional suffix on single-syllable base words with spelling change	1–2	2–3	caring, loved, cries
Irregular past tense and plurals	1–3	1–3	ran, went, bent, left, sold; wolf, wolves; shelf, shelves
Common prefixes	1	2	un-, dis-, in-, re-, pre-, mis-, non-, ex-
Less common prefixes	2	3+	fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-
Common derivational suffixes	2	2–3	-y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en
Common Latin roots	3	3+	port, form, ject, spect, dict, tend, fer