1. Identify grade level and target pattern.

2. Locate the day of the week. Review the guidance provided in the grade-level overview for the selected day(s).

3. Select one or more word lists that match student instructional level. When first introduced, multimorphemic words are organized by the phonological and/or orthographic codes of the affix.

4. Complete one or more associated Wordtivities.

### Monday: Phonological & Orthographic Codes

#### Words at Grade Level

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>-s (/s/)</td>
<td>ships, naps, sits, chips, guesses, classes, pushes, does, cities</td>
</tr>
<tr>
<td>-es (/əz/)</td>
<td>wishes, passes, does, classes, cities, parties</td>
</tr>
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#### Words above Grade Level

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<tbody>
<tr>
<td>-s (/s/)</td>
<td>socks, rushes, studies, sizes, limits</td>
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<td>backs, fishes, beds, runs</td>
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<td>wishes, dishes, passes, classes, cities, parties</td>
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### Tuesday–Thursday: Morphology

#### Words at or below Grade Level

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### Friday: Mental Orthographic Representations

#### Word-specific

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#### Rimes

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### Friday: Application to Sentence Writing

Example 1: The pup picks up six big sticks. Example 2: Which cities are fun to visit? Example 3: His mom says she passes dishes to the kids at parties.