

Day A

Get to know the passage

- ☐ Instructors read while students follow along.
- ☐ Students read while instructors follow along.
- ☐ Instructors introduce a new chunk type or review the week's chunking focus.

Day B

Look back on Day A's copywork

- ☐ Students circle words in Day A's copywork they think may be challenging to spell in dictation.
- ☐ Together, identify the knotty chunks of each circled word.

Day C

Look back on Day B's copywork

- ☐ Students circle words in Day B's copywork they think may be challenging to spell in dictation.
- ☐ Together, identify the knotty chunks of each circled word.

Day D

Look back on Day C's copywork

- ☐ Students circle words in Day C's copywork they think may be challenging to spell in dictation.
- ☐ Together, identify the knotty chunks of each circled word.

*If you are following a 4-day schedule, skip Day D.

Day E

Look back on this week's copywork

- ☐ Instructors and students discuss a helpful strategy for each of the circled words from Days A–C.
- ☐ Together, set a goal for today's dictation.

Possible Goals for Dictations

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| <ul style="list-style-type: none"> • I will focus on one word at a time. • I will remember [spelling pattern] for [these words]. • I will picture [these words] in my mind before writing them. | <ul style="list-style-type: none"> • I will write knotty words two ways instead of guessing their spelling. • I will use [this strategy] on [these words] if I don't know them right away. • I will complete [these sentences (or the entire passage)] within 10 minutes. |
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