

# Curriculum Level

**Student  
Resource Book:**

- Student Materials
- Student Resources
- Family Resources





 **Daily Message**

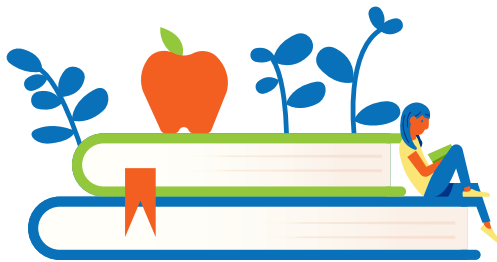
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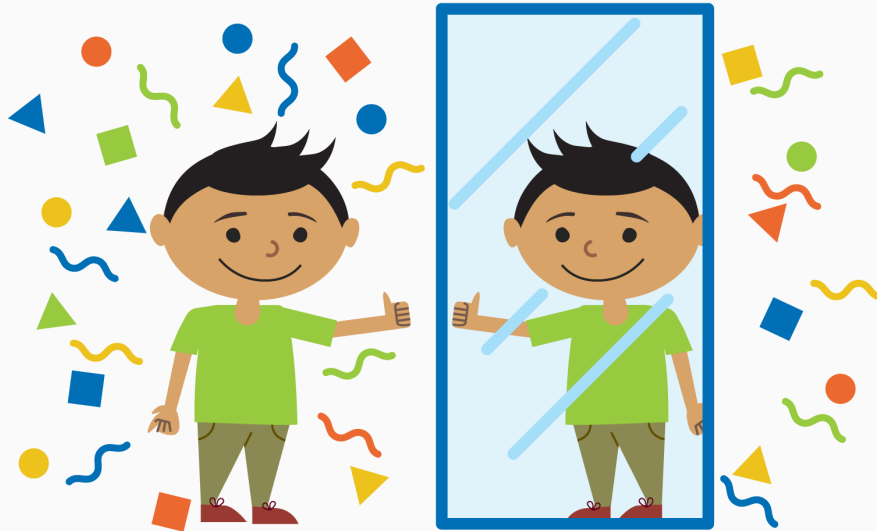
**Welcome,  
Welcome,  
Welcome to you.  
We are beginning.  
We are so happy to see you!**

(Sing with the Good Morning Song tune)





# Self-Awareness



I can understand my own feelings and thoughts, and how they influence my behavior in different situations.



# Self-Management



I can control my own feelings and behaviors in different situations to help achieve my goals.





# Social-Awareness



**I can understand the ideas and feelings of others,  
including those from different backgrounds.**



# Relationship Skills



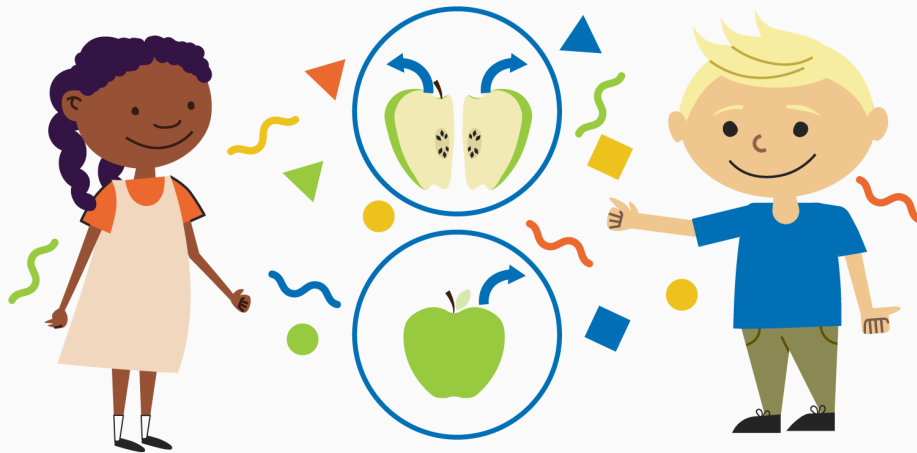
**I can make healthy relationships and figure out  
different situations with others.**







# Responsible decision-making



I can make caring choices about my behavior in different situations.



## SBC Letter Mat Plain

## Letter Mat



<b>Aa</b>	<b>Bb</b>	<b>Cc</b>	<b>Dd</b>	<b>Ee</b>	
<b>Ff</b>	<b>Gg</b>	<b>Hh</b>	<b>Ii</b>	<b>Jj</b>	
<b>Kk</b>	<b>Ll</b>	<b>Mm</b>	<b>Nn</b>	<b>Oo</b>	
<b>Pp</b>	<b>Qq</b>	<b>Rr</b>	<b>Ss</b>	<b>Tt</b>	
<b>Uu</b>	<b>Vv</b>	<b>Ww</b>	<b>Xx</b>	<b>Yy</b>	<b>Zz</b>

**Level A Sound Letter Mat**

This mat includes all the sound spellings and phonics skills introduced in Level A



<b>a</b>	<b>e</b>	<b>i</b>	<b>o</b>	<b>u</b>
<b>sh</b>	<b>ch</b>	<b>th</b>	<b>ck</b>	<b>ng</b>
<b>wh</b>	<b>ph</b>	<b>qu</b>		

**Phonics skills**

These phonics skills are the focus of instruction in Level A. For examples of each skill, please refer to the Student Resource Pack.

- Reading vowel consonant words
- Reading consonant vowel consonant words
- Reading double final consonant words
- Reading words with beginning consonant blends
- Reading words with consonant digraphs



Double Decker Elkonin Boxes (4 Boxes)




Level A

High Frequency Words

I

a

at

as

the

like



Level A High Frequency Word Cards

Level A

High Frequency Words

is

in

it

play

of

have



Level A

High Frequency Words

many

see

with

you

out

to



**Level A**

**High Frequency Words**

**into**

**and**

**or**

**for**

**more**

**one**





Level A

High Frequency Words

all

look

was

two

her

were



Level A High Frequency Word Cards

Level A

High Frequency Words

are

some

what

said

these

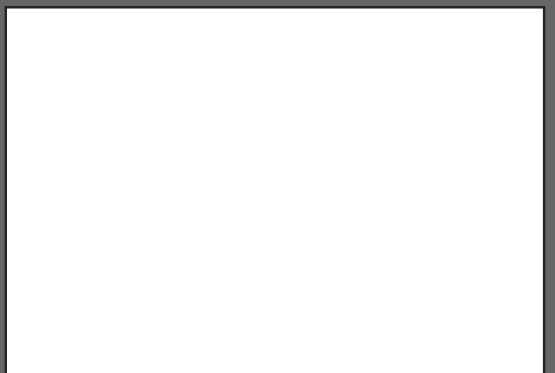
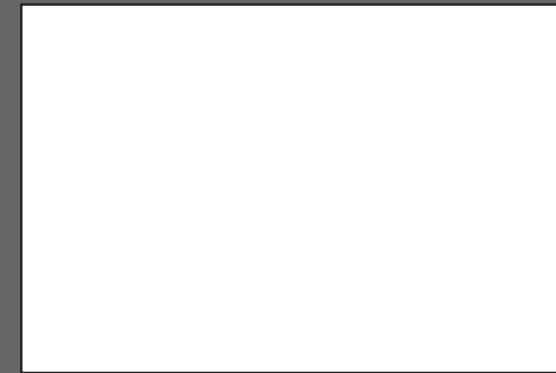
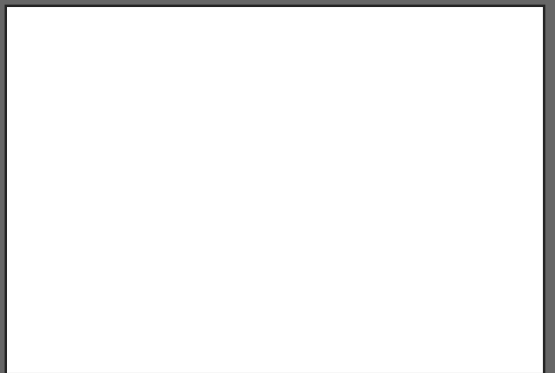
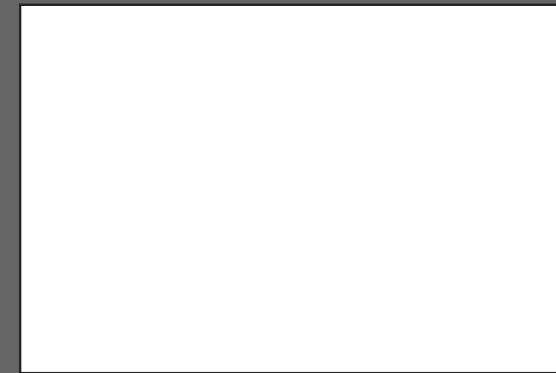
would



Level A

High Frequency Words

write



# Student Answer Form

Level A Unit 1 Formative Assessment

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

When you are reading a word with a vowel consonant (VC) pattern, what vowel sound do you use?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Student Answer Form

Level A Unit 2 Formative Assessment

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

When you are reading a word with a consonant vowel consonant (CVC) pattern, what vowel sound do you use?

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# Student Answer Form

Level A Unit 3 Formative Assessment

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Why is the word “fuzz” spelled with two z’s?

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# Student Answer Form

Level A Unit 4 Formative Assessment

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

What is a consonant blend?

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# Student Answer Form

Level A Unit 5 Formative Assessment

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

What is the difference between a consonant blend and a digraph?

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Level A		Unit 1, Lesson 1	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>Consonant <u>vs.</u> vowel</p> <p>Vowels = a, e, i, o, u</p> <p>Consonants = other letters</p>		<p>A</p> <p>I</p>	
3. Read the Words!		3. Read the Words!	
		<p>A</p> <p>I</p>	
4. Decode the Words!		5. Spell the Words!	
<p>A</p> <p>I</p>		<p>A vowel by itself, says its name</p>	
		6. High Frequency Words!	
		<p>A</p> <p>I</p>	

Level A		Unit 1, Lesson 2	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>short /ă/ sound like in apple</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> <span style="font-size: 24px; font-weight: bold;">a</span> </div> <p style="text-align: center; color: red; font-weight: bold;">at</p> <p style="text-align: center; color: red; font-weight: bold;">/ă/ /t/ = at</p>		<p>at</p> <p>am</p>	
3. Read the Words!		3. Read the Words!	
		<p>at</p> <p>am</p>	
4. Decode the Words!		5. Spell the Words!	
<p>am</p> <p>as</p>		<p>Match the sounds and write the letters</p>	
		6. High Frequency Words!	
		<p>at</p> <p>as</p> <p>the</p>	



Level A		Unit 1, Lesson 3	
1. Introduce the Sounds!		2. Blend the Sounds!	
short /ĕ/ sound like in <b>egg</b>  <b>ed</b> /ĕ/ /d/ = <b>ed</b>		ed  et	
3. Read the Words!		ed et	
4. Decode the Words!		5. Spell the Words!	
ed  et		Match the sounds and write the letters	
		6. High Frequency Words!	
		like	

Level A		Unit 1, Lesson 4	
1. Introduce the Sounds!		2. Blend the Sounds!	
short /ĭ/ sound like in <b>insect</b>  <b>in</b> /ĭ/ /n/ = <b>in</b>		it  ig	
3. Read the Words!		in if	
4. Decode the Words!		5. Spell the Words!	
is  ic		Match the sounds and write the letters	
		6. High Frequency Words!	
		is  in  it	



Level A		Unit 1, Lesson 5	
1. Introduce the Sounds!		2. Blend the Sounds!	
short / <b>ō</b> / sound like in <b>olive</b> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;">O</div> <b>on</b> / <b>ō</b> / / <b>n</b> / = <b>on</b>		on  og	
3. Read the Words!		on  oz	
4. Decode the Words!		5. Spell the Words!	
om  ov		Match the sounds and write the letters	
		6. High Frequency Words!	
		<div style="font-size: 2em; font-weight: bold;">play</div>	


Level A		Unit 1, Lesson 6	
1. Introduce the Sounds!		2. Blend the Sounds!	
short / <b>ū</b> / sound like in <b>up</b> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;">u</div> <b>us</b> / <b>ū</b> / / <b>s</b> / = <b>us</b>		up  um	
3. Read the Words!		up  us	
4. Decode the Words!		5. Spell the Words!	
uv  ut		Match the sounds and write the letters	
		6. High Frequency Words!	
		<div style="font-size: 2em; font-weight: bold;">of</div>	




Level A		Unit 1, Lesson 7	
1. Introduce the Sounds!		2. Blend the Sounds!	
		at am	
3. Read the Words!		6. High Frequency Words!	
ox is		Formative Assessment	
4. Decode the Words!		5. Spell the Words!	
at ox is ed up		Formative Assessment	


Level A		Unit 2, Lesson 1	
1. Introduce the Sounds!		2. Blend the Sounds!	
		cat tag	
3. Read the Words!		6. High Frequency Words!	
red pit dog		Match the sounds and write the letters	
4. Decode the Words!		5. Spell the Words!	
nap yet got fun		have	




Level A		Unit 2, Lesson 2			
1. Introduce the Sounds!		2. Blend the Sounds!		3. Read the Words!	
<p>CVC Words</p>  <p>/k/ /ă/ /t/ = cat</p>		<p>rat</p> <p>yap</p>		<p>gal</p> <p>tan</p> <p>tax</p>	
4. Decode the Words!		5. Spell the Words!		6. High Frequency Words!	
<p>tab sat</p> <p>rag gap</p> <p>jam</p>		<p>Match the sounds and write the letters</p>		<p><b>many</b></p>	


Level A		Unit 2, Lesson 3			
1. Introduce the Sounds!		2. Blend the Sounds!		3. Read the Words!	
<p>CVC Words</p>  <p>/r/ /ĕ/ /d/ = red</p>		<p>bed</p> <p>peg</p>		<p>yes</p> <p>web</p> <p>hen</p>	
4. Decode the Words!		5. Spell the Words!		6. High Frequency Words!	
<p>wed beg</p> <p>get pen</p> <p>hem</p>		<p>Match the sounds and write the letters</p>		<p><b>see</b></p>	




Level A		Unit 2, Lesson 4		
1. Introduce the Sounds!		2. Blend the Sounds!		
<p>CVC Words</p>  <p>/h/ /i/ /p/ = hip</p>	<p>fit</p> <p>him</p>		<p>3. Read the Words!</p> <p>The hat I like the man. I like his hat. The hat fits. It fits him.</p>	
4. Decode the Words!		5. Spell the Words!		6. High Frequency Words!
<p>kid tip</p> <p>zip fin</p> <p>mix</p>		<p>Match the sounds and write the letters</p>		<p>with</p>


Level A		Unit 2, Lesson 5		
1. Introduce the Sounds!		2. Blend the Sounds!		3. Read the Words!
<p>CVC Words</p>  <p>/h/ /o/ /p/ = hop</p>	<p>got</p> <p>box</p>		<p>Tag with Zip I like Zip a lot. I go with him. I play tag with him. Zip ran. I got him.</p>	
4. Decode the Words!		5. Spell the Words!		6. High Frequency Words!
<p>rot mop</p> <p>mom pox</p> <p>gob</p>		<p>Match the sounds and write the letters</p>		<p>you</p>




Level A		Unit 2, Lesson 6			
1. Introduce the Sounds!		2. Blend the Sounds!		3. Read the Words!	
<p>CVC Words</p>  <p>/h/ /ŭ/ /g/ = hug</p>		<p>sun</p> <p>tug</p>		<p>bus</p> <p>nut</p> <p>gum</p>	
4. Decode the Words!		5. Spell the Words!		6. High Frequency Words!	
<p>jut      tug</p> <p>hum    pun</p> <p>        pup</p>		<p>Match the sounds and write the letters</p>		<p><b>out</b></p>	

Level A		Unit 2, Lesson 7			
1. Introduce the Sounds!		2. Blend the Sounds!		3. Read the Words!	
<p>CVC Words</p>  <p>/p/ /i/ /n/ = pin</p>		<p>win</p> <p>sod</p>		<p><b>At the window</b></p> <p>1 tan cat sat at the window.</p> <p>2 tan cats sat at the window.</p> <p>I sat at the window.</p>	
4. Decode the Words!		5. Spell the Words!		6. High Frequency Words!	
<p>zap    met</p> <p>wit    fog</p> <p>        gut</p>		<p>Match the sounds and write the letters</p>		<p><b>to</b></p> <p><b>into</b></p>	



Level A		Unit 2, Lesson 8	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; margin-right: 10px;">CVC Words</div> <div style="border: 2px solid #90ee90; padding: 5px; margin-right: 10px;">  </div> </div> <p style="margin-top: 10px;">// /i/ /p/ = lip</p>		<p>dud</p> <p>hem</p>	
		3. Read the Words!	
		<p><b>Zip and the Pup</b>                      I like Zip the dog.                      Zip and I play.                      I got a fat pup.                      Can Zip and the pup play?                      The fat pup can sit on Zip.                      The pup got on top.                      But the pup fell off Zip.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>yam leg</p> <p>kit not</p> <p>sub</p>		<p><b>Formative Assessment</b></p>	
		6. High Frequency Words!	
		<p><b>Formative Assessment</b></p>	

Level A		Unit 3, Lesson 1	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; margin-right: 10px;">CVCC Words</div> <div style="border: 2px solid #90ee90; padding: 5px; margin-right: 10px;">  </div> </div> <p style="margin-top: 10px;">/m/ /ă/ /s/ = mass</p>		<p>bass</p> <p>mass</p>	
		3. Read the Words!	
		<p>cuff</p> <p>jazz</p>	
4. Decode the Words!		5. Spell the Words!	
<p>bass mass</p> <p>cuff jazz</p> <p>will</p>		<p>When a one-syllable words ends in f, l, s, or z, double the final f, l, s, or z.</p>	
		6. High Frequency Words!	
		<p><b>and</b></p>	







Level A		Unit 3, Lesson 2	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; margin-right: 10px;">CVCC Words</div> <div style="border: 2px solid #90ee90; padding: 5px; margin-right: 10px;"> <span style="font-size: 2em; font-weight: bold;">bass</span> </div> </div> <p><b>/b/ /ă/ /s/ = bass</b></p>		<p>miss</p> <p>kiss</p>	
3. Read the Words!		6. High Frequency Words!	
<p>fuss</p> <p>muss</p> <p>miss</p>		<p><b>or</b></p> <p><b>for</b></p> <p><b>more</b></p>	
4. Decode the Words!		5. Spell the Words!	
<p>miss    muss</p> <p>kiss    fuss</p>		<p>When a one-syllable words ends in f, l, s, or z, double the final f, l, s, or z.</p>	

Level A		Unit 3, Lesson 3	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; margin-right: 10px;">CVCC Words</div> <div style="border: 2px solid #90ee90; padding: 5px; margin-right: 10px;"> <span style="font-size: 2em; font-weight: bold;">puff</span> </div> </div> <p><b>/p/ /ü/ /f/ = puff</b></p>		<p>puff</p> <p>cuff</p>	
3. Read the Words!		6. High Frequency Words!	
<p>puff</p> <p>cuff</p> <p>stuff</p>		<p><b>one</b></p>	
4. Decode the Words!		5. Spell the Words!	
<p>puff    cuff</p> <p>stuff    stiff</p>		<p>When a one-syllable words ends in f, l, s, or z, double the final f, l, s, or z.</p>	



Level A		Unit 3, Lesson 4	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>CVCC Words</p>  <p>/f/ /aw/ /l/ = fall</p>		<p>pill</p> <p>will</p>	
3. Read the Words!		6. High Frequency Words!	
<p>bell</p> <p>mill</p> <p>pill</p>		<p>all</p>	
4. Decode the Words!		5. Spell the Words!	
<p>bell tell</p> <p>fill gill</p> <p>still</p>		<p>When a one-syllable words ends in f, l, s, or z, double the final f, l, s, or z.</p>	


Level A		Unit 3, Lesson 5	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>CVCC Words</p>  <p>/b/ /ŭ/ /z/ = buzz</p>		<p>buzz</p> <p>fuzz</p>	
3. Read the Words!		6. High Frequency Words!	
<p>fuzz</p> <p>tuzz</p> <p>buzz</p>		<p>look</p>	
4. Decode the Words!		5. Spell the Words!	
<p>muzz buzz</p> <p>fuzz tuzz</p> <p>whizz</p>		<p>When a one-syllable words ends in f, l, s, or z, double the final f, l, s, or z.</p>	




Level A		Unit 3, Lesson 6	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="background-color: #0056b3; color: white; padding: 5px; display: inline-block;">CVCC Words</div> <div style="border: 2px solid #90ee90; border-radius: 15px; padding: 10px; display: inline-block; margin-left: 20px;"> </div> <p style="margin-top: 10px;">/f/ /ŭ/ /z/ = <b>fuzz</b></p>	<p style="text-align: center;">pass</p> <p style="text-align: center;">press</p>	3. Read the Words!	
<p style="text-align: center;">dress</p> <p style="text-align: center;">bell</p> <p style="text-align: center;">well</p>		4. Decode the Words!	
<p>bass pass kiss</p> <p>fuss puff fell</p> <p>tell gill pill</p> <p>jazz fuzz</p>		5. Spell the Words!	
<p style="text-align: center;">Formative Assessment</p>		6. High Frequency Words!	
<p style="text-align: center;">Formative Assessment</p>			

Level A		Unit 4, Lesson 1	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="background-color: #0056b3; color: white; padding: 5px; display: inline-block;">Consonant Blends</div> <div style="border: 2px solid #90ee90; border-radius: 15px; padding: 10px; display: inline-block; margin-left: 20px;"> </div> <p style="margin-top: 10px;">/s/ /t/ /ĕ/ /p/ = <b>step</b></p>	<p style="text-align: center;">scan</p> <p style="text-align: center;">prod</p>	3. Read the Words!	
<p style="text-align: center;">stop</p> <p style="text-align: center;">blog</p> <p style="text-align: center;">bran</p>		4. Decode the Words!	
<p>spin blip</p> <p>grab</p>		5. Spell the Words!	
<p style="text-align: center;">Match the sounds and write each letter in the blend</p>		6. High Frequency Words!	
		<p style="text-align: center; font-size: 2em;"><b>was</b></p>	



Level A		Unit 4, Lesson 2	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>Consonant Blends</p>  <p>/s/ /c/ /ă/ /n/ = scan</p>		<p>snap</p> <p>stop</p>	
3. Read the Words!		6. High Frequency Words!	
<p>skid</p> <p>slop</p> <p>step</p>		<p>two</p>	
4. Decode the Words!		5. Spell the Words!	
<p>stun    sped</p> <p>span    swam</p>		<p>Match the sounds and write each letter in the blend</p>	


Level A		Unit 4, Lesson 3	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>Consonant Blends</p>  <p>/g/ /l/ /ă/ /d/ = glad</p>		<p>bled</p> <p>blip</p>	
3. Read the Words!		6. High Frequency Words!	
<p>flag</p> <p>flat</p> <p>flop</p>		<p>her</p> <p>were</p>	
4. Decode the Words!		5. Spell the Words!	
<p>slap    sled    slim</p> <p>slip    slop    clap</p> <p>clam    clip    glad</p>		<p>Match the sounds and write each letter in the blend</p>	




Level A		Unit 4, Lesson 4	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; margin-right: 10px;">Consonant Blends</div> <div style="border: 2px solid #90ee90; padding: 5px; display: inline-block;"> </div> </div> <p><b>/c/ /r/ /i/ /b/ = crib</b></p>		<p>drip</p> <p>drop</p>	
3. Read the Words!		6. High Frequency Words!	
4. Decode the Words!		5. Spell the Words!	
<p>brim    crib</p> <p>drum    gram</p>		<p>Match the sounds and write each letter in the blend</p>	
		<p>frog</p> <p>Fred</p> <p>trap</p>	
		<p>are</p>	

Level A		Unit 4, Lesson 5	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; margin-right: 10px;">Consonant Blends</div> <div style="border: 2px solid #90ee90; padding: 5px; display: inline-block;"> </div> </div> <p><b>/t/ /w/ /i/ /n/ = twin</b></p>		<p>twig</p> <p>twin</p>	
3. Read the Words!		6. High Frequency Words!	
4. Decode the Words!		5. Spell the Words!	
<p>step    trim</p> <p>twin    twig</p>		<p>Match the sounds and write each letter in the blend</p>	
		<p>trap</p> <p>step</p> <p>tram</p>	
		<p>(Review)</p>	



Level A		Unit 4, Lesson 6	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>Consonant Blends</p>  <p>/g/ /r/ /i/ /d/ = grid</p>		<p>stun</p> <p>skip</p>	
3. Read the Words!		6. High Frequency Words!	
<p>scan</p> <p>brim</p> <p>bran</p>		<p>Formative Assessment</p>	
4. Decode the Words!		5. Spell the Words!	
<p>prim skim</p> <p>slop stun</p> <p>plop</p>		<p>Formative Assessment</p>	

Level A		Unit 5, Lesson 1	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>Consonant Digraphs</p>  <p>/sh/ /ü/ /t/ = shut</p>		<p>shed</p> <p>whiz</p>	
3. Read the Words!		6. High Frequency Words!	
<p>chap</p> <p>much</p> <p>chin</p>		<p>some</p>	
4. Decode the Words!		5. Spell the Words!	
<p>chop chat</p> <p>shut dash</p>		<p>Think. How do you spell the digraph?</p>	



Level A		Unit 5, Lesson 2	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; font-size: 2em; font-weight: bold;">sh</div> <div style="border: 1px solid black; padding: 5px; font-size: 2em; font-weight: bold;">wh</div> </div> <p>/sh/ /ŭ/ /t/ = <b>shut</b></p> <p>/wh/ /ě/ /n/ = <b>when</b></p>		<p>ship</p> <p>when</p>	
3. Read the Words!		6. High Frequency Words!	
		<p>mash</p> <p>whim</p> <p>ash</p>	
4. Decode the Words!		5. Spell the Words!	
<p>hush    dish</p> <p>whip    whiff</p>		<p>Think. How do you spell the digraph?</p>	
		<p>what</p>	

Level A		Unit 5, Lesson 3	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 5px; font-size: 2em; font-weight: bold;">ch</div> </div> <p>/ch/ /ŏ/ /p/ = <b>chop</b></p>		<p>chin</p> <p>such</p>	
3. Read the Words!		6. High Frequency Words!	
		<p>chop</p> <p>rich</p> <p>chug</p>	
4. Decode the Words!		5. Spell the Words!	
<p>chip    chap</p> <p>rich    much</p>		<p>Think. How do you spell the digraph?</p>	
		<p>said</p>	

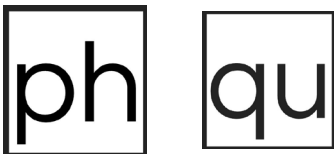



Level A		Unit 5, Lesson 4	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="border: 1px solid black; padding: 5px; display: inline-block; font-size: 2em; margin-bottom: 10px;">th</div> <p>/th/ /ě/ /n/ = then</p>		<p>thin</p> <p>bath</p>	
3. Read the Words!		6. High Frequency Words!	
<p>this</p> <p>then</p> <p>bath</p>		<p>these</p>	
4. Decode the Words!		5. Spell the Words!	
<p>thin    then</p> <p>this    math</p> <p>          bath</p>		<p>Think. How do you spell the digraph?</p>	

Level A		Unit 5, Lesson 5	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; font-size: 2em;">ng</div> <div style="border: 1px solid black; padding: 5px; font-size: 2em;">ck</div> </div> <p>/r/ /ĭ/ /ng/ = ring</p> <p>/d/ /ŭ/ /k/ = duck</p>		<p>sang</p> <p>neck</p>	
3. Read the Words!		6. High Frequency Words!	
<p>fang</p> <p>yuck</p> <p>lick</p>		<p>would</p>	
4. Decode the Words!		5. Spell the Words!	
<p>zing    lung</p> <p>pack    puck</p>		<p>Think. How do you spell the digraph?</p>	





Level A		Unit 5, Lesson 6	
1. Introduce the Sounds!		2. Blend the Sounds!	
 <p>/f/ /ō/ /n/ = <b>phone</b> /kw/ /ō/ /d/ = <b>quad</b></p>		<p>graph quiz</p>	
3. Read the Words!		6. High Frequency Words!	
		<p>quad quack lick</p>	
4. Decode the Words!		5. Spell the Words!	
<p>graph    quiz quit     quilt</p>		<p>Think. How do you spell the digraph?</p>	
		<p><b>write</b></p>	

Level A		Unit 5, Lesson 7	
1. Introduce the Sounds!		2. Blend the Sounds!	
 <p>/sh/ /ŭ/ /t/ = <b>shut</b></p>		<p>blush chant</p>	
3. Read the Words!		6. High Frequency Words!	
		<p>check quilt</p>	
4. Decode the Words!		5. Spell the Words!	
<p>shall    whiff    think dung    chick    graph quack    quick    quill</p>		<p><b>Formative Assessment</b></p>	
		<p><b>Formative Assessment</b></p>	



Fluency Self-Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

**Fluency self-assessment**

Title of passage:	Got it!	Working on it	I need more support
<p><b>Accuracy</b> I read the words accurately, or correctly. I correct my mistakes.</p>			
<p><b>Rate</b> I read at a good rate or pace. I read smoothly. I don't read too fast or slow.</p>			
<p><b>Expression</b> I read with expression and feeling. I pay attention to punctuation. I change my voice or volume depending on the meaning.</p>			

One thing I will work to improve: \_\_\_\_\_

\_\_\_\_\_



**It's time to read a story!  
A story, a story!  
It's time to read a story  
and learn something new!**





## Close Reading Process Anchor Chart

1. Fluent Read of entire text for joy of reading and fluency (intonation, expression, and accuracy).
2. Read portions of the text closely for academic vocabulary, deeper understanding of topic, and annotate text.
3. Use annotations and text-dependent questions to collect information and check your own understanding.
4. Use open-ended responses to check your own understanding of the text and how information from this text supports your thoughts on the unit's big ideas/ guiding question.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Retelling Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions:  
What does the text say Olivia does at the beginning, middle, and ending of the story?

Beginning	
Middle	
End	



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Retelling Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: How does the girl in the story understand her feelings and thoughts when she experiences different things in her life? What can we learn from her?

Beginning	
Middle	
End	



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Retelling Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions:  
How does Musa understand his feelings and thoughts when he experiences different things in his life? What can we learn from Musa?  
What does the text say Musa does at the beginning, middle, and ending of the story?

Beginning	
Middle	
End	



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Steps in Order Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions:  
What happened to the seed in the story? How did the seed grow?  
How will this information help us answer our guiding question:  
How do we know trees are alive?

<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>
<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Non-Fiction Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions:

Are trees alive? What did the story teach you about this?

How will this information help us answer our guiding question:

How do we know trees are alive? How are trees alive like you?

Key Detail	Evidence from the text



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Non-Fiction Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: What happened to the egg? How did the tiny egg turn into a beautiful butterfly?

Key Detail	Evidence from the text



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Non-Fiction Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: What does the text say we can do to be the best we can? What steps does the author, LeBron James, think we should take?

Key Detail	Evidence from the text



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Non-Fiction Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: What are some of the ways the author, Deborah Blumenthal, teaches us about the great life of Ann Cole Lowe?

Key Detail	Evidence from the text



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Non-Fiction Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: What can we learn from the author of this story about what we need on a camping trip? What can we learn from the author about the fun things we can do on a camping trip?

Key Detail	Evidence from the text



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Compare & Contrast Graphic Organizer

**Directions:** Let's tell the same and different ways the author and illustrator told us loving your hair is important. The same is compare and the different things are contrast. Think about this text-dependent question. How did the author use words to show us that loving your hair is important? How did the illustrator use pictures to show us that loving your hair is important?

Author	Same	Illustrator
Author	Same	Illustrator



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Compare & Contrast Graphic Organizer

**Directions:** Let's compare the ways the author and illustrator show how the family spends time together in *'Ohana Means Family* and the way Keyana and her mom have fun together in *I Love My Hair*. When we compare something, we talk about how things are the same. When we contrast something, we talk about how things are different. Think about this text-dependent question: How is *I Love My Hair* the same or different from *'Ohana Means Family*?

I Love My Hair	Same	'Ohana Means Family



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Compare & Contrast Graphic Organizer

**Directions:** Let's compare the ways the author and illustrator show how the family spends time together in *'Ohana Means Family* and how the family spends time together in *Just Grandma and Me* by Mercer Mayer. When we compare something, we talk about how things are the same. When we contrast something, we talk about how things are different. Think about this text-dependent question: How is *Just Grandma and Me* the same or different from *'Ohana Means Family*?

Just Grandma and Me	Same	'Ohana Means Family





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Retelling Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: What does the text say the main character does throughout the main events of the story? Do you think they made responsible decisions?

Beginning	
Middle	
End	



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Retelling Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: What does the text say the main character does throughout the main events of the story? Do you think they are responsible decisions?

Beginning	
Middle	
End	



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Retelling Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: What does the text say the main character does throughout the main events of the story? Do you think they made responsible decisions?

Beginning	
Middle	
End	



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Speaking & Listening Checklist

Level	Unit	Standard	Met the Target!	Almost there!
A	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
A	1	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
A	1	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
A	1	Speak audibly and express thoughts, feelings, and ideas clearly.		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Speaking & Listening Checklist

Level	Unit	Standard	Met the Target!	Almost there!
A	2	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
A	2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
A	2	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
A	2	Speak audibly and express thoughts, feelings, and ideas clearly.		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Speaking & Listening Checklist

Level	Unit	Standard	Met the Target!	Almost there!
A	3	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
A	3	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
A	3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
A	3	Speak audibly and express thoughts, feelings, and ideas clearly.		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Speaking & Listening Checklist

Level	Unit	Standard	Met the Target!	Almost there!
A	4	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
A	4	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
A	4	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
A	4	Speak audibly and express thoughts, feelings, and ideas clearly.		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Speaking & Listening Checklist

Level	Unit	Standard	Met the Target!	Almost there!
A	5	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
A	5	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
A	5	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
A	5	Speak audibly and express thoughts, feelings, and ideas clearly.		





**Who wants to write?**

**We do!**

**Who wants to share their  
thoughts?**

**We do!**

**Who wants to use their  
words to share their  
thinking?**

**We do!**

**Ok, get ready, set, begin!**





**1. Prewrite**

**2. Compose**

**3. Share**

**4. Feedback**

**5. Polish Writing**

**6. Final Draft**



## **I can share my opinion about a topic with information from the story.**

- I have four sentences and/or pictures.
- My first sentence will state my topic.
- My second sentence will give one way to be a good friend.
- My third sentence will give one more way to be a good friend.
- My last sentence will give one reason why being a good friend is important.

(Note: Your teacher can help write the words under your picture to complete your sentences.)



## **I can share my opinion about a topic with information from the story.**

- It is a good idea to...
- I think the best way to make a new friend is...
- I think...
- When you make friends...

(Note: Your teacher can help write the words under your picture to complete your sentences.)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Prewrite Graphic Organizer Opinion Writing




**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## **I can share information about a topic with evidence from the story.**

- I have four sentences and/or pictures.
- My first sentence will state my topic.
- My second sentence will give some information about the topic.
- My third sentence will give some more information about the topic.
- My last sentence will give one reason why the topic is important.

(Note: Your teacher can help write the words under your picture to complete your sentences.)



## **I can share information about a topic with evidence from the story.**

- My topic is...
- One cool fact about my topic is...
- I learned that...
- My topic is important because...

(Note: Your teacher can help write the words under your picture to complete your sentences.)





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Prewrite Graphic Organizer Informative Writing




**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_

A large empty rectangular box with a thick black border, intended for writing.

A series of ten horizontal lines spaced evenly down the page, providing a ruled area for writing.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Prewrite Graphic Organizer Informative Writing




**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **I can write a narrative with clear events and some details.**

- I have four sentences and/or pictures.
- My first sentence will state my topic.
- My second sentence will give information about the first event in the story.
- My third sentence will give information about the second event in the story.
- My last sentence will share one more event in the story with a reaction.

(Note: Your teacher can help write the words under your picture to complete your sentences.)



## **I can write a narrative with clear events and some details.**

- My story is about...
- First...
- Next...
- I felt \_\_\_\_\_ about...

(Note: Your teacher can help write the words under your picture to complete your sentences.)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Prewrite Graphic Organizer Narrative Writing




Name: \_\_\_\_\_

Date: \_\_\_\_\_



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Prewrite Graphic Organizer Narrative Writing




Name: \_\_\_\_\_

Date: \_\_\_\_\_



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**Read and review your partners writing.**

**Think about one thing your partner did that matches the criteria list.**

**Think of one thing your partner can do better to match the criteria list even better!**

**Be ready to share with your partner!**



**What topic did you learn about?**

**What did you learn about the topic?**

**What did you include about the topic in your writing piece?**

**What did you learn about yourself?**

**What would you do differently?**

## Pause and Celebrate

