

Curriculum Level

**Student
Resource Book:**

- Student Materials
- Student Resources
- Family Resources



 **Daily Message**

- Welcome Song Anchor Chart.....6
- SEL Focus Cards.....7

 **Reading Readiness & Phonics**

- SBC Level A Letter Mat.....10
- SBC Level B Letter Mat.....11
- Double Decker Elkonin Boxes (5 Boxes).....12
- Level B High Frequency Word Cards.....13
- Formative Assessment Answer Form (1 per unit).....22
- SBC Level B Student Resource Pack.....27

 **Shared Reading**

- Fluency Self-Assessment.....45



 **Read Aloud**

- Read Aloud Song Anchor Chart.....46
- Close Reading Process Anchor Chart.....47
- Retelling Graphic Organizers.....48
- Non-Fiction Graphic Organizers.....51
- Compare & Contrast Graphic Organizers.....57
- Retelling Graphic Organizers (cont.)60
- Speaking & Listening Checklists.....63

 **Writing Time**

- Writing Time Chant Anchor Chart.....68
- Writing Process Anchor Chart.....69
- Opinion Writing Checklist.....70
- Opinion Writing Sentence Starters.....71
- Opinion Prewrite Graphic Organizer.....72
- Opinion Writing Final Draft Template.....73
- Informative Writing Checklist.....74
- Informative Writing Sentence Starters.....75
- Informative Prewrite Graphic Organizer.....76
- Informative Writing Final Draft Template.....77
- Informative Prewrite Graphic Organizer.....78
- Informative Writing Final Draft Template.....79
- Narrative Writing Checklist.....80
- Narrative Writing Sentence Starters.....81
- Narrative Prewrite Graphic Organizer.....82
- Narrative Writing Final Draft Template.....83
- Narrative Prewrite Graphic Organizer.....84
- Narrative Writing Final Draft Template.....85
- Feedback Criteria Anchor Chart.....86
- Showcase of Learning Prompts.....87



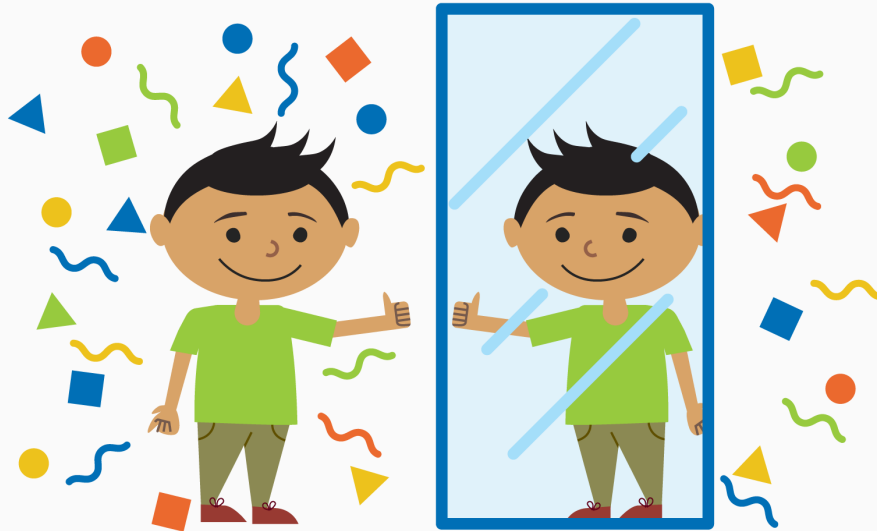
**Welcome,
Welcome,
Welcome to you.
We are beginning.
We are so happy to see you!**

(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.





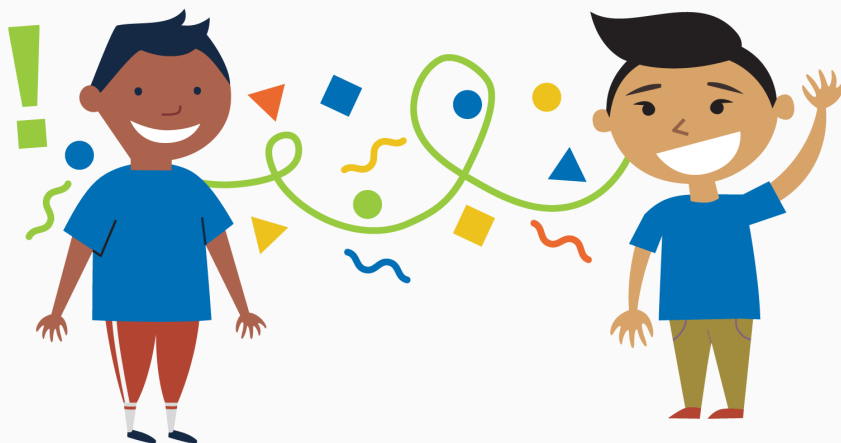
Social-Awareness



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



Relationship Skills

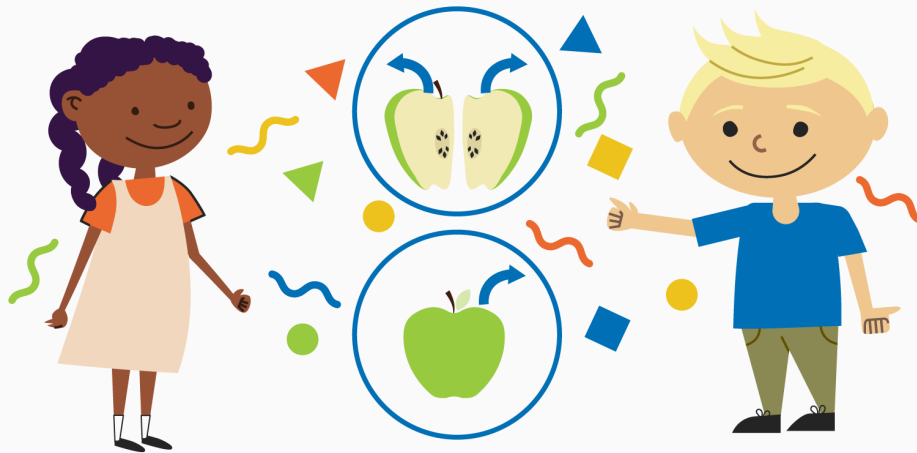


I can make healthy relationships and figure out
different situations with others.





Responsible decision-making



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



SBC Level A Letter Mat

Level A Sound Letter Mat

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



| | | | | |
|----|----|----|----|----|
| a | e | i | o | u |
| sh | ch | th | ck | ng |
| wh | ph | qu | | |

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

**Level B Sound Letter Mat**

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



| | | | | |
|----|----|----|----|-----|
| ai | ay | ee | ea | igh |
| c | g | oa | oe | ue |

Phonics skills

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

- Reading words with a final bossy e
- Reading words with vowel pairs
- Reading words with a soft c or soft g
- Reading words with ending consonant blends
- Reading and spelling words with inflected endings



Double Decker Elkonin Boxes (5 Boxes)

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |



Level B

High Frequency Words

be

we

me

he

no

go



Level B High Frequency Word Cards

Level B

High Frequency Words

so

my

by

want

come

call



Level B

High Frequency Words

small

very

been

who

water

after



Level B High Frequency Word Cards

Level B

High Frequency Words

work

over

number

where

live (2)

year



Level B

High Frequency Words

little

great

place

any

also

good



Level B High Frequency Word Cards

Level B

High Frequency Words

do

to

you

new

our

old



Level B

High Frequency Words

find

most

people

only

there

boy



Level B High Frequency Word Cards

Level B

High Frequency Words

girl

would

around

through

down

sound



Level B

High Frequency Words

know

before



Student Answer Form

Level B Unit 1 Formative Assessment

Student name: _____

Date: _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

What are 4 different ways you learned to spell the long a sound?

Student Answer Form

Level B Unit 2 Formative Assessment

Student name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

What are 4 different ways you learned to spell the long e sound?

Student Answer Form

Level B Unit 3 Formative Assessment

Student name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

What are 3 different ways you learned to spell the long i sound? When do c and g make their soft sound?

Student Answer Form

Level B Unit 4 Formative Assessment

Student name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

What are 4 different ways you learned to spell the long o sound?

Student Answer Form

Level B Unit 5 Formative Assessment

Student name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____


8. _____


9. _____

10. _____

When you add an ending to a word, what do you need to pay attention to?





| Level B | | Unit 1, Lesson 1 | |
|--|---------------------|---|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Open Syllable</p>  <p>/w/ /ē/ = we</p> | <p>me</p> <p>he</p> | <p>3. Read the Words!</p> <p>be</p> <p>she</p> <p>We will be in the play.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>she he</p> <p>me be</p> <p>we</p> | | <p>A vowel at the end of a syllable says its name.</p> | |
| | | 6. High Frequency Words! | |
| | | <p>be</p> <p>we</p> <p>me</p> <p>he</p> | |

| Level B | | Unit 1, Lesson 2 | |
|--|---------------------|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Open Syllable</p>  <p>/n/ /ō/ = no</p> | <p>go</p> <p>so</p> | <p>3. Read the Words!</p> <p>no</p> <p>go</p> <p>No, I will not go.</p> <p>He has the flu.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>no so</p> <p>go</p> | | <p>A vowel at the end of a syllable says its name.</p> | |
| | | 6. High Frequency Words! | |
| | | <p>no</p> <p>go</p> <p>so</p> | |







Level B Student Resource Pack

| Level B | | Unit 1, Lesson 3 | |
|---|---|--|---------------------|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Open Syllable</p>  <p>/s/ /k/ /ī/ = sky</p> | <p>my</p> <p>hi</p> | <p>by</p> <p>sky</p> <p>A fly is in the sky.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>hi my</p> <p>by sky</p> <p>fly shy</p> | <p>A vowel at the end of a syllable says its name.</p> | | <p>my</p> <p>by</p> |
| 6. High Frequency Words! | | | |

| Level B | | Unit 1, Lesson 4 | |
|--|---|---|-------------|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Bossy e</p>  <p>/t/ /ā/ /p/ = tape</p> | <p>gate</p> <p>same</p> | <p>wake</p> <p>fade</p> <p>He said hi. She made a wave.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>date make</p> <p> mane</p> | <p>A bossy e will make a vowel say its name.</p> | | <p>want</p> |
| 6. High Frequency Words! | | | |



| Level B | | Unit 1, Lesson 5 | |
|---|--|---|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
|   <p>/h/ /ō/ /m/ = home</p> | | <p>game</p> <p>flame</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>tame take</p> <p>tape</p> | | <p>A bossy e will make a vowel say its name.</p> | |
| | | 3. Read the Words! | |
| | | <p>plate</p> <p>skate</p> <p>My date went with me to skate.</p> | |
| | | 6. High Frequency Words! | |
| | | <p>come</p> | |

| Level B | | Unit 1, Lesson 6 | |
|--|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
|   <p>/f/ /l/ /ā/ /m/ = flame</p> | | <p>same</p> <p>flame</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>brave grade</p> <p>crane plane</p> <p>save</p> | | <p>A bossy e will make a vowel say its name.</p> | |
| | | 3. Read the Words! | |
| | | <p>skate</p> <p>shake</p> <p>Take this page and date it.</p> | |
| | | 6. High Frequency Words! | |
| | | <p>call</p> <p>small</p> | |



Level B Student Resource Pack

| Level B | | Unit 1, Lesson 7 | |
|---|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <div style="display: flex; align-items: center;"> <div style="border: 2px solid black; padding: 5px; margin-right: 10px;">ai</div> <div style="border: 2px solid green; padding: 5px; margin-right: 10px;">tail</div> </div> <p>/t/ /ā/ // = tail</p> | | <p>tail</p> <p>snail</p> | |
| | | 3. Read the Words! | |
| | | <p>main</p> <p>chain</p> <p>Does a snail have a tail or a waist?</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>wait paint</p> <p>faint waist</p> | | <p>The spelling pattern ai makes the long a sound.</p> | |
| | | 6. High Frequency Words! | |
| | | <p>very</p> | |

| Level B | | Unit 1, Lesson 8 | |
|---|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <div style="display: flex; align-items: center;"> <div style="border: 2px solid black; padding: 5px; margin-right: 10px;">ay</div> <div style="border: 2px solid green; padding: 5px; margin-right: 10px;">clay</div> </div> <p>/k/ // /ā/ = clay</p> | | <p>pay</p> <p>stay</p> | |
| | | 3. Read the Words! | |
| | | <p>way</p> <p>play</p> <p>Stay and rake so the gate can close.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>ray fray</p> <p>slay spray</p> | | <p>The spelling pattern ay makes the long a sound.</p> | |
| | | 6. High Frequency Words! | |
| | | <p>been</p> | |







| Level B | | Unit 1, Lesson 9 | | |
|--|---------------------------|---|--|-------------------|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | | |
| <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Open Syllable</p> <div style="border: 1px solid black; padding: 5px; width: 40px; height: 40px; margin: 0 auto;">ai</div> </div> <div style="text-align: center;"> <p>Bossy e</p> <div style="border: 1px solid black; padding: 5px; width: 40px; height: 40px; margin: 0 auto;">ay</div> </div> </div> | <p>stale</p> <p>snail</p> | | <p>clay</p> <p>chain</p> <p>I must pay for the clay.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | | |
| <p>a stake</p> <p>main ray</p> | | <p>Hint:</p> <p>open syllable, bossy e, ai, and ay</p> | | <p>who</p> |

| Level B | | Unit 1, Lesson 10 | | |
|--|---------------------------|------------------------------------|---|------------------------------------|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | | |
| <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Open Syllable</p> <div style="border: 1px solid black; padding: 5px; width: 40px; height: 40px; margin: 0 auto;">ai</div> </div> <div style="text-align: center;"> <p>Bossy e</p> <div style="border: 1px solid black; padding: 5px; width: 40px; height: 40px; margin: 0 auto;">ay</div> </div> </div> | <p>grade</p> <p>waist</p> | | <p>stay</p> <p>paint</p> <p>Paint the gate the same shade as the chain.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | | |
| <p>plate wain</p> <p>way</p> | | <p>Formative Assessment</p> | | <p>Formative Assessment</p> |



Level B Student Resource Pack

| Level B | | Unit 2, Lesson 1 | |
|---|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
|   <p>/h/ /ē/ /r/ = here</p> | | <p>eve</p> <p>theme</p> | |
| | | 3. Read the Words! | |
| | | <p>gene</p> <p>scene</p> <p>Pete told me that these scenes should be here.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>Pete here</p> <p>these</p> | | <p>A bossy e will make a vowel say its name.</p> | |
| | | 6. High Frequency Words! | |
| | | <p>water</p> <p>after</p> | |

| Level B | | Unit 2, Lesson 2 | |
|--|--|---|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
|   <p>/b/ /ē/ = bee</p> | | <p>feed</p> <p>sweet</p> | |
| | | 3. Read the Words! | |
| | | <p>reef</p> <p>wheel</p> <p>See the three bees asleep on my feet!</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>seek reef</p> <p>creek speed</p> | | <p>The spelling pattern ee makes the long e sound.</p> | |
| | | 6. High Frequency Words! | |
| | | <p>work</p> | |











| Level B | | Unit 2, Lesson 3 | |
|--------------------------|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| | | leash feast | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| team steal heat least | | The spelling pattern ea makes the long e sound. | |
| | | 6. High Frequency Words! | |
| | | over number | |

| Level B | | Unit 2, Lesson 4 | |
|--------------------------|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| | | these jeans | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| scene reach meet he | | Hint: open syllable, bossy e, ee, and ea | |
| | | 6. High Frequency Words! | |
| | | where | |



Level B Student Resource Pack

| Level B | | Unit 2, Lesson 5 | |
|---|---|----------------------|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
|   /s/ /p/ /ē/ /ch/= speech |   | speech me | seek seem “We need cheese and meat!” screamed Eve. |
| 4. Decode the Words! | | 5. Spell the Words! | |
| each street creek here be | Formative Assessment | Formative Assessment | Formative Assessment |

| Level B | | Unit 3, Lesson 1 | |
|--|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
|   /w/ /ī/ /f/= wife |   | tile life The nine kites are having a wild time. | tile life The nine kites are having a wild time. |
| 4. Decode the Words! | | 5. Spell the Words! | |
| wise kite wipe slide like pile | A bossy e will make a vowel say its name. | live live year | live live year |








| Level B | | Unit 3, Lesson 2 | |
|---|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">igh</div> <div style="border: 1px solid green; padding: 5px; margin-right: 10px;">light</div> </div> <p>/i/ /t/ /t/ = light</p> | | <p>high</p> <p>sight</p> | |
| 3. Read the Words! | | 6. High Frequency Words! | |
| <p>right</p> <p>bright</p> <p>The knight might give me a fright!</p> | | <p>little</p> <p>great</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>high sight light</p> <p>right bright night</p> <p>thigh flight might</p> | | <p>The spelling pattern igh makes the long i sound.</p> | |

| Level B | | Unit 3, Lesson 3 | |
|--|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Soft c says /s/</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">C</div> <div style="border: 1px solid green; padding: 5px; margin-right: 10px;">cent</div> </div> <p>/s/ /ĕ/ /n/ /t/ = cent</p> | | <p>mice</p> <p>nice</p> | |
| 3. Read the Words! | | 6. High Frequency Words! | |
| <p>slice</p> <p>nice</p> <p>We paid a high price for the night out at the fancy city center.</p> | | <p>place</p> <p>any</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>nice slice</p> <p>dice mice</p> <p>price</p> | | <p>C followed by an e, i, or y, makes the /s/ sound.</p> | |




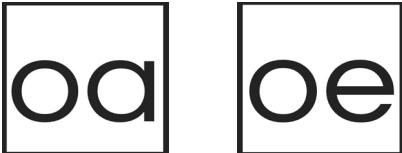
Level B Student Resource Pack

| Level B | | Unit 3, Lesson 4 | |
|---|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Soft g says /j/</p>   <p>/j/ /ĕ/ /m/ = gem</p> | | <p>gist</p> <p>gin</p> | |
| | | 3. Read the Words! | |
| | | <p>magic</p> <p>gym</p> <p>The gentle giant had ginger hair.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>gem gist</p> <p>gym gin</p> <p>magic ginger</p> | | <p>G followed by an e, i, or y, makes the /j/ sound.</p> | |
| | | 6. High Frequency Words! | |
| | | <p>also</p> <p>good</p> | |

| Level B | | Unit 3, Lesson 5 | |
|--|--|---|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
|    <p>/m/ /i/ /t/ = might</p> | | <p>dice</p> <p>high</p> | |
| | | 3. Read the Words! | |
| | | <p>bright</p> <p>nice</p> <p>The mice wanted to bite me. It was a fright!</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>wise pile</p> <p>sight right</p> <p>slice dice</p> <p>gym gin</p> | | <p>Formative Assessment</p> | |
| | | 6. High Frequency Words! | |
| | | <p>Formative Assessment</p> | |



| Level B | | Unit 4, Lesson 1 | |
|---|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
|  <p>/j/ /ō/ /k/ = joke</p> | | <p>joke</p> <p>rode</p> | |
| | | 3. Read the Words! | |
| | | <p>bone</p> <p>dome</p> <p>I hit my bone on the stone close to home.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>robe code</p> <p>joke hole</p> <p>home hope</p> <p> lone</p> | | <p>A bossy e will make a vowel say its name.</p> | |
| | | 6. High Frequency Words! | |
| | | <p>do</p> <p>to</p> <p>you</p> <p>new</p> | |

| Level B | | Unit 4, Lesson 2 | |
|--|--|---|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
|  <p>/b/ /ō/ /t/ = boat</p> <p>/t/ /ō/ = toe</p> | | <p>joe</p> <p>roam</p> | |
| | | 3. Read the Words! | |
| | | <p>soap</p> <p>goes</p> <p>The soap began to foam and soak Joe's cloak!</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>foam goal</p> <p>foe toe</p> <p>foal boat</p> | | <p>The spelling patterns oa and oe make the long o sound.</p> | |
| | | 6. High Frequency Words! | |
| | | <p>our</p> | |





Level B Student Resource Pack

| Level B | | Unit 4, Lesson 3 | |
|---|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>/t/ /ō/ // /d/ = told</p> | | <p>gold</p> <p>post</p> | |
| 3. Read the Words! | | 4. Decode the Words! | |
| <p>hold</p> <p>told</p> <p>I told you to fold the gold.</p> | | <p>mold sold</p> <p>bold find</p> <p>child post</p> <p>kind</p> | |
| 5. Spell the Words! | | 6. High Frequency Words! | |
| <p>i and o may make their long vowel sounds when followed by 2 consonants</p> | | <p>old</p> <p>find</p> <p>most</p> | |

| Level B | | Unit 4, Lesson 4 | |
|---|--|---|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>/j/ /ō/ = jo</p> | | <p>go</p> <p>vote</p> | |
| 3. Read the Words! | | 4. Decode the Words! | |
| <p>loaf</p> <p>aloe</p> <p>I drove to the coast, and put my toes in the cold water.</p> | | <p>ago also no</p> <p>hose hope float</p> <p>loaf poem oboe</p> | |
| 5. Spell the Words! | | 6. High Frequency Words! | |
| <p>Hint: open syllable, bossy e, oe, and oa</p> | | <p>people</p> | |




| Level B | | Unit 4, Lesson 5 | |
|---|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Consonant Blends</p>  <p>/k/ /ī/ /n/ /d/ = kind</p> | | <p>child</p> <p>stamp</p> | |
| | | 3. Read the Words! | |
| | | <p>skunk</p> <p>scalp</p> <p>Thank you for finding my lost oboe.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>mask disk</p> <p>skunk thank</p> <p>stamp jump</p> | | <p>Match the sounds, and write each letter in the blend</p> | |
| | | 6. High Frequency Words! | |
| | | <p>only</p> <p>there</p> | |

| Level B | | Unit 4, Lesson 6 | |
|---|--|---|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Consonant Blends</p>  <p>/kw/ /ĕ/ /s/ /t/ = quest</p> | | <p>sand</p> <p>quest</p> | |
| | | 3. Read the Words! | |
| | | <p>scalp</p> <p>tract</p> <p>I took my wand on the quest!</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>told test</p> <p>mild land</p> <p>dunk wild</p> <p> risk</p> | | <p>Match the sounds, and write each letter in the blend</p> | |
| | | 6. High Frequency Words! | |
| | | <p>boy</p> <p>girl</p> | |



Level B Student Resource Pack

| Level B | | Unit 4, Lesson 7 | |
|--|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
|  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #0070C0; color: white; padding: 5px; text-align: center;">Open Syllable</div> <div style="background-color: #0070C0; color: white; padding: 5px; text-align: center;">Bossy e</div> </div> <p style="margin-top: 10px;">/s/ /t/ /ō/ /n/ = stone</p> | | <p>bold</p> <p>drove</p> | |
| 3. Read the Words! | | 3. Read the Words! | |
| | | <p>poach</p> <p>goes</p> <p>He told the child to float back to the boat.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>soft so those</p> <p>slope poach woe</p> <p>post fold pond</p> | | <p>Formative Assessment</p> | |
| | | <p>Formative Assessment</p> | |
| 6. High Frequency Words! | | 6. High Frequency Words! | |

| Level B | | Unit 5, Lesson 1 | |
|--|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: #0070C0; color: white; padding: 5px; text-align: center; margin-right: 10px;">Bossy e</div> <div style="border: 2px solid #0070C0; padding: 5px; text-align: center;"> cute </div> </div> <p style="margin-top: 10px;">/k/ /ū/ /t/ = cute</p> | | <p>tune</p> <p>cute</p> | |
| 3. Read the Words! | | 3. Read the Words! | |
| | | <p>cube</p> <p>huge</p> <p>Luke, use the huge chute to get down.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>cube use</p> <p>cute mute</p> <p>fume huge</p> <p> June</p> | | <p>A bossy e will make a vowel say its name.</p> | |
| | | <p>would</p> | |
| 6. High Frequency Words! | | 6. High Frequency Words! | |





| Level B | | Unit 5, Lesson 2 | |
|--|--|---|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>ue blue</p> <p>/b/ /l/ /oo/ = blue</p> | | <p>clue</p> <p>rescue</p> | |
| 3. Read the Words! | | 6. High Frequency Words! | |
| <p>due</p> <p>argue</p> <p>We used glue and tissue to fix the issue.</p> | | <p>around</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>blue true</p> <p>glue due</p> <p>sue</p> | | <p>/oo/ and /ū/ can be spelled</p> <p>ue</p> | |

| Level B | | Unit 5, Lesson 3 | |
|---|--|---|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Open Syllable unit</p> <p>/ū/ /n/ /i/ /t/ = unit</p> | | <p>music</p> <p>cupid</p> | |
| 3. Read the Words! | | 6. High Frequency Words! | |
| <p>tulip</p> <p>pupil</p> <p>It is the duty of the student to play the music.</p> | | <p>through</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>music pupil</p> <p>unite unit</p> <p>human</p> | | <p>A vowel at the end of a syllable says its name.</p> | |



Level B Student Resource Pack

| Level B | | Unit 5, Lesson 4 | |
|---|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Inflected Endings</p>  <p>/h/ /ō/ /p/ = hope /h/ /ō/ /p/ /t/ = hoped</p> | | <p>hike hiking hiked</p> | |
| 3. Read the Words! | | 4. Decode the Words! | |
| <p>make, making slide, sliding How do you want to go down the hill? Biking or hiking?</p> | | <p>hope, hoped hike, hiked bike, biking give, giving</p> | |
| 5. Spell the Words! | | 6. High Frequency Words! | |
| <p>Drop the e to add the ing or ed</p> | | <p>down</p> | |

| Level B | | Unit 5, Lesson 5 | |
|--|--|--|--|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Inflected Endings</p>  <p>/w/ /ī/ /n/ = win /w/ /ī/ /n/ /n/ /er/ = winner</p> | | <p>win, winner stopped, stopping</p> | |
| 3. Read the Words! | | 4. Decode the Words! | |
| <p>clip, clipping, clipped plan, planning, planned Luke dropped the remote after he pushed mute.</p> | | <p>snap, snapping, snapped plan, planning, planned clip, clipping, clipped</p> | |
| 5. Spell the Words! | | 6. High Frequency Words! | |
| <p>1-1-1 Rule: Double the final consonant</p> | | <p>sound</p> | |



| Level B | | Unit 5, Lesson 6 | |
|--|--|---|--------------------|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Inflected Endings</p> <p>// /ŭ/ /n/ /ch/ = lunch // /ŭ/ /n/ /ch/ /ĕ/ /s/ = lunches</p> | <p>duck, ducks brush, brushes</p> | <p>plant, plants flash, flashes I picked up one dish, but then spied so many dishes to clean.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>hen, hens duck, ducks egg, eggs flash, flashes rash, rashes</p> | <p>Add -s or -es to make the word plural</p> | | <p>know</p> |

| Level B | | Unit 5, Lesson 7 | |
|--|---|--|----------------------|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | |
| <p>Inflected Endings</p> <p>/f/ /ă/ /m/ /ī/ /l/ /ĕ/ = family /f/ /ă/ /m/ /ī/ /l/ /ĕ/ /s/ = families</p> | <p>pony, ponies family, families</p> | <p>sky, skies story, stories Make a copy. Wait, make three copies.</p> | |
| 4. Decode the Words! | | 5. Spell the Words! | |
| <p>toy, toys treat, treaties carry, carried cry, cried happy, happiest lovely, loveliest play, playing</p> | <p>Change the y to i and add es (or ing, ed, est)</p> | | <p>before</p> |



Level B Student Resource Pack

| Level B | | Unit 5, Lesson 8 | |
|---|--|---|---|
| 1. Introduce the Sounds! | | 2. Blend the Sounds! | 3. Read the Words! |
| <div style="display: flex; align-items: center; justify-content: space-around;"> <div style="border: 1px solid black; padding: 10px; text-align: center; width: 60px;">u</div> <div style="background-color: #0070C0; color: white; padding: 5px; text-align: center; width: 60px;">Inflected Endings</div> <div style="border: 1px solid black; padding: 10px; text-align: center; width: 60px;">ue</div> </div> | | <p><i>(Use the word list in the Teacher Resource Pack to customize)</i></p> | <p><i>(Use the word list in the Teacher Resource Pack to customize)</i></p> |
| 4. Decode the Words! | | 5. Spell the Words! | 6. High Frequency Words! |
| <p><i>(Use the word list in the Teacher Resource Pack to customize)</i></p> | | Formative Assessment | Formative Assessment |

Fluency Self-Assessment



Name _____

Date _____

Fluency self-assessment

| Title of passage: | Got it! | Working on it | I need more support |
|--|---------|---------------|---------------------|
| <p>Accuracy I read the words accurately, or correctly. I correct my mistakes.</p> | | | |
| <p>Rate I read at a good rate or pace. I read smoothly. I don't read too fast or slow.</p> | | | |
| <p>Expression 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!**





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 happened at the beginning, middle, and ending of the story? Is there a central message or lesson in 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: What does the text say happened at the beginning, middle, and ending of the story? Is there a central message or lesson in 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: What does the text say happened at the beginning, middle, and ending of the story? Is there a central message or lesson in the story?

| | |
|-----------|--|
| Beginning | |
| Middle | |
| End | |



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 did the story teach you about nature? How will this information help us answer our guiding question: What can we learn from nature?

| 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 did the story teach you about nature? How will this information help us answer our guiding question: What can we learn from nature?

| 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 did the story teach you about nature? How will this information help us answer our guiding question: What can we learn from nature?

| 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 did the story teach you? How will this information help us answer our guiding question: What can we learn from other people's lives?

| 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 did the story teach you? How will this information help us answer our guiding question: What can we learn from other people's lives?

| 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 did the story teach you? How will this information help us answer our guiding question: What can we learn from other people’s lives?

| Key Detail | Evidence from the text |
|------------|------------------------|
| | |
| | |
| | |
| | |



Name: _____

Date: _____

Compare & Contrast Graphic Organizer

Directions: Let's tell the same and different ways the characters in the story understood each other and worked together. The same is compare and the different things are contrast. Think about this text-dependent question. What did the story teach you? How will this information help us answer our guiding question: How can we understand each other and work together?

| | | |
|-----------|------|-----------|
| | | |
| Different | Same | Different |



Name: _____

Date: _____

Compare & Contrast Graphic Organizer

Directions: Let's tell the same and different ways the characters in the story understood each other and worked together. The same is compare and the different things are contrast. Think about this text-dependent question. What did the story teach you? How will this information help us answer our guiding question: How can we understand each other and work together?

| | | |
|-----------|------|-----------|
| | | |
| Different | Same | Different |



Name: _____

Date: _____

Compare & Contrast Graphic Organizer

Directions: Let's tell the same and different ways the characters in the story understood each other and worked together. The same is compare and the different things are contrast. Think about this text-dependent question. What did the story teach you? How will this information help us answer our guiding question: How can we understand each other and work together?

| | | |
|-----------|------|-----------|
| | | |
| Different | Same | Different |



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 did the story teach you? How will this information help us answer our guiding question: How can we make good choices?

| | |
|-----------|--|
| 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 did the story teach you? How will this information help us answer our guiding question: How can we make good choices?

| | |
|-----------|--|
| 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 did the story teach you? How will this information help us answer our guiding question: How can we make good choices?

| | |
|-----------|--|
| Beginning | |
| Middle | |
| End | |



Name: _____

Date: _____

Speaking & Listening Checklist

| Level | Unit | Standard | Met the Target! | Almost there! |
|-------|------|---|-----------------|---------------|
| B | 1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | | |
| B | 1 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | |
| B | 1 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | |
| B | 1 | Produce complete sentences when appropriate to task and situation. | | |



Name: _____

Date: _____

Speaking & Listening Checklist

| Level | Unit | Standard | Met the Target! | Almost there! |
|-------|------|---|-----------------|---------------|
| B | 2 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | | |
| B | 2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | |
| B | 2 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | |
| B | 2 | Produce complete sentences when appropriate to task and situation. | | |



Name: _____

Date: _____

Speaking & Listening Checklist

| Level | Unit | Standard | Met the Target! | Almost there! |
|-------|------|---|-----------------|---------------|
| B | 3 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | | |
| B | 3 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | |
| B | 3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | |
| B | 3 | Produce complete sentences when appropriate to task and situation. | | |



Name: _____

Date: _____

Speaking & Listening Checklist

| Level | Unit | Standard | Met the Target! | Almost there! |
|-------|------|---|-----------------|---------------|
| B | 4 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | | |
| B | 4 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | |
| B | 4 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | |
| B | 4 | Produce complete sentences when appropriate to task and situation. | | |



Name: _____

Date: _____

Speaking & Listening Checklist

| Level | Unit | Standard | Met the Target! | Almost there! |
|-------|------|---|-----------------|---------------|
| B | 5 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | | |
| B | 5 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | |
| B | 5 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | |
| B | 5 | Produce complete sentences when appropriate to task and situation. | | |



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 understand your feelings.
- My third sentence will give one more way to understand your feelings.
- My last sentence will give one reason why understanding your feelings will help you make good choices.

(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

| | |
|--|--|
| | |
| | |
| | |
| | |



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: _____

Prewrite Graphic Organizer Informative Writing

| | |
|--|--|
| | |
| | |
| | |
| | |



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: _____

Prewrite Graphic Organizer Narrative Writing

| | |
|--|--|
| | |
| | |
| | |
| | |



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

