

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
- SBC Level C Letter Mat.....12
- Double Decker Elkonin Boxes (6 Boxes).....13
- Level C High Frequency Word Cards.....14
- Formative Assessment Answer Form (1 per unit).....22
- SBC Level C Student Resource Pack.....27
- Decoding Unknown Words Anchor Chart.....43

 **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.....54
- Retelling Graphic Organizers (cont.)57
- 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



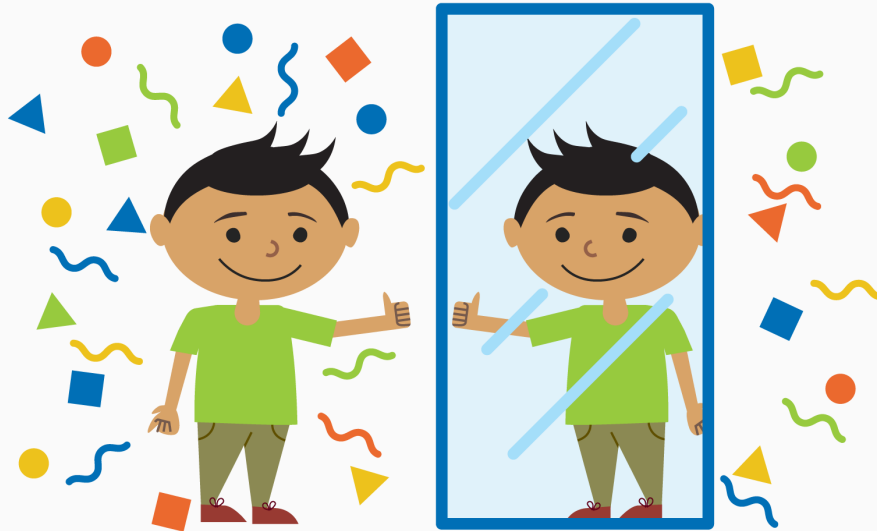
**Welcome,
Welcome,
Welcome to you.
We are beginning.
We are so happy to see you!**

(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.





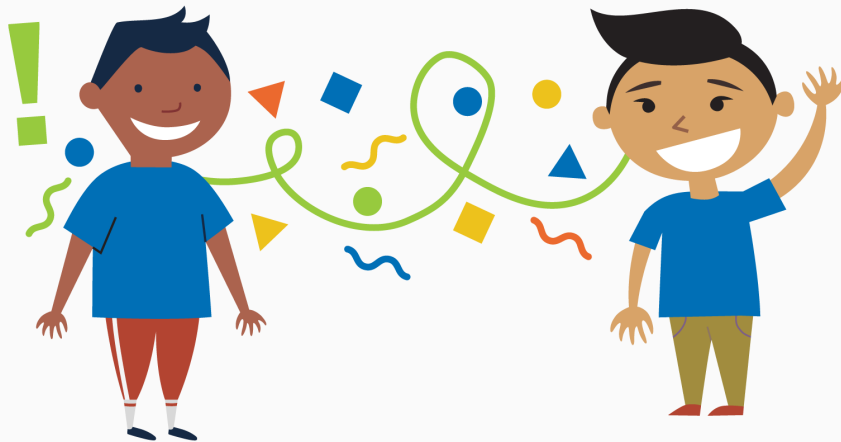
Social-Awareness



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



Relationship Skills

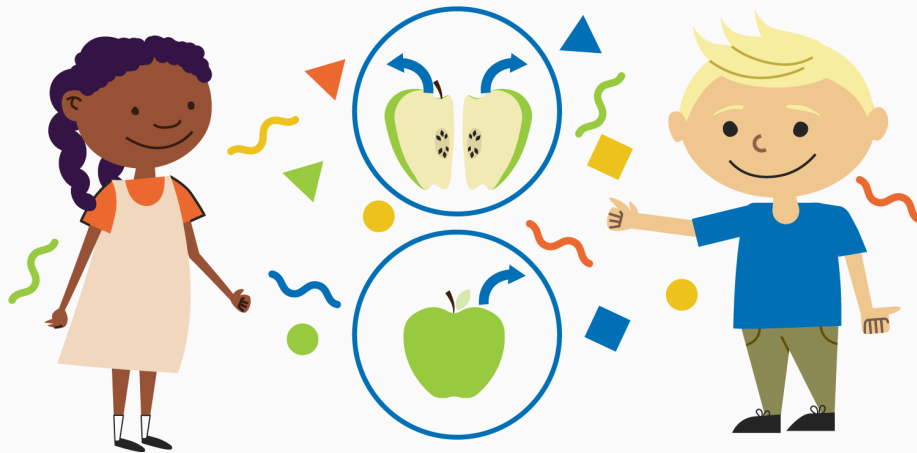


I can make healthy relationships and figure out different situations with others.





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



SBC Level C Letter Mat

Level C Sound Letter Mat

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



ar	eigh	ei	ey	er	
y	ie	ir	y_e	or	ow
ou	ough	ur	ew	ui	eu

Phonics skills

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

- Reading words with r controlled vowels
- Reading words with less common vowel pairs
- Reading words with 3 letter consonant blends

Double Decker Elkonin Boxes (6 Boxes)





Level C High Frequency Word Cards

Level C

High Frequency Words

large

they

head

put

was

what



Level C

High Frequency Words

on

again

under

father

after

another



Level C

High Frequency Words

different

letter

mother

answer

every

country



Level C

High Frequency Words

away

does

been

below

between

even



Level C

High Frequency Words

because

earth

learn

kind

most

find



Level C

High Frequency Words

said

picture

animal

world

before

could



Level C

High Frequency Words

should

through

thought

one

move

house



Level C

High Frequency Words

school

people

there

where

who

two

Student Answer Form

Level C Unit 1 Formative Assessment

Student name: _____

Date: _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

What are 7 different ways you learned to spell the long a sound?

Student Answer Form

Level C Unit 2 Formative Assessment

Student name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

What are 7 different ways you learned to spell the long e sound?

Student Answer Form

Level C Unit 3 Formative Assessment

Student name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

What are 6 different ways you learned to spell the long i sound?

Student Answer Form

Level C Unit 4 Formative Assessment

Student name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

What are 7 different ways you learned to spell the long o sound?

Student Answer Form

Level C Unit 5 Formative Assessment

Student name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

What are 6 different ways you learned to spell the long u sound?



Level C		Unit 1, Lesson 1	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>ar start</p> <p>/s/ /t/ /ar/ /t/ = start</p>		<p>farm</p> <p>target</p>	
		3. Read the Words!	
		<p>chart</p> <p>sharp</p> <p>I gave it a start, but the jar was very hard to twist.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>park large</p> <p>star yard</p>		<p>/ar/ is spelled a-r</p>	
		6. High Frequency Words!	
		<p>large</p>	

Level C		Unit 1, Lesson 2	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>eigh eight</p> <p>/ā/ /t/ = eight</p>		<p>neigh</p> <p>neighbor</p>	
		3. Read the Words!	
		<p>eighth</p> <p>sleigh</p> <p>The weight of the sleigh made it not fly.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>eight freight</p> <p>weigh weight</p>		<p>Practice long a spelled e-i-g-h</p>	
		6. High Frequency Words!	
		<p>they</p>	



Level C Student Resource Pack

Level C		Unit 1, Lesson 3	
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;">ei</div> <div style="border: 1px solid green; padding: 5px; margin-right: 10px;">veil</div> </div> <p>/v/ /ā/ // = veil</p>		<p>vein</p> <p>their</p>	
3. Read the Words!		<p>beige</p> <p>veil</p> <p>Their farm is beige.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>beige veil</p> <p>heir their</p> <p>rein</p>		<p>Practice long a spelled e-i</p>	
6. High Frequency Words!		<p>head</p>	

Level C		Unit 1, Lesson 4	
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;">ey</div> <div style="border: 1px solid green; padding: 5px; margin-right: 10px;">they</div> </div> <p>/th/ /ā/ = they</p>		<p>hey</p> <p>they</p>	
3. Read the Words!		<p>prey</p> <p>grey</p> <p>Hey! You need to obey the large chart.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>they grey</p> <p>prey hey</p>		<p>Practice long a spelled e-y</p>	
6. High Frequency Words!		<p>put</p> <p>what</p> <p>was</p> <p>on</p>	




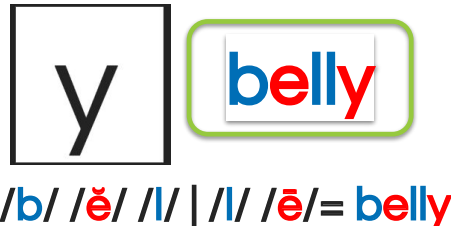
Level C		Unit 1, Lesson 5	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; margin-right: 10px;">Open Syllable</div> <div style="border: 2px solid green; padding: 5px; margin-right: 10px;">basic</div> </div> <p>/b/ /ā/ /s/ /ī/ /c/ = basic</p>		<p>basic</p>	
		3. Read the Words!	
		<p>halo naval</p> <p>The lady put the paper baby on the table.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>apron afraid</p> <p>halo naval</p> <p>bacon fatal</p>		<p>A vowel at the end of a syllable says its name.</p>	
		6. High Frequency Words!	
		<p>again</p>	

Level C		Unit 1, Lesson 6	
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;">Open Syllable</div> <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="border: 1px solid black; padding: 5px;">eigh</div> <div style="border: 1px solid black; padding: 5px;">ar</div> <div style="border: 1px solid black; padding: 5px;">ei</div> <div style="border: 1px solid black; padding: 5px;">ey</div> </div> </div>		<p>start</p> <p>apron</p>	
		3. Read the Words!	
		<p>“Time to go!” said Gabe. “It is getting very late!” Most days, Gabe and I take the train. They are waiting. You have to obey the rules. We march over to the scale to weigh our bags. “Their bags are too large,” the lady barked. A train is on its way!</p>	
4. Decode the Words!		5. Spell the Words!	
<p>reindeer hey</p> <p>basic sharp</p> <p>eight beige</p>		<p>Formative Assessment</p>	
		6. High Frequency Words!	
		<p>Formative Assessment</p>	



Level C Student Resource Pack

Level C		Unit 2, Lesson 1	
1. Introduce the Sounds!		2. Blend the Sounds!	
		<p>her</p> <p>perch</p>	
3. Read the Words!		6. High Frequency Words!	
<p>never</p> <p>under</p> <p>The otter went under the river water.</p>		<p>under father</p> <p>after another</p> <p>different letter</p> <p>mother answer</p>	
4. Decode the Words!		5. Spell the Words!	
<p>perk river</p> <p>stern after</p> <p>serve</p>		<p>/er/ can be spelled e-r</p>	

Level C		Unit 2, Lesson 2	
1. Introduce the Sounds!		2. Blend the Sounds!	
		<p>funny</p> <p>baby</p>	
3. Read the Words!		6. High Frequency Words!	
<p>happy</p> <p>chilly</p> <p>Sorry lady! I'm busy with the fluffy, furry, silly puppy.</p>		<p>every</p> <p>country</p> <p>away</p>	
4. Decode the Words!		5. Spell the Words!	
<p>puppy only</p> <p>fluffy daisy</p> <p>worry ivy</p>		<p>Practice long e spelled y</p>	



Level C		Unit 2, Lesson 3	
1. Introduce the Sounds!		2. Blend the Sounds!	
		<p>piece</p> <p>field</p>	
		3. Read the Words!	
		<p>shield</p> <p>shriek</p> <p>The chief said a brief piece about the thief.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>fierce pier</p> <p>siege tier</p>		<p>Practice long e spelled i-e</p>	
		6. High Frequency Words!	
		<p>does</p>	

Level C		Unit 2, Lesson 4	
1. Introduce the Sounds!		2. Blend the Sounds!	
		<p>ceiling</p> <p>protein</p>	
		3. Read the Words!	
		<p>caffeine</p> <p>deceive</p> <p>We decided to either paint or wallpaper the ceiling.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>caffeine protein</p> <p>deceive conceit</p> <p>either ceiling</p>		<p>Practice long e spelled e-i</p>	
		6. High Frequency Words!	
		<p>been</p>	



Level C Student Resource Pack

Level C		Unit 2, Lesson 5	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; align-items: center;"> <div style="background-color: #0070C0; color: white; padding: 5px; margin-right: 10px;">Open Syllable</div> <div style="border: 2px solid #0070C0; padding: 5px; display: inline-block;"> hero </div> </div> <p style="margin-top: 10px;">/h/ /ē/ /r/ /ō/ = hero</p>		<p style="font-size: 2em;">hero</p> <p style="font-size: 2em;">even</p>	
4. Decode the Words!		5. Spell the Words!	
<p>veto recess</p> <p>vegan hero</p> <p>even ego</p> <p>evil equal</p>		<p>A vowel at the end of a syllable says its name.</p>	
		6. High Frequency Words!	
		<p style="font-size: 1.5em;">below</p> <p style="font-size: 1.5em;">between</p> <p style="font-size: 1.5em;">even</p> <p style="font-size: 1.5em;">because</p>	


Level C		Unit 2, Lesson 6	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; align-items: center;"> <div style="background-color: #0070C0; color: white; padding: 5px; margin-right: 10px;">Open Syllable</div> <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="border: 2px solid black; padding: 5px; font-size: 2em; font-weight: bold;">er</div> <div style="border: 2px solid black; padding: 5px; font-size: 2em; font-weight: bold;">y</div> <div style="border: 2px solid black; padding: 5px; font-size: 2em; font-weight: bold;">ei</div> <div style="border: 2px solid black; padding: 5px; font-size: 2em; font-weight: bold;">ie</div> </div> </div>		<p style="font-size: 2em;">river</p> <p style="font-size: 2em;">handy</p>	
4. Decode the Words!		5. Spell the Words!	
<p>amber study</p> <p>grief protein</p> <p style="margin-left: 40px;">Egypt</p>		<p>Formative Assessment</p>	
		6. High Frequency Words!	
		<p>Formative Assessment</p>	




Level C		Unit 3, Lesson 1	
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;">ir</div> <div style="border: 1px solid green; padding: 5px; margin-right: 10px;">shirt</div> </div> <p>/sh/ /er/ /t/= shirt</p>		<p>bird</p> <p>shirt</p>	
		3. Read the Words!	
		<p>twirl</p> <p>thirst</p> <p>The bird did a whirl and a twirl before landing.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>quirk squirm</p> <p>firm birch</p> <p> birth</p>		<p>/er/ can be spelled</p> <p>i-r</p>	
		6. High Frequency Words!	
		<p>earth</p> <p>learn</p>	

Level C		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;">y</div> <div style="border: 1px solid green; padding: 5px; margin-right: 10px;">shy</div> </div> <p>/sh/ /ī/= shy</p>		<p>sly</p> <p>guy</p>	
		3. Read the Words!	
		<p>July</p> <p>rely</p> <p>Why was the pool dry in July? I wanted to cry.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>deny spy</p> <p>why dry</p> <p>my by</p> <p> try</p>		<p>Practice long i</p> <p>spelled y</p>	
		6. High Frequency Words!	
		<p>kind</p> <p>most</p> <p>find</p>	



Level C	Unit 3, Lesson 3	
1. Introduce the Sounds!	2. Blend the Sounds!	3. Read the Words!
 <p>/p/ /i/ = pie</p>	<p>pie</p> <p>lie</p>	<p>untie</p> <p>die</p> <p>The pie just lies on the ground.</p>
4. Decode the Words!	5. Spell the Words!	6. High Frequency Words!
<p>tie untie</p> <p>die pie</p> <p>lie</p>	<p>Practice long i spelled i-e</p>	<p>said</p>

Level C	Unit 3, Lesson 4	
1. Introduce the Sounds!	2. Blend the Sounds!	3. Read the Words!
 <p>/t/ /i/ /p/ = type</p>	<p>type</p> <p>style</p>	<p>rhyme</p> <p>thyme</p> <p>Add thyme to the soup.</p>
4. Decode the Words!	5. Spell the Words!	6. High Frequency Words!
<p>thyme rhyme</p> <p>style type</p>	<p>Practice long i spelled y_e</p>	<p>picture</p>



Level C		Unit 3, Lesson 5	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; align-items: center;"> <div style="background-color: #0070C0; color: white; padding: 5px; margin-right: 10px;">Open Syllable</div> <div style="border: 2px solid #0070C0; border-radius: 15px; padding: 10px; text-align: center;"> t i n y </div> </div> <p style="margin-top: 10px;">/t/ /ī/ /n/ /ē/ = tiny</p>		<p style="font-size: 2em; text-align: center;">tiny</p> <p style="font-size: 2em; text-align: center;">shiny</p>	
3. Read the Words!		6. High Frequency Words!	
<p style="text-align: center;">silent final</p> <p style="text-align: center;">A silent spider walked under the tree.</p>		<p style="font-size: 3em; text-align: center; font-weight: bold;">animal</p>	
4. Decode the Words!		5. Spell the Words!	
<p>idol iris</p> <p>iron spider</p> <p> pilot</p>		<p style="text-align: center;">A vowel at the end of a syllable says its name.</p>	

Level C		Unit 3, Lesson 6	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; align-items: center;"> <div style="background-color: #0070C0; color: white; padding: 5px; margin-right: 10px;">Open Syllable</div> <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; font-size: 2em; font-weight: bold;">ir</div> <div style="border: 1px solid black; padding: 5px; font-size: 2em; font-weight: bold;">y</div> <div style="border: 1px solid black; padding: 5px; font-size: 2em; font-weight: bold;">y_e</div> <div style="border: 1px solid black; padding: 5px; font-size: 2em; font-weight: bold;">ie</div> </div> </div>		<p style="font-size: 2em; text-align: center;">third</p> <p style="font-size: 2em; text-align: center;">why</p>	
3. Read the Words!		6. High Frequency Words!	
<p style="text-align: center;">Moon</p> <p style="text-align: center;">Light from the sun makes it look bright. The moon looks white, but why? It has rocks, ice, and dirt. What type of rocks? The moon has holes made by rocks that hit it. Rocks still fly into the moon. The moon gets new holes all the time! Some are tiny.</p>		<p style="font-size: 2em; text-align: center; font-weight: bold;">Formative Assessment</p>	
4. Decode the Words!		5. Spell the Words!	
<p>quirk shirt</p> <p>cry rely</p> <p>tie die</p> <p>style silent</p> <p> idol</p>		<p style="font-size: 2em; text-align: center; font-weight: bold;">Formative Assessment</p>	



Level C Student Resource Pack

Level C		Unit 4, Lesson 1	
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;">or</div> <div style="border: 1px solid green; padding: 5px; margin-right: 10px;">corn</div> </div> <p>/k/ /or/ /n/ = corn</p>		<p>horse</p> <p>corn</p>	
		3. Read the Words!	
		<p>forth</p> <p>fork</p> <p>The horse made a snort and then rode north.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>form hornet</p> <p>orbit storm</p> <p> porch</p>		<p>/or/ is spelled o-r</p>	
		6. High Frequency Words!	
		<p>world</p> <p>before</p>	

Level C		Unit 4, 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;">ow</div> <div style="border: 1px solid green; padding: 5px; margin-right: 10px;">grow</div> </div> <p>/g/ /r/ /ō/ = grow</p>		<p>grow</p> <p>pillow</p>	
		3. Read the Words!	
		<p>yellow</p> <p>window</p> <p>Go slow, but follow that fellow!</p>	
4. Decode the Words!		5. Spell the Words!	
<p>fellow snow</p> <p>follow flow</p> <p>throw owe</p>		<p>Practice long o spelled o-w</p>	
		6. High Frequency Words!	
		<p>could</p> <p>should</p>	



Level C		Unit 4, Lesson 3	
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;">ou</div> <div style="border: 1px solid green; padding: 5px; margin-right: 10px;">four</div> </div> <p>/f/ /ō/ /r/ = four</p>		<p>four</p> <p>court</p>	
		3. Read the Words!	
		<p>soul</p> <p>course</p> <p>Please pour four waters.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>four pour</p> <p>court course</p> <p>soul</p>		<p>Practice long o spelled o-u</p>	
		6. High Frequency Words!	
		<p>through</p> <p>thought</p>	

Level C		Unit 4, Lesson 4	
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;">ough</div> <div style="border: 1px solid green; padding: 5px; margin-right: 10px;">though</div> </div> <p>/th/ /ō/ = though</p>		<p>though</p>	
		3. Read the Words!	
		<p>Although</p> <p>Although the sword was broke, the fellow drew his bow and arrow.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>though</p> <p>although</p>		<p>Practice long o spelled o-u-g-h</p>	
		6. High Frequency Words!	
		<p>one</p>	



Level C Student Resource Pack

Level C		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;">Open Syllable</div> <div style="border: 2px solid #0056b3; padding: 5px; display: inline-block;"> f o c u s </div> </div> <p style="font-size: 1.5em; margin-top: 10px;">/f/ /ō/ /c/ /ū/ /s/ =</p> <p style="font-size: 1.5em; margin-top: 5px;">focus</p>		<p style="font-size: 2em; margin-top: 20px; text-align: center;">focus</p> <p style="font-size: 2em; margin-top: 20px; text-align: center;">bonus</p>	
3. Read the Words!		6. High Frequency Words!	
<p style="text-align: center; margin-top: 20px;">locate</p> <p style="text-align: center; margin-top: 10px;">yogurt</p> <p style="text-align: center; margin-top: 10px;">We will ride the pony to get a donut.</p>		<p style="font-size: 3em; font-weight: bold; margin: 0;">move</p>	
4. Decode the Words!		5. Spell the Words!	
<p style="font-size: 1.5em; margin-top: 20px;">donut banjo</p> <p style="font-size: 1.5em; margin-top: 10px;">coma moment</p>		<p style="font-size: 1.5em; margin-top: 20px; text-align: center;">A vowel at the end of a syllable says its name.</p>	

Level C		Unit 4, Lesson 6	
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 #0056b3; padding: 5px; display: inline-block;"> s c r ē n </div> </div> <p style="font-size: 1.5em; margin-top: 10px;">/s/ /k/ /r/ /ē/ /n/ =</p> <p style="font-size: 1.5em; margin-top: 5px;">scrēn</p>		<p style="font-size: 2em; margin-top: 20px; text-align: center;">screen</p> <p style="font-size: 2em; margin-top: 20px; text-align: center;">shrine</p>	
3. Read the Words!		6. High Frequency Words!	
<p style="text-align: center; margin-top: 20px;">strange</p> <p style="text-align: center; margin-top: 10px;">shrimp</p> <p style="text-align: center; margin-top: 10px;">The skunk shrank into the shrubs.</p>		<p style="font-size: 3em; font-weight: bold; margin: 0;">house</p>	
4. Decode the Words!		5. Spell the Words!	
<p style="font-size: 1.5em; margin-top: 20px;">scrape shrink</p> <p style="font-size: 1.5em; margin-top: 10px;">stretch splash</p> <p style="font-size: 1.5em; margin-top: 10px;">sprig throne</p>		<p style="font-size: 1.5em; margin-top: 20px; text-align: center;">Match the sounds, and write each letter in the blend</p>	



Level C		Unit 4, Lesson 7	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px; font-weight: bold; margin-right: 10px;">Consonant Blends</div> <div style="border: 2px solid #0056b3; padding: 5px; display: inline-block;"> th row </div> </div> <p style="margin-top: 10px; color: red; font-weight: bold; font-size: 1.2em;">/th/ /r/ /ō/ = throw</p>		<p style="font-size: 1.5em;">splinter</p> <p style="font-size: 1.5em;">throw</p>	
		3. Read the Words!	
		<p style="font-size: 1.2em;">splendid</p> <p style="font-size: 1.2em;">shred</p> <p style="font-size: 1.2em;">Three splendid thrones sat in glory.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>scrap shrub</p> <p>strict splice</p> <p>spring thriller</p>		<p>Match the sounds, and write each letter in the blend</p>	
		6. High Frequency Words!	
		<p style="font-size: 2em; font-weight: bold;">school</p> <p style="font-size: 2em; font-weight: bold;">people</p>	

Level C		Unit 4, 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; font-weight: bold; margin-right: 10px;">Open Syllable</div> <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; font-size: 1.5em; font-weight: bold;">or</div> <div style="border: 1px solid black; padding: 5px; font-size: 1.5em; font-weight: bold;">ow</div> <div style="border: 1px solid black; padding: 5px; font-size: 1.5em; font-weight: bold;">ou</div> <div style="border: 1px solid black; padding: 5px; font-size: 1.5em; font-weight: bold;">ough</div> </div> </div>		<p style="font-size: 1.5em;">organ</p> <p style="font-size: 1.5em;">arrow</p>	
		3. Read the Words!	
		<p style="font-weight: bold; font-size: 1.1em;">A Book Before Bed</p> <p style="font-size: 0.9em;">Mom came to read to me a moment before bed. "I forgot that book!" I said. "This is a great book of poems. Let me show you," Mom said. I moaned and groaned. Let's just read four poems. Although, I wanted more, I focused. "Wait. Slow down," I said "This pony one looks good," I said. Mom smiled. "Of course," said Mom.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>resort below</p> <p>tow course</p> <p>though moment</p> <p>splash throb</p>		<p style="font-weight: bold; font-size: 1.2em;">Formative Assessment</p>	
		6. High Frequency Words!	
		<p style="font-weight: bold; font-size: 1.2em;">Formative Assessment</p>	



Level C Student Resource Pack

Level C		Unit 5, Lesson 1	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>ur purple</p> <p>/p/ /er/ /p/ /l/ = purple</p>		<p>burger</p> <p>sturdy</p>	
		3. Read the Words!	
		<p>disturb</p> <p>burlap</p> <p>The furry turtle turned right at the church.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>urchin spurt</p> <p>slurp turnip</p> <p>murky</p>		<p>/er/ may be spelled u-r</p>	
		6. High Frequency Words!	
		<p>there</p> <p>where</p>	

Level C		Unit 5, Lesson 2	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>ew grew</p> <p>/g/ /r/ /ū/ = grew</p>		<p>grew</p> <p>few</p>	
		3. Read the Words!	
		<p>threw</p> <p>cashew</p> <p>Very few of us drew a cashew.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>shrewd screw</p> <p>spew renew</p> <p>brew</p>		<p>Practice long u spelled e-w</p>	
		6. High Frequency Words!	
		<p>who</p> <p>two</p>	






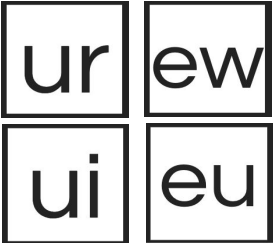
Level C		Unit 5, Lesson 3	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>ui</p> <p>/f/ /r/ /ū/ /t/ = fruit</p>		<p>fruit</p> <p>suit</p>	
3. Read the Words!		4. Decode the Words!	
<p>juice</p> <p>cruise</p> <p>I spilled fruit juice on my new suit!</p>		<p>fluid fruit</p> <p>suit cruise</p> <p>bruise juice</p>	
5. Spell the Words!		6. High Frequency Words!	
<p>Practice long u spelled u-i</p>		<p>(Review)</p>	

Level C		Unit 5, Lesson 4	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>eu</p> <p>/f/ /ū/ /d/ = feud</p>		<p>feud</p> <p>Europe</p>	
3. Read the Words!		4. Decode the Words!	
<p>feudal</p> <p>I read a blurb about the feudal system in Europe.</p>		<p>feud</p> <p>feudal</p> <p>Europe</p>	
5. Spell the Words!		6. High Frequency Words!	
<p>Practice long u spelled e-u</p>		<p>(Review)</p>	



Level C Student Resource Pack

Level C		Unit 5, Lesson 5	
1. Introduce the Sounds!		2. Blend the Sounds!	
  <p>/p/ /ū/ /p/ /ī/ // = pupil</p>		<p>pupil</p> <p>unit</p>	
4. Decode the Words!		5. Spell the Words!	
<p>unite bugle</p> <p>music pupil</p> <p>unit human</p>		<p>A vowel at the end of a syllable says its name.</p>	
		6. High Frequency Words!	
		<p>human</p> <p>cupid</p> <p>The bugle stayed close to his human.</p> <p>(Review)</p>	

Level C		Unit 5, Lesson 6	
1. Introduce the Sounds!		2. Blend the Sounds!	
 		<p>disturb</p> <p>spew</p>	
4. Decode the Words!		5. Spell the Words!	
<p>lurk Andrew</p> <p>feud fluid</p> <p> cupid</p>		<p>Formative Assessment</p>	
		6. High Frequency Words!	
		<p>Human crews have been to the moon a few times. They cruised up with tools. The tools helped them work on the moon. The crew used the tools to pick up rocks and dust in tubes. They tried not to disturb things too much. They didn't want to start a feud. Crews flew home.</p> <p>Formative Assessment</p>	



When you decode a word follow this routine:

1. Underline any letters that go together.
2. Put dots under your vowels.
3. Draw in the syllable break.
4. Look for the spelling patterns.
5. Name any phonetic rules that help with pronunciation.
6. Try reading it. Is it right? If not, try another pronunciation.

Pause and Celebrate





Name _____ Date _____

Fluency self-assessment

Title of passage:	Got it!	Working on it	I need more support
<p>Accuracy</p> <p>I read the words accurately, or correctly. I correct my mistakes.</p>			
<p>Rate</p> <p>I read at a good rate or pace. I read smoothly. I don't read too fast or slow.</p>			
<p>Expression</p> <p>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 are some of the things the characters did to protect the water? Use key details and evidence from the story to support your thinking.

Beginning	Key detail:	Evidence from the story:
Middle	Key detail:	Evidence from the story:
End	Key Detail:	Evidence from the story:



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 are some ways the characters understood their feelings and thoughts? Use key details and evidence from the story to support your thinking.

Beginning	Key detail:	Evidence from the story:
Middle	Key detail:	Evidence from the story:
End	Key Detail:	Evidence from the story:



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 is the central message or lesson of the story?

Use key details and evidence from the story to support your thinking.

Beginning	Key detail:	Evidence from the story:
Middle	Key detail:	Evidence from the story:
End	Key Detail:	Evidence from the story:



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 did the characters respond to challenges in their lives?

Use key details and evidence from the story to support your thinking.

Beginning	Key detail:	Evidence from the story:
Middle	Key detail:	Evidence from the story:
End	Key Detail:	Evidence from the story:



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 can we learn from Jose Alberto's life? key details from the story and evidence to support your thinking.

Beginning	Key detail:	Evidence from the story:
Middle	Key detail:	Evidence from the story:
End	Key Detail:	Evidence from the story:



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 can we learn from Afiya's life?

Use key details and evidence from the story to support your thinking.

Beginning	Key detail:	Evidence from the story:
Middle	Key detail:	Evidence from the story:
End	Key Detail:	Evidence from the story:



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:

How do animal's physical features help them survive?

Use key details and evidence from the story to support your thinking.

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:

How do animal's physical features help them survive?

Use key details and evidence from the story to support your thinking.

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:

How do animal's physical features help them survive?

Use key details and evidence from the story to support your thinking.

Key Detail	Evidence from the text



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 did the characters understand each other and work together? Use key details and evidence from the story to support your thinking.

Beginning	Key detail:	Evidence from the story:
Middle	Key detail:	Evidence from the story:
End	Key Detail:	Evidence from the story:



Name: _____

Date: _____

Retelling Graphic Organizer

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

Did the characters understand each other and work together?

How do you know? Use key details and evidence from the story to support your thinking.

Beginning	Key detail:	Evidence from the story:
Middle	Key detail:	Evidence from the story:
End	Key Detail:	Evidence from the story:



Name: _____

Date: _____

Retelling Graphic Organizer

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

Did the characters understand each other and work together?
How do you know? Use key details and evidence from the story to support your thinking.

Beginning	Key detail:	Evidence from the story:
Middle	Key detail:	Evidence from the story:
End	Key Detail:	Evidence from the story:



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 type of decisions did the characters make in the story? Were they responsible decisions? How do you know? Use key details and evidence from the story to support your thinking.

Beginning	Key detail:	Evidence from the story:
Middle	Key detail:	Evidence from the story:
End	Key Detail:	Evidence from the story:



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 type of decisions did the characters make in the story? Were they responsible decisions? How do you know?

Use key details and evidence from the story to support your thinking.

Beginning	Key detail:	Evidence from the story:
Middle	Key detail:	Evidence from the story:
End	Key Detail:	Evidence from the story:



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 type of decisions did the characters make in the story? Were they responsible decisions? How do you know?

Use key details and evidence from the story to support your thinking.

Beginning	Key detail:	Evidence from the story:
Middle	Key detail:	Evidence from the story:
End	Key Detail:	Evidence from the story:



Name: _____

Date: _____

Speaking & Listening Checklist

Level	Unit	Standard	Met the Target!	Almost there!
C	1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
C	1	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
C	1	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
C	1	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		



Name: _____

Date: _____

Speaking & Listening Checklist

Level	Unit	Standard	Met the Target!	Almost there!
C	2	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
C	2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
C	2	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
C	2	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		



Name: _____

Date: _____

Speaking & Listening Checklist

Level	Unit	Standard	Met the Target!	Almost there!
C	3	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
C	3	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
C	3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
C	3	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		



Name: _____

Date: _____

Speaking & Listening Checklist

Level	Unit	Standard	Met the Target!	Almost there!
C	4	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
C	4	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
C	4	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
C	4	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		



Name: _____

Date: _____

Speaking & Listening Checklist

Level	Unit	Standard	Met the Target!	Almost there!
C	5	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
C	5	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
C	5	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
C	5	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		



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 six sentences in a paragraph.
- 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 fourth sentence will give one way a person can take care of themselves.
- My fifth sentence will give one more way a person can take care of themselves.
- 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 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 _____ is...
- I think...
- When you _____...

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



Name: _____

Date: _____

Prewrite Graphic Organizer Opinion Writing



Name: _____

Date: _____



Large empty rectangular box for writing.

Series of horizontal lines for writing.



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

- I have six sentences in a paragraph.
- 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 fourth sentence will give some more information about the topic.
- My fifth 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 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 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 six sentences in a paragraph.
- 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 fourth sentence will give information about the second event in the story.
- My fifth sentence will give give another event in the story.
- My last sentence will share one more event in the story and how it helped you be a better person (work as a team or make good choices).

(Note: Your teacher can help write the words under 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 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

