

# Curriculum Level

**Student  
Resource Book:**

- Student Materials
- Student Resources
- Family Resources





 **Daily Message**

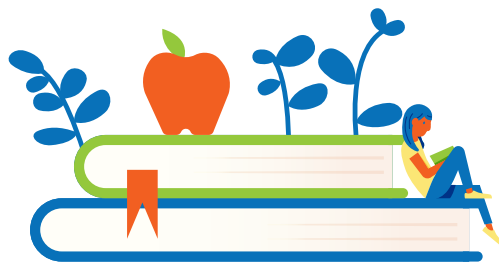
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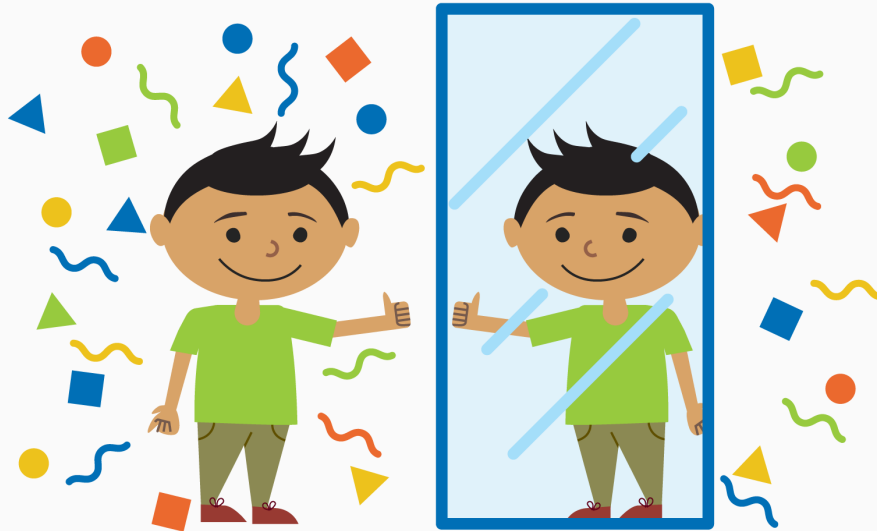
**Welcome,  
Welcome,  
Welcome to you.  
We are beginning.  
We are so happy to see you!**

(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



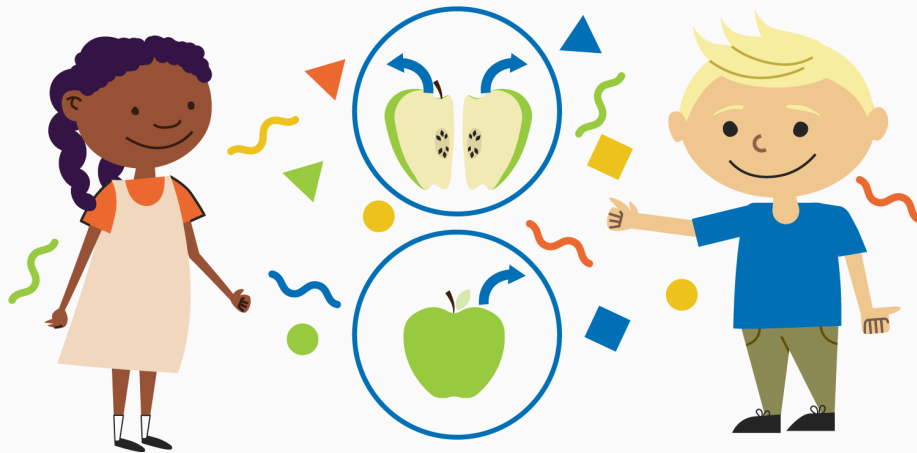
**I can make healthy relationships and figure out  
different situations with others.**







# Responsible decision-making



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



## SBC 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

**Level D Sound Letter Mat**

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



oi	oy	au	aw	wor
ear	gu	gue	kn	gn
wr	ti	ci	si	

**Phonics skills**

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

- Reading words with diphthongs
- Reading words with r controlled vowels
- Reading words with silent letters
- Reading words with prefixes
- Reading words with suffixes



Double Decker Elkonin Boxes (6 Boxes)




Level D

High Frequency Words

enough

laugh

eight

carry

because

before



Level D High Frequency Word Cards

Level D

High Frequency Words

people

along

about

always

almost

would





Level D

High Frequency Words

together

important

don't

goes

live (2)

were



Level D High Frequency Word Cards

Level D

High Frequency Words

their

very

give

above

know

write



Level D

High Frequency Words

talk

example

something

children

idea

sometimes



Level D High Frequency Word Cards

Level D

High Frequency Words

been

kind

both

put

pull

done



Level D

High Frequency Words

thanks

from

some

leave

really

please



Level D High Frequency Word Cards

Level D

High Frequency Words

family

buy

often

many

once

want

# Student Answer Form

Level D Unit 1 Formative Assessment

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

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

1.

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2.

---

3.

---

4.

---

5.

---

6.

---

7.

---

8.

---

9.

---

10.

---

What is the difference between a digraph and a diphthong?

---

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# Student Answer Form

Level D Unit 2 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

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

What happens when a “r” comes after a vowel?

---

---

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# Student Answer Form

Level D Unit 3 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

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

How do you break a word into syllables that has a “le” at the end?

---

---

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# Student Answer Form

Level D Unit 4 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

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

What is a prefix? How does it change a word?

---

---

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# Student Answer Form

Level D Unit 5 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

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

What is a suffix? How does it change a word?

---

---

---



Level D Student Resource Pack

Level D		Unit 1, Lesson 1	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p><b>oi</b> choice</p> <p>/ch/ /oy/ /s/= choice</p>		choice turmoil	
3. Read the Words!		4. Decode the Words!	
Please avoid that poor choice. Hoist the toilet out the door. Let's rejoice and join the noisy party.		5. Spell the Words!	
appoint oink spoil toilet coin avoid		/oy/ can be spelled <b>o-i</b> , (but not at the end of a word)	
6. High Frequency Words!		6. High Frequency Words!	
enough laugh		enough laugh	

Level D		Unit 1, Lesson 2	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p><b>oy</b> destroy</p> <p>/d/ /ē/ /s/ /t/ /r/ /oy/= destroy</p>		destroy voyage	
3. Read the Words!		4. Decode the Words!	
Ahoy! Enjoy the boat voyage. Please give that toy back and stop annoying her. That cowboy is trying to deploy his lasso.		5. Spell the Words!	
destroy joy oyster soy royal boy		/oy/ can be spelled <b>o-y</b>	
6. High Frequency Words!		6. High Frequency Words!	
eight carry		eight carry	





Level D		Unit 1, Lesson 3	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>au    <b>haunt</b></p> <p>/h/ /aw/ /n/ /t/= <b>haunt</b></p>		<p>applause</p> <p>exhaust</p>	
		3. Read the Words!	
		<p>I applaud autumn in August. The audio in the laundry caused me to pause. Because the author launched the book...</p>	
4. Decode the Words!		5. Spell the Words!	
<p>astronaut    clause</p> <p>launch        haunt</p> <p>gauze         faucet</p> <p>                  jaunt</p>		<p>/aw/ can be spelled <b>a-u</b>, (but not at the end of a word)</p>	
		6. High Frequency Words!	
		<p><b>because</b></p> <p><b>before</b></p>	

Level D		Unit 1, Lesson 4	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>aw    <b>yawn</b></p> <p>/y/ /aw/ /n/= <b>yawn</b></p>		<p>sawdust</p> <p>scrawny</p>	
		3. Read the Words!	
		<p>I can draw an awesome hawk on a lawn. I think it's scrawny and awful. Don't make me bawl. I have drawn the wing sprawl with straw.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>shawl         yawn</p> <p>squawk       claw</p> <p>crawfish     dawn</p>		<p>/aw/ can be spelled <b>a-w</b></p>	
		6. High Frequency Words!	
		<p><b>people</b></p>	



Level D Student Resource Pack

Level D		Unit 1, Lesson 5	
1. Introduce the Sounds!		2. Blend the Sounds!	
 <p><b>ow</b> <b>frown</b></p> <p>/f/ /r/ /ow/ /n/ = <b>frown</b></p>		<p>frown</p> <p>crown</p>	
		3. Read the Words!	
		<p>The owl flew downtown. The clown made the crowd frown. The cow wore a crown and a gown.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>drown      crowd</p> <p>plow      chow</p> <p>vow      now</p> <p>            how</p>		<p>/ow/ can be spelled <b>o-w</b></p>	
		6. High Frequency Words!	
		<p><b>along</b></p> <p><b>about</b></p> <p><b>always</b></p> <p><b>almost</b></p>	

Level D		Unit 1, Lesson 6	
1. Introduce the Sounds!		2. Blend the Sounds!	
 <p><b>ou</b> <b>mount</b></p> <p>/m/ /ow/ /n/ /t/ = <b>mount</b></p>		<p>mount</p> <p>proud</p>	
		3. Read the Words!	
		<p>The mouse found a treat in our house. Don't shout! It is already so loud. The milk was sour. I covered my mouth and then spit it out.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>doubt      ouch</p> <p>cloud      flour</p> <p>count      mountain</p>		<p>/ow/ can be spelled <b>o-u</b> (but not at the end of a word)</p>	
		6. High Frequency Words!	
		<p><b>would</b></p>	



Level D		Unit 1, Lesson 7	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">oy</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">aw</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">ou</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">oi</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">au</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">ow</div> </div>		<p>avoid</p> <p>destroy</p>	
		3. Read the Words!	
		<p style="text-align: center;"><b>Parade</b></p> <p>It's time to enjoy the noises and sounds of the parade. The acts deploy with applause from the crowd. They rejoice as they move downtown. The floats launch and avoid the owl and hawk. The clowns use caution as they employ loud stunts. Wow! What a show!</p>	
4. Decode the Words!		5. Spell the Words!	
<p>noise      annoy</p> <p>audit      haul</p> <p>brawl      clown</p> <p style="text-align: center;">ouch</p>		<p><b>Formative Assessment</b></p>	
		6. High Frequency Words!	
		<p><b>Formative Assessment</b></p>	

Level D		Unit 2, Lesson 1	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">er</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">ir</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">ur</div> </div> <p style="text-align: center;">/f/ /er/   /th/ /er/=</p> <p style="text-align: center; color: red;">further</p>		<p>merger</p> <p>squirrel</p>	
		3. Read the Words!	
		<p>The slender lobster preferred the desert. On Saturday, I painted the nursery purple. The circus squirrel squirmed in a circle.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>grocer      different</p> <p>mirth      return</p> <p>further      blurt</p> <p style="text-align: center;">sturdy</p>		<p>/er/ can be spelled</p> <p><b>e-r, i-r, or u-r</b></p>	
		6. High Frequency Words!	
		<p><b>together</b></p> <p><b>important</b></p>	



Level D Student Resource Pack

Level D		Unit 2, 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; margin: 5px;">ar</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">or</div> </div> <p style="text-align: center; color: blue;">/h/ /ar/   /b/ /or/ = <b>harbor</b></p>		<p>cheddar</p> <p>author</p>	
3. Read the Words!		6. High Frequency Words!	
4. Decode the Words!		5. Spell the Words!	
<p>harbor    garden</p> <p>cedar     mirror</p> <p>flavor    honor</p>		<p>/ar/ is spelled a-r</p> <p>/or/ is spelled o-r</p>	
		<p><b>don't</b></p> <p><b>goes</b></p>	

Level D		Unit 2, Lesson 3	
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; margin: 5px;">wor</div> <div style="border: 2px solid green; padding: 5px; margin: 5px; color: red;">work</div> </div> <p style="text-align: center; color: red;">/wer/ /k/ = <b>work</b></p>		<p>world</p> <p>(worm, worth)</p>	
3. Read the Words!		6. High Frequency Words!	
4. Decode the Words!		5. Spell the Words!	
<p>world        worry</p> <p>worth        worship</p>		<p>/wer/ is spelled</p> <p><b>w-o-r</b></p>	
		<p><b>live</b></p> <p><b>live</b></p> <p><b>were</b></p>	





Level D		Unit 2, 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;">ear</div> <div style="border: 2px solid green; padding: 5px; margin-right: 10px;">early</div> </div> <p>/er/ //   /ē/ = early</p>		<p>search (yearn, earl)</p>	
		3. Read the Words!	
		<p>I found a pearl stuck in the earth. I heard the earl say the search is on! I want to earn enough money to purchase a pearl.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>search      pearl yearn      heard</p>		<p>/er/ can be spelled <b>e-a-r</b></p>	
		6. High Frequency Words!	
		<p><b>their</b> <b>very</b></p>	

Level D		Unit 2, Lesson 5	
1. Introduce the Sounds!		2. Blend the Sounds!	
<div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="border: 1px solid black; padding: 5px;">er</div> <div style="border: 1px solid black; padding: 5px;">ir</div> <div style="border: 1px solid black; padding: 5px;">ur</div> <div style="border: 1px solid black; padding: 5px;">ear</div> <div style="border: 1px solid black; padding: 5px;">ar</div> <div style="border: 1px solid black; padding: 5px;">or</div> <div style="border: 1px solid black; padding: 5px;">wor</div> </div>		<p>neighbor (fireworks, regular)</p>	
		3. Read the Words!	
		<p><b>The Visitors</b> The stubborn mayor searched for visitors to learn from. The neighbor brought a popular author, but the mayor yearned for a squirrel. On Thursday, the grocer found an earl who was worth the honor. On Saturday, the barber brought a purple juror, but that just caused murmurs. They all took the elevator, past the mirror, to keep searching out in the world, for the right visitor for the mayor.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>squirm      occur different      garden tractor      work search</p>		<p><b>Formative Assessment</b></p>	
		6. High Frequency Words!	
		<p><b>Formative Assessment</b></p>	



Level D Student Resource Pack

Level D		Unit 3, Lesson 1	
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; margin: 5px;">gu</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">gue</div> </div> <p>/g/ /ĕ/ /s/ = <b>guess</b>                      /l/ /ē/ /g/ = <b>league</b></p>		<p>guard (plague, league)</p>	
3. Read the Words!		6. High Frequency Words!	
<p>The guide spoke the language. My tongue hurt. The gulf is full of sealife.</p>		<p><b>give</b> <b>above</b></p>	
4. Decode the Words!		5. Spell the Words!	
<p>plague      rogue guy          guide</p>		<p>/g/ can be spelled g, <b>g-u</b>, or <b>g-u-e</b></p>	

Level D		Unit 3, 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; margin: 5px;">kn</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">gn</div> </div> <p>/n/ /ē/ = <b>knee</b>                      /n/ /ă/ /t/ = <b>gnat</b></p>		<p>knock (knife, sign)</p>	
3. Read the Words!		6. High Frequency Words!	
<p>I know how to knead dough. I have knowledge of knights knitting. The gnome gnashed his teeth.</p>		<p><b>know</b></p>	
4. Decode the Words!		5. Spell the Words!	
<p>knack      knelt gnarl      reign</p>		<p>/n/ can be spelled n, <b>k-n</b>, or <b>g-n</b></p>	




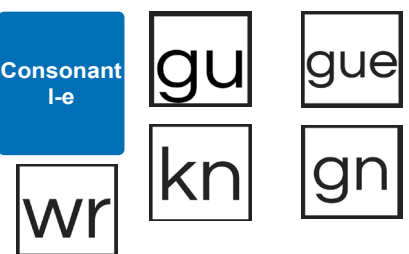
Level D		Unit 3, Lesson 3	
1. Introduce the Sounds!		2. Blend the Sounds!	
		<p>wreck (write, wrath)</p>	
3. Read the Words!		4. Decode the Words!	
<p>Write about the wren without using your wrist. The wreath fell and wrecked the wrap. The wrench is the wrong tool.</p>		<p>wring      wreck wrath      write</p>	
5. Spell the Words!		6. High Frequency Words!	
<p>/r/ can be spelled r or <b>w-r</b></p>		<p><b>write</b></p>	

Level D		Unit 3, Lesson 4	
1. Introduce the Sounds!		2. Blend the Sounds!	
		<p>uncle (maple, ladle, stifle)</p>	
3. Read the Words!		4. Decode the Words!	
<p>I had to circle the skittles with my hand so they didn't tumble off the table. Don't forget to jiggle the handle. This example is simple.</p>		<p>tumble      trample doodle      waddle</p>	
5. Spell the Words!		6. High Frequency Words!	
<p>// at the end of a multi syllable word is spelled <b>l-e</b></p>		<p><b>talk</b></p>	



Level D Student Resource Pack

Level D		Unit 3, Lesson 5	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>Consonant l-e</p>  <p>// /ā/   /d/ // = ladle</p>		<p>ladle</p> <p>(crackle, gurgle)</p>	
3. Read the Words!		3. Read the Words!	
<p>The little beetles did a little wiggle and giggle. The football player did a big tackle to win the game. Do you see my freckle?</p>		<p>The little beetles did a little wiggle and giggle. The football player did a big tackle to win the game. Do you see my freckle?</p>	
4. Decode the Words!		5. Spell the Words!	
<p>jungle      freckle fizzle      crinkle</p>		<p>// at the end of a multi syllable word is spelled <b>l-e</b></p>	
6. High Frequency Words!		6. High Frequency Words!	
		<p><b>example</b></p>	

Level D		Unit 3, Lesson 6	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>Consonant l-e</p> 		<p>league</p> <p>(knight, gnarl, wreck, needle, bundle)</p>	
3. Read the Words!		3. Read the Words!	
<p>My middle uncle is a gnome guide. He knows how to look for signs of them. He can knock with his wrist to open the secret purple door in the knoll. Inside, he has to pass through obstacles. He has a knack for intrigue. Sometimes, he gets into trouble. The gnomes guard their home and will gnash at my uncle. Maybe this was all a dream.</p>		<p>My middle uncle is a gnome guide. He knows how to look for signs of them. He can knock with his wrist to open the secret purple door in the knoll. Inside, he has to pass through obstacles. He has a knack for intrigue. Sometimes, he gets into trouble. The gnomes guard their home and will gnash at my uncle. Maybe this was all a dream.</p>	
4. Decode the Words!		5. Spell the Words!	
<p>guide      knuckle gnaw      wren trouble      people             stifle</p>		<p>Formative Assessment</p>	
6. High Frequency Words!		6. High Frequency Words!	
		<p>Formative Assessment</p>	



Level D		Unit 4, Lesson 1	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>Prefix <b>mistrust</b></p> <p>/m/ /ɪ/ /s/   /t/ /r/ /ʊ/ /s/ /t/ = <b>mistrust</b></p>		<p><b>unafraid</b></p> <p>replace - to place again discomfort - not comfortable inactive - not active immature - not mature mistrust - not trust</p>	
3. Read the Words!		6. High Frequency Words!	
<p>Recheck your math problem. Don't misuse the couch for a trampoline. Let's pre read by looking at the table of contents.</p>		<p>Write the <b>prefix</b> and then the word</p>	
4. Decode the Words!		5. Spell the Words!	
<p>reshape unlikely discomfort inactive improbable nonfiction mistrust preheat postgraduate</p>		<p><b>something</b> <b>sometimes</b></p>	

Level D		Unit 4, Lesson 2	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>re <b>rewind</b></p> <p>/r/ /ē/   /w/ /ɪ/ /n/ /d/ = <b>rewind</b></p>		<p><b>repaint</b></p> <p>rewind - to wind again reappear - to appear again rearrange - to arrange again</p>	
3. Read the Words!		6. High Frequency Words!	
<p>Please rearrange the replaced furniture. Rewind, try again. The bird reappeared outside my window.</p>		<p>Write the <b>prefix</b> and then the word</p>	
4. Decode the Words!		5. Spell the Words!	
<p>rewind repaint reappear reattach replace recheck</p>		<p><b>children</b></p>	



Level D Student Resource Pack

Level D		Unit 4, Lesson 3	
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; margin: 2px;">un</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">dis</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">non</div> </div> <p>/ŭ/ /n/   /k/ /l/ /ē/ /n/ = <b>unclean</b></p>		<p>uncertain</p> <p>unzip - not zip disagree - not agree nonstop - not stop</p>	
3. Read the Words!		6. High Frequency Words!	
<p>I am unafraid of the dark. I disapprove of being dishonest. Bigfoot is nonsense; they are nonexistent.</p>		<p>idea been</p>	
4. Decode the Words!		5. Spell the Words!	
<p>unhappy      undecided discontent    disrespectful nonstop      nonfiction</p>		<p>Write the <b>prefix</b> and then the word</p>	

Level D		Unit 4, Lesson 4	
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; margin: 2px;">im</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">in</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">mis</div> </div> <p>/ĭ/ /n/   /v/ /ĭ/ /s/   /ĭ/   /b/ /l/ = <b>invisible</b></p>		<p>invisible</p> <p>inactive - not active impolite - not polite</p>	
3. Read the Words!		6. High Frequency Words!	
<p>The party is informal. Wear whatever is comfortable. It is impolite to stare. That problem is impossible and I'm feeling frustrated.</p>		<p>kind both</p>	
4. Decode the Words!		5. Spell the Words!	
<p>incomplete      informal impolite          impatient misuse          misunderstand</p>		<p>Write the <b>prefix</b> and then the word</p>	



Level D		Unit 4, Lesson 5	
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; margin: 5px;">pre</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">post</div> </div> <p>/p/ /r/ /ē/   /r/ /ī/ /t/ = <b>prewrite</b></p>		<p>premix</p> <p>preview - to view before postgraduate - after graduate</p>	
3. Read the Words!		6. High Frequency Words!	
4. Decode the Words!		5. Spell the Words!	
<p>premix      pretreat postwar      postscript</p>		<p>Write the <b>prefix</b> and then the word</p>	
		<p style="text-align: center; font-size: 2em;"><b>put</b></p> <p style="text-align: center; font-size: 2em;"><b>pull</b></p> <p style="text-align: center; font-size: 2em;"><b>done</b></p>	
		<p>Please preheat the oven for the cookies. The author included a postscript, a message after the book ended. I need to preload the washing machine.</p>	

Level D		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;">Prefix</div> <div style="border: 2px solid green; padding: 5px; margin-right: 10px;">unable</div> </div> <p>/ü/ /n/   /ā/ /b/ /l/ = <b>unable</b></p>		<p>unable</p> <p>replace - to place again discomfort - not comfortable inactive - not active immature - not mature mistrust - not trust</p>	
3. Read the Words!		6. High Frequency Words!	
4. Decode the Words!		5. Spell the Words!	
<p>reshape      unlikely discomfort      inactive improbable      nonfiction mistrust      preheat postgraduate</p>		<p style="text-align: center; font-size: 1.5em;"><b>Formative Assessment</b></p>	
		<p style="text-align: center; font-size: 1.5em;"><b>Formative Assessment</b></p>	
		<p style="text-align: center;"><b>Unlikely Friend</b></p> <p>I made an unusual friend today. This friend misbehaves and is undressed! You may think that is unbelievable and impossible. They might be in disbelief. My friend is invisible and nonexistent. I try to make it reappear for others. But, my friend is make believe.</p>	



Level D Student Resource Pack

Level D		Unit 5, Lesson 1	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>Suffix</p> <p><b>helpful</b></p> <p>/h/ /ĕ/ /l/ /p/ /f/ /ē/ /l/ = <b>helpful</b></p>		<p>strangely</p> <p>happiness - the state of happy electrician</p>	
3. Read the Words!		4. Decode the Words!	
<p>He made a suggestion to the teacher.</p> <p>I need your permission to go out in the darkness.</p> <p>She was delightful!</p>		<p>5. Spell the Words!</p> <p>Write the word and then the suffix</p>	
6. High Frequency Words!		6. High Frequency Words!	
<p><b>thanks</b></p> <p><b>from</b></p> <p><b>some</b></p>		<p>angrily                      helpful</p> <p>closeness                jobless</p> <p>description    conversation</p> <p>                                  electrician</p>	

Level D		Unit 5, Lesson 2	
1. Introduce the Sounds!		2. Blend the Sounds!	
<p>ly</p> <p><b>quickly</b></p> <p>/kw/ /ī/ /k/ /l/ /ē/ = <b>quickly</b></p>		<p>sweetly</p> <p>roughly - rough like smartly - smart like</p>	
3. Read the Words!		4. Decode the Words!	
<p>I quickly left the room.</p> <p>The sun shone so brightly.</p> <p>The baby slept sweetly and quietly.</p>		<p>5. Spell the Words!</p> <p>Write the word and then the suffix</p>	
6. High Frequency Words!		6. High Frequency Words!	
<p><b>leave</b></p> <p><b>really</b></p> <p><b>please</b></p>		<p>sweetly            strangely</p> <p>                          boldly</p>	





Level D		Unit 5, Lesson 3	
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; margin: 5px;">ful</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">ness</div> </div> <p>/s/ /ă/ /d/   /n/ /ě/ /s/</p> <p>= <b>sadness</b></p>		<p>stressful</p> <p>joyful - full of joy</p> <p>quietness - the quality of quiet</p>	
3. Read the Words!		6. High Frequency Words!	
4. Decode the Words!		5. Spell the Words!	
<p>spiteful      mouthful</p> <p>sadness      closeness</p>		<p>Write the word and then the <b>suffix</b></p>	
		<p><b>family</b></p> <p><b>buy</b></p>	

Level D		Unit 5, Lesson 4	
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; margin: 5px;">less</div> <div style="border: 2px solid green; padding: 5px; margin: 5px;">tasteless</div> </div> <p>/t/ /ā/ /s/ /t/   /l/ /ě/ /s/</p> <p>= <b>tasteless</b></p>		<p>pointless</p> <p>hopeless - without hope</p> <p>careless - without a care</p>	
3. Read the Words!		6. High Frequency Words!	
4. Decode the Words!		5. Spell the Words!	
<p>pointless      endless</p> <p>hopeless      fearless</p>		<p>Write the word and then the <b>suffix</b></p>	
		<p><b>often</b></p> <p><b>many</b></p>	



Level D Student Resource Pack

Level D		Unit 5, Lesson 5	
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; margin: 2px;">ti</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">ci</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">si</div> </div> <p>/t/ /x/   /p/ /l/ /o/   /sh/ /e/ /n/</p> <p>= <b>explosion</b></p>		<p>equation</p> <p>tradition explosion musician</p>	
3. Read the Words!		6. High Frequency Words!	
<p>The election was in November. The magician performed keeping our attention. Her expression was one of confusion.</p>		<p>Write the word and then the <b>suffix</b></p>	
4. Decode the Words!		5. Spell the Words!	
<p>tradition suggestion profession division politician</p>		<p><b>want</b> <b>once</b></p>	

Level D		Unit 5, 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;">Suffix</div> <div style="border: 2px solid #0056b3; padding: 5px; margin-right: 10px;"> <p><b>transition</b></p> </div> </div> <p>/t/ /r/ /ä/ /n/ /s/ /i/ /sh/ /ö/ /n/</p> <p>= <b>transition</b></p>		<p>delightful</p> <p>watchful - full of watch thankfulness - being full of thanks transition</p>	
3. Read the Words!		6. High Frequency Words!	
<p>Their discussion was stressful! She bravely and boldly stood up to my rudeness. He spoke of your greatness!</p>		<p><b>Formative Assessment</b></p>	
4. Decode the Words!		5. Spell the Words!	
<p>strangely painful homeless happiness location explosion technician</p>		<p><b>Formative Assessment</b></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.



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: How did the characters in the story understand their feelings and thoughts when they experienced different things 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:  
How did the characters in the story understand their feelings and thoughts when they experienced different things 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:  
How did the characters in the story understand their feelings and thoughts when they experienced different things 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: How did the characters actions contribute to the events in 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

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



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

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

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**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: How did the characters actions contribute to the events in 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: \_\_\_\_\_

## Non-Fiction Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: What information can we learn from the text about the solar system? 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: What information can we learn from the text about planets and the solar system? 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: What information can we learn from the text about planets and the solar system? 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: Do you agree with the narrator’s point of view. Would you tell the same story in a different way? 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: Do you agree with the narrator’s point of view. Would you tell the same story in a different way? 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: Do you agree with the narrator’s point of view. Would you tell the same story in a different way? 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 actions contribute to the events in 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: \_\_\_\_\_

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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 actions contribute to the events in 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: \_\_\_\_\_

## Speaking & Listening Checklist

Level	Unit	Standard	Met the Target!	Almost there!
D	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
D	1	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
D	1	Speak in 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!
D	2	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
D	2	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
D	2	Speak in 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!
D	3	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
D	3	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
D	3	Speak in 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!
D	4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
D	4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
D	4	Speak in 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!
D	5	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
D	5	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
D	5	Speak in 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 or text and support my point of view with reasons.**

- I have three paragraphs.
- My first paragraph states my topic and my opinion.
- My second paragraph will give reasons to support my point of view.
- My third paragraph will restate my topic and opinion, and give a conclusion to my thoughts.



**I can share my opinion about a topic or text and support my point of view with reasons.**

- It is a good idea to...
- I think the best way to \_\_\_\_\_ is...
- I think...
- When you \_\_\_\_\_...



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

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

## Prewrite Graphic Organizer Opinion Writing




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

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

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**I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

- I have three paragraphs.
- My first paragraph states my topic.
- My second paragraph will give information about my topic.
- My third paragraph will restate my topic and give a conclusion about the information you've collected.



**I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

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



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

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

## Prewrite Graphic Organizer Informative Writing




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

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

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

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## Prewrite Graphic Organizer Informative Writing




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

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

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**I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

- I have three paragraphs.
- My first paragraph will give information about the characters, setting, and real or imagined event.
- My second paragraph will give details about the real or imagined event.
- My third paragraph will show clear sequence of events and how the narrative ends.



**I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

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



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

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

## Prewrite Graphic Organizer Narrative Writing




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## Prewrite Graphic Organizer Narrative Writing




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

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

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Multiple horizontal lines for 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

