

# Curriculum Level

**Teacher's  
Resource Book:**  
-Supporting Resources  
-Teacher and Family  
Resources










© Springboard Collaborative | All rights reserved

## Daily Message

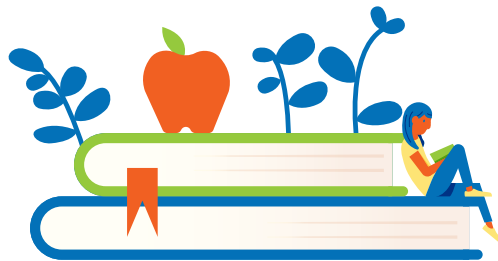
- [Welcome Song Anchor Chart](#).....6
- [SEL Focus Cards](#).....7 

## Reading Readiness & Phonics

- [SBC Letter Mat Plain](#).....10 
- [SBC Level A Letter Mat](#).....11 
- [Double Decker Elkonin Boxes \(4 Boxes\)](#).....12 
- [Formative Assessment \(1 per unit\)](#).....13 
- [Level A Teacher Resource Pack](#).....58 



## Shared Reading

- [Fluency Rubric](#).....67
- [Fluency Self-Assessment](#).....69 
- [Comprehension Question Guide](#).....70



### **Print and digital use instructions:**

Teacher Resource Book materials can be printed or accessed in this digital format.



If you do not have the entire Teacher and/or Student Resource Book in print, the printer icons (   ) indicate which pages are recommended to be printed for use.

If you are using this file digitally, you can click on each orange underlined item in the Table of Contents to navigate directly to that page. Return to this page by using the “Click to go to Table of Contents” hyperlink at the bottom of any page.

(These links work best when this file is downloaded as a PDF.)







## Read Aloud

- [Read Aloud Song Anchor Chart](#).....72
- [Close Reading Process Anchor Chart](#).....73
- [Retelling Graphic Organizer](#).....74 
- [Steps in Order Graphic Organizer](#).....75 
- [Non-Fiction Graphic Organizer](#).....76 
- [Compare & Contrast Graphic Organizer](#).....77 
- [Speaking & Listening Checklists](#).....78 



## Writing Time

- [Writing Time Chant Anchor Chart](#).....83
- [Writing Process Anchor Chart](#).....84
- [Opinion Writing Checklist](#).....85
- [Informative Writing Checklist](#).....86
- [Narrative Writing Checklist](#).....87
- [Prewrite Graphic Organizer/Anchor Chart](#).....88
- [Opinion Prewrite Graphic Organizer](#).....89 
- [Opinion Interactive Writing Piece](#).....90
- [Opinion Writing Sentence Starters](#).....91
- [Informative Prewrite Graphic Organizer](#).....92 
- [Informative Interactive Writing Pieces](#).....93
- [Informative Writing Sentence Starters](#).....95
- [Narrative Prewrite Graphic Organizer](#).....96 
- [Narrative Interactive Writing Pieces](#).....97
- [Narrative Writing Sentence Starters](#).....99
- [Feedback Criteria Anchor Chart](#).....100
- [Final Draft Template](#).....101 
- [Showcase of Learning Prompts](#).....102



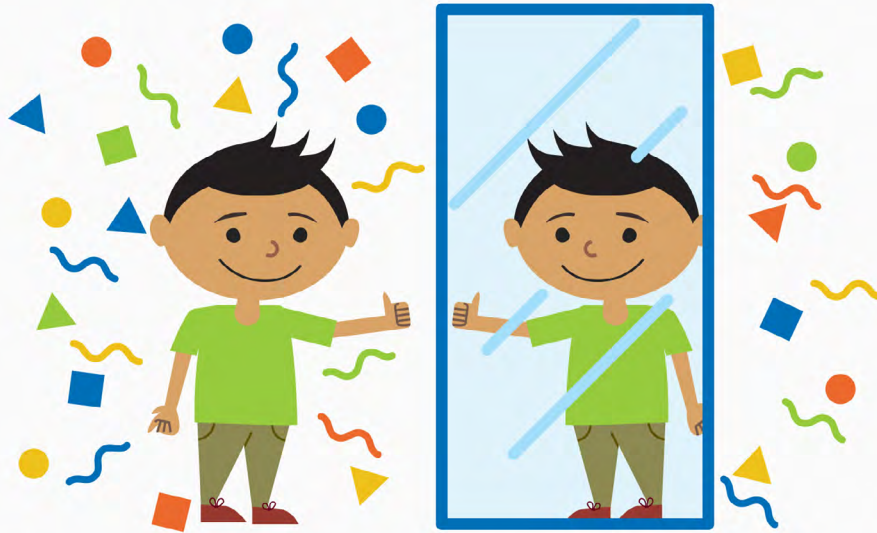
**Welcome,  
Welcome,  
Welcome to you.  
We are beginning.  
We are so happy to see you!**

(Sing with the Good Morning Song tune)





# Self-Awareness



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



# Self-Management



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







# Social-Awareness



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



# Relationship Skills



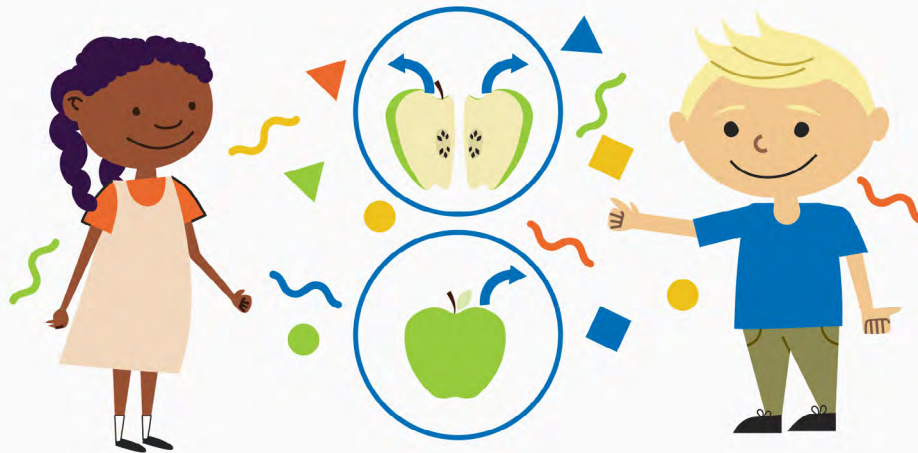
I can make healthy relationships and figure out  
different situations with others.







# Responsible decision-making



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





SBC Letter Mat Plain

Letter Mat



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



## 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



Double Decker Elkonin Boxes (4 Boxes)

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

Sound spelling tests provide an opportunity for students to demonstrate they have internalized the phonetic rule and orthographically mapped the spelling pattern. This analysis process is more than just determining if the student spelled the word correctly or incorrectly. Analyzing student work will offer valuable insight about what phonetic rules each student knows and can apply, and where student understandings are not fully formed. This process provides data that will help teachers plan for targeted instruction that meets the needs of all students.

**Read this document in its entirety before administering the assessment.** Throughout this document, different files are referenced. Files referenced outside of this document are italicized, while sections or pages referenced within this document are in quotation marks.

This document is organized in the same order of the steps in the assessment and analysis process.

1. Preparing to administer the formative assessment
2. Administering the formative assessment
3. Scoring and analyzing the formative assessment
4. Planning for instruction

### 1. Preparing to administer the formative assessment

- Read this document in its entirety.
- Refer to the “Glossary: formative assessment responsive teaching planning” section in the *Implementation Guide* for clarity on terminology used in this document.
- Locate the “Student answer form”. Ensure there is one answer form for each student.
- Each student needs a pencil.
- The formative assessment is administered to the entire class at the same time.
- When scoring the formative assessment, the teacher uses one “Student work analysis worksheet” per student.

### 2. Administering the formative assessment

- Each student needs a “Student answer form” and a pencil.
- The teacher will follow the directions and script in the “Administration directions”.
- The student will write each word as dictated by the teacher for numbers 1 - 10.
- The student will answer a final question. The teacher may scribe for the student if necessary.
- The teacher will collect the formative assessments.

Follow the script in the table to administer the formative assessment. Directions are designated with “Say” and “Do” for the teacher actions alongside a description of the student action.

# Administration directions: Level A Unit 1

Teacher

Student

**Do:** Pass out a “Student answer form” and a pencil to each student.

**Say:** “Please write your name and the date on your paper. We’ve been working hard to become stronger readers and writers. In this last unit, you learned **how to read and write words that have a vowel consonant pattern**. Right now you have the opportunity to show me how much you’ve learned.”

Students write their name and date on their “Student answer form”.

**Say:** “I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. *in. in. I go in the store. in.*”

Students pick up their pencils.

**Do:** Model writing “in” on the line as students are expected to by sounding out short i and /n/.

**Say:** “That was an example. Now it’s your turn. Put your finger on number one and pick up your pencil. Here we go!”

**Say:** “**Number 1. at. at. I looked at the picture. at.**  
**Number 2. am. am. I am your teacher. am.**  
**Number 3. it. it. Did you put it away? it.**  
**Number 4. on. on. The book is on the table. on.**  
**Number 5. up. up. The cat ran up the tree. up.**  
**Number 6. us. us. Want to come with us? us.**  
**Number 7. if. if. Wash your hands if you want a snack. if.**  
**Number 8. as. as. You’re as focused as a doctor. as.**  
**Number 9. Ed. Ed. Ed ran the race. Ed.**  
**Number 10. an. an. I saw an owl in the tree. an.”**

Students write the words as they are dictated.

**Say:** “Now that we have finished writing our words, take a couple minutes to answer the last question. **When you are reading a word with a vowel consonant pattern, like all the words you just wrote, what vowel sound do you use?**”

Students answer the last question.

**Do:** Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.

**Say:** “Excellent effort showing me all you’ve learned and practiced! I can’t wait to look at these and celebrate your growing knowledge!”

Students pass in their Answer forms.

**Do:** Collect students’ Answer forms.





# Student Answer Form

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

Level A Unit 1 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. Scoring and analyzing the formative assessment

#### Formative assessment analysis protocol:

Use one “Student work analysis worksheet” per student to follow steps A-F below.

#### A. Check the spelling of the 10 words:

- If the student spelled the word correctly, leave a check mark.
- If the student spelled the word incorrectly, write down the student spelling next to the correct spelling.
- Tally the number of words spelled correctly.

#### B. Analyze the phoneme spelling:

Go back to the words spelled incorrectly. This is when we analyze the spelling of each sound within the incorrectly spelled words. Compare the student spelling against the phoneme spelling.

- For any sound represented with the correct spelling, do nothing.
- Circle any sounds that do make the appropriate sound, but are spelled incorrectly based on the meaning of the word in the context of the sentence and the phonetic rule.
- Cross out any sounds that are incorrect (e.g. using “z” instead of “s”).
- Add any insertions using a carrot mark (e.g. adding an erroneous “b” to the word).

**For example**, the word “at” is spelled a-t and sounds like /ă/ /t/.

Did the student use a letter to represent the /ă/ sound and was it correctly an “a”?

Did the student use a letter to represent the /t/ sound and was it correctly a “t”?

Use the middle column to record.

#### C. Draw conclusions about the student’s spelling:

In the final column, the teacher will add up the individual sounds spelled correctly; these sounds should be based on the context of the sentence and align with the phoneme spelling found in the middle column of the chart.

- Count the number of phonemes spelled correctly in the word and circle the number that corresponds in the final column for each word.
- These are the types of errors to look for in the spelling: inserting a letter, forgetting a letter, and using the wrong letter(s) for that word to make the sound.
- The teacher makes notes about their observations as they analyze the work.

**For example**, the word “as” has two sounds, /ă/ /s/. The student spelled the word, a-z.

In the middle column, the teacher crossed out the /s/ because the student used the wrong spelling.

Now, in the final column, the teacher circled the “1”. This student spelled one of two sounds correctly in this word. The teacher will note that the student used a “z” to represent the /s/ sound in this word.

## 4. Planning for instruction

### D. In the open-ended question, was the student able to articulate the phonics rule?

- If yes, write a star in the box.
- If no, cross out the text in the box.

### E. Determine the student's strengths and areas of growth:

Using this data, look for trends about this student's performance. Consider the unit's key points versus the student's data. The teacher may want to ask themselves the following questions:

- Did the student correctly spell the consonant sound(s)?
- Did the student correctly spell the beginning, middle, and ending sounds?
- Did the student correctly spell the vowel sound(s)?
- Did the student correctly use the phonetic rules of this unit to spell the words?
- Did the student use the correct spelling for the context of the word in the sentence?

Identify at least one strength and one area of growth for the student.

### F. Write an individual student's responsive teaching plan:

- Consider the student's score out of 10 on total words spelled correctly and the following quick guidance below. What does the quick guidance suggest for this student?
  - Proficiency: 80% or higher -> student moves to the next unit; spiral key points.
  - Reteach: 60% - 80% -> reteach and review the unit's key points.
  - Intervention: 50% or lower -> reteach and determine skill review needed from previous level(s).
- The teacher will consider the above quick guidance and their own analysis. The teacher will determine what the student needs and when the teacher will provide the support.
- Write a responsive teaching plan: This student needs me to **(how)** **(areas of growth)**, during **(when)**, using **(what)**.

**For example, "This student needs me to spiral decoding VC words beginning with an "e", during regular RR&P lessons, using words from the Teacher Resource Pack."**

**Repeat steps A-F for each student's formative assessment.**

### G. Whole class analysis:

Use one "Class analysis worksheet" per unit.

- Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- Note misunderstandings that are not whole class trends.
- Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- Articulate a responsive teaching plan for addressing each misunderstanding.



# Student work analysis worksheet: Level A Unit 1 formative assessment

**Student name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

|    | Spelling | Correct phoneme spelling | Phoneme score |
|----|----------|--------------------------|---------------|
| 1  | at       | /ă/ /t/                  | 0 1 2         |
| 2  | am       | /ă/ /m/                  | 0 1 2         |
| 3  | it       | /ĭ/ /t/                  | 0 1 2         |
| 4  | on       | /ŏ/ /n/                  | 0 1 2         |
| 5  | up       | /ŭ/ /p/                  | 0 1 2         |
| 6  | us       | /ŭ/ /s/                  | 0 1 2         |
| 7  | if       | /ĭ/ /f/                  | 0 1 2         |
| 8  | as       | /ă/ /s/                  | 0 1 2         |
| 9  | ed       | /ĕ/ /d/                  | 0 1 2         |
| 10 | an       | /ă/ /n/                  | 0 1 2         |

|                |  |
|----------------|--|
| _____/10 words | <i>VC words use the short vowel sound.</i> |
|----------------|--|

| Unit key points   | Strengths | Areas of growth |
|---|-----------|-----------------|
| <ul style="list-style-type: none"> <li>Letters are either a vowel or a consonant.</li> <li>VC words use the short vowel sound.</li> </ul> |           |                 |

**Responsive teaching plan:** This student needs me to (how) (areas of growth), during (when), using (what).

| How   | When   | What   |
|---|--|--|
| <input type="checkbox"/> Reteach<br><input type="checkbox"/> Review<br><input type="checkbox"/> Spiral<br><input type="checkbox"/> Move on to the next unit | <input type="checkbox"/> Whole-class RR&P time<br><input type="checkbox"/> Small Groups<br><input type="checkbox"/> Future units | <input type="checkbox"/> Teacher Resource Pack<br><input type="checkbox"/> Raz-Plus<br><input type="checkbox"/> RR&P lesson plan |

# Sample student work analysis: Level A Unit 1

The scored student work analysis sample below gives teachers an example of how to score and analyze individual student work.

## Student work analysis worksheet: Level A Unit 1 formative assessment

Student Name 1

Date \_\_\_\_\_

1. at
2. am
3. it
4. un
5. up
6. us
7. if
8. as
9. ed
10. an

|  | Spelling           | Correct phoneme spelling  | Phoneme score   |
|--|--------------------|---|---|
| 1.   | at ✓               | /ə/ /t/   | 0 1 (2)   |
| 2.   | am ✓               | /ə/ /m/   | 0 1 (2)   |
| 3.   | it ✓               | /ɪ/ /t/   | 0 1 (2)   |
| 4.   | on <u>un</u>       | <sup>u</sup> /ɒ/ /n/  | • used u instead of o → short o sound<br>0 (1) 2  |
| 5.   | up ✓               | /ʊ/ /p/   | 0 1 (2)   |
| 6.   | us ✓ (u2)          | /ʊ/ /s/   | (reversed letter)<br>0 1 (2)  |
| 7.   | if ✓               | /ɪ/ /f/   | 0 1 (2)   |
| 8.   | as <u>az</u>       | /ə/ /z/   | • used z instead of s<br>0 (1) 2  |
| 9.   | ed ✓               | /ē/ /d/   | 0 1 (2)   |
| 10.  | an ✓               | /ə/ /n/   | 0 1 (2)   |
| 6.   | <u>8</u> /10 words | VC words use the short vowel sound.   |   |
| <b>Unit key points</b>   |                    | <b>Strengths</b>  | <b>Areas of growth</b>  |
| <ul style="list-style-type: none"> <li>Letters are either a vowel or a consonant.</li> <li>VC words use the short vowel sound.</li> </ul>                              |                    | <ul style="list-style-type: none"> <li>ending sounds!</li> <li>short vowels - a, i, e</li> </ul>  | <ul style="list-style-type: none"> <li>short /ʊ/ vs. short /ō/ (s letter formation)</li> <li>when to use s or z</li> </ul>                  |
| <b>Responsive teaching plan:</b> This student needs me to (how) (areas of growth), during ( ) using (what).  |                    |   |   |
| <b>How</b>   |                    | <b>When</b>   | <b>What</b>   |
| <input type="checkbox"/> Reteach<br><input checked="" type="checkbox"/> Review<br><input type="checkbox"/> Spiral<br><input type="checkbox"/> Move on to the next unit |                    | <input type="checkbox"/> Whole-class RR&P time<br><input checked="" type="checkbox"/> Small Groups<br><input type="checkbox"/> Future units | <input checked="" type="checkbox"/> Teacher Resource Pack<br><input type="checkbox"/> Raz-Plus<br><input type="checkbox"/> RR&P lesson plan |



# Class analysis worksheet: Level A Unit 1 formative assessment

- Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- Note misunderstandings that are not whole class trends.
- Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- Articulate a responsive teaching plan for addressing each misunderstanding.

**Responsive teaching plan:** This class needs me to (how) (areas of growth), during (when), using (what).

| Class trends                        |             |            |                                |
|-------------------------------------|-------------|------------|--------------------------------|
| <b>Celebrations</b>                 |             |            |                                |
| <b>Misunderstandings</b>            |             |            |                                |
| Class misunderstandings             |             |            |                                |
| Misunderstandings                   | Description | Student(s) | Responsive teaching plan notes |
| <b>Misunderstanding 1</b>           |             |            |                                |
| <b>Misunderstanding 2</b>           |             |            |                                |
| <b>Misunderstanding 3</b>           |             |            |                                |
| <b>Misunderstanding 4</b>           |             |            |                                |
| Class responsive teaching plan      |             |            |                                |
| <b>Targeted instructional areas</b> |             |            |                                |



# Sample class analysis worksheet: Level A Unit 1

- ☑ Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- ☑ Note misunderstandings that are not whole class trends.
- ☑ Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- ☑ Articulate a responsive teaching plan for addressing each misunderstanding.

**Responsive teaching plan:** This class needs me to (how) (areas of growth), during (when), using (what).

| Class trends                        |  |               |  |
|-------------------------------------|--|---------------|--|
| <b>Celebrations</b>                 | <ul style="list-style-type: none"> <li>• Ending consonant sound correct.</li> <li>• Spelling VC words with short a and short i correctly!</li> <li>• Five students demonstrated knowledge of all phonetic rules with 10/10 words spelled correctly.</li> </ul>   |               |  |
| <b>Misunderstandings</b>            | <ul style="list-style-type: none"> <li>• Spelling words with the short vowel sounds: u, o, and e.</li> <li>• Focusing on beginning sounds when reading and spelling words.</li> </ul>  |               |  |
| Class misunderstandings             |  |               |  |
| Misunderstandings                   | Description  | Student(s)    | Responsive teaching plan notes   |
| <b>Misunderstanding 1</b>           | Starts with the ending sound   | 5/15 Students | Meet 1:1 with the student. Use Elkonin boxes to demonstrate beginning and ending sound. Use short vowel consonant words from the (VC) Teacher Resource Pack. |
| <b>Misunderstanding 2</b>           | Short u  | 6/15 Students | Meet 1:1 with the student. Use Elkonin boxes to demonstrate beginning and ending sound with VC short u VC words found in the Teacher Resource Pack.          |
| <b>Misunderstanding 3</b>           | Short o  | 5/15 Students | Meet in a small group. Use whiteboards. Focus on short o and short e words from Teacher Resource Pack.   |
| <b>Misunderstanding 4</b>           | Short e  | 5/15 Students | Meet in a small group. Use whiteboards. Focus on short o and short e words from Teacher Resource Pack.   |
| Class responsive teaching plan      |  |               |  |
| <b>Targeted instructional areas</b> | <p>My students are able to show proficiency with ending consonant sounds and VC words with short a and short i.</p> <p>When I teach the next unit, I am going to focus on my students' areas of growth listed below:</p> <ul style="list-style-type: none"> <li>• Focusing on beginning sounds when reading and spelling words</li> <li>• Reading and spelling words with the short vowel sounds short u, short o, and short e</li> <li>• Use of uppercase and lowercase letters</li> </ul> <p>Responsive teaching plan:</p> <p>This class needs me to <u>(how)</u> <u>(areas of growth)</u>, during <u>(when)</u>, using <u>(what)</u>.</p> <p>The class needs me to <u>use Elkonin boxes</u> to <u>reteach beginning and ending sound spelling with short u, o, and e words</u> during <u>the next unit and 1:1 and/or small group instruction</u> using <u>the short u, o, and e word lists in the Teacher Resource Book.</u></p> |               |  |

Sound spelling tests provide an opportunity for students to demonstrate they have internalized the phonetic rule and orthographically mapped the spelling pattern. This analysis process is more than just determining if the student spelled the word correctly or incorrectly. Analyzing student work will offer valuable insight about what phonetic rules each student knows and can apply, and where student understandings are not fully formed. This process provides data that will help teachers plan for targeted instruction that meets the needs of all students.

**Read this document in its entirety before administering the assessment.** Throughout this document, different files are referenced. Files referenced outside of this document are italicized, while sections or pages referenced within this document are in quotation marks.

This document is organized in the same order of the steps in the assessment and analysis process.

1. Preparing to administer the formative assessment
2. Administering the formative assessment
3. Scoring and analyzing the formative assessment
4. Planning for instruction

### 1. Preparing to administer the formative assessment

- Read this document in its entirety.
- Refer to the “Glossary: formative assessment responsive teaching planning” section in the *Implementation Guide* for clarity on terminology used in this document.
- Locate the “Student answer form”. Ensure there is one answer form for each student.
- Each student needs a pencil.
- The formative assessment is administered to the entire class at the same time.
- When scoring the formative assessment, the teacher uses one “Student work analysis worksheet” per student.

### 2. Administering the formative assessment

- Each student needs a “Student answer form” and a pencil.
- The teacher will follow the directions and script in the “Administration directions”.
- The student will write each word as dictated by the teacher for numbers 1 - 10.
- The student will answer a final question. The teacher may scribe for the student if necessary.
- The teacher will collect the formative assessments.

Follow the script in the table to administer the formative assessment. Directions are designated with “Say” and “Do” for the teacher actions alongside a description of the student action.

# Administration directions: Level A Unit 2

Teacher

Student

**Do:** Pass out a “Student answer form” and a pencil to each student.

**Say:** “Please write your name and the date on your paper. We’ve been working hard to become stronger readers and writers. In this last unit, you learned **how to read and write words that have a consonant vowel consonant (CVC) pattern**. Right now you have the opportunity to show me how much you’ve learned.”

Students write their name and date on their “Student answer form”.

**Say:** “I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. *in. in. I go in the store. in.*”

Students pick up their pencils.

**Do:** Model writing “in” on the line as students are expected to by sounding out short i and /n/.

**Say:** “That was an example. Now it’s your turn. Put your finger on number one and pick up your pencil. Here we go!”

**Say:** “**Number 1. pan. pan. The pan is hot. pan.**  
**Number 2. wax. wax. Careful of the melted wax. wax.**  
**Number 3. fed. fed. The dog was fed. fed.**  
**Number 4. vet. vet. Take the cat to the vet. vet.**  
**Number 5. jig. jig. A jig is a lively, festive kind of dance. jig.**  
**Number 6. lip. lip. She put her finger to her lip to ask us to be quiet. lip.**  
**Number 7. top. top. It is up top. top.**  
**Number 8. fox. fox. Did you see the fox jump high? fox.**  
**Number 9. tub. tub. Time to get in the tub. tub.**  
**Number 10. hum. hum. I hear the hum of an engine. hum.”**

Students write the words as they are dictated.

**Say:** “Now that we have finished writing our words, take a couple minutes to answer the last question. **When you are reading a word with a consonant vowel consonant (CVC) pattern, what vowel sound do you use?**”

Students answer the last question.

**Do:** Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.

**Say:** “Excellent effort showing me all you’ve learned and practiced! I can’t wait to look at these and celebrate your growing knowledge!”

Students pass in their Answer forms.

**Do:** Collect students’ Answer forms.



# Student Answer Form

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

Level A Unit 2 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. Scoring and analyzing the formative assessment

#### Formative assessment analysis protocol:

Use one “Student work analysis worksheet” per student to follow steps A-F below.

#### A. Check the spelling of the 10 words:

- If the student spelled the word correctly, leave a check mark.
- If the student spelled the word incorrectly, write down the student spelling next to the correct spelling.
- Tally the number of words spelled correctly.

#### B. Analyze the phoneme spelling:

Go back to the words spelled incorrectly. This is when we analyze the spelling of each sound within the incorrectly spelled words. Compare the student spelling against the phoneme spelling.

- For any sound represented with the correct spelling, do nothing.
- Circle any sounds that do make the appropriate sound, but are spelled incorrectly based on the meaning of the word in the context of the sentence and the phonetic rule (e.g. using “ks” instead of “x”).
- Cross out any sounds that are incorrect (e.g. using “cs” instead of “x”).
- Add any insertions using a carrot mark.

**For example**, the word “wax” is spelled w-a-x and sounds like /w/ /ă/ /ks/.

Did the student use a letter to represent the /w/ sound and was it correctly a “w”?

Did the student use a letter to represent the /ă/ sound and was it correctly an “a”?

Did the student use a letter to represent the /ks/ sound and was it correctly a “x”?

Use the middle column to record.

#### C. Draw conclusions about the student’s spelling:

In the final column, the teacher will add up the individual sounds spelled correctly; these sounds should be based on the context of the sentence and align with the phoneme spelling found in the middle column of the chart.

- Count the number of phonemes spelled correctly in the word and circle the number that corresponds in the final column for each word.
- These are the types of errors to look for in the spelling: inserting a letter, forgetting a letter, and using the wrong letter(s) for that word to make the sound.
- The teacher makes notes about their observations as they analyze the work.

**For example**, the word “wax” has three sounds, /w/ /ă/ /ks/. The student spelled the word, w-a-ks.

In the middle column, the teacher circled the /ks/ because the student used the wrong spelling.

Now, in the final column, the teacher circled the “2”. This student spelled two of three sounds correctly in this word. The teacher will note that the student used a “ks” to represent the /ks/ sound in this word.

## 4. Planning for instruction

**D. In the open-ended question, was the student able to articulate the phonics rule?**

- If yes, write a star in the box.
- If no, cross out the text in the box.

**E. Determine the student's strengths and areas of growth:**

Using this data, look for trends about this student's performance. Consider the unit's key points versus the student's data. The teacher may want to ask themselves the following questions:

- Did the student correctly spell the consonant sound(s)?
- Did the student correctly spell the beginning, middle, and ending sounds?
- Did the student correctly spell the vowel sound(s)?
- Did the student correctly use the phonetic rules of this unit to spell the words?
- Did the student use the correct spelling for the context of the word in the sentence?

Identify at least one strength and one area of growth for the student.

**F. Write an individual student's responsive teaching plan:**

- Consider the student's score out of 10 on total words spelled correctly and the following quick guidance below. What does the quick guidance suggest for this student?
  - Proficiency: 80% or higher -> student moves to the next unit; spiral key points.
  - Reteach: 60% - 80% -> reteach and review the unit's key points.
  - Intervention: 50% or lower -> reteach and determine skill review needed from previous level(s).
- The teacher will consider the above quick guidance and their own analysis. The teacher will determine what the student needs and when the teacher will provide the support.
- Write a responsive teaching plan: This student needs me to **(how)** **(areas of growth)**, during **(when)**, using **(what)**.

**For example,** "This student needs me to **spiral decoding VC words beginning with an "e"**, during **regular RR&P lessons**, using **words from the Teacher Resource Pack.**"

**Repeat steps A-F for each student's formative assessment.**

**G. Whole class analysis:**

Use one "Class analysis worksheet" per unit.

- Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- Note misunderstandings that are not whole class trends.
- Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- Articulate a responsive teaching plan for addressing each misunderstanding.





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

|   | Spelling   | Correct phoneme spelling   | Phoneme score   |
|---|--|--|-----------------|
| 1   | pan  | /p/ /ă/ /n/  | 0 1 2 3         |
| 2   | wax  | /w/ /ă/ /ks/   | 0 1 2 3         |
| 3   | fed  | /f/ /ě/ /d/  | 0 1 2 3         |
| 4   | vet  | /v/ /ě/ /t/  | 0 1 2 3         |
| 5   | jig  | /j/ /ĩ/ /g/  | 0 1 2 3         |
| 6   | lip  | /l/ /ĩ/ /p/  | 0 1 2 3         |
| 7   | top  | /t/ /ö/ /p/  | 0 1 2 3         |
| 8   | fox  | /f/ /ö/ /ks/   | 0 1 2 3         |
| 9   | tub  | /t/ /ü/ /b/  | 0 1 2 3         |
| 10  | hum  | /h/ /ü/ /m/  | 0 1 2 3         |
|   | _____/10 words   | <i>CVC words use the short vowel sound.</i>  |                 |
| Unit key points   |  | Strengths  | Areas of growth |
| <ul style="list-style-type: none"> <li>Letters are either a vowel or a consonant.</li> <li>CVC words use the short vowel sound.</li> </ul>                  |  |  |                 |
| Responsive teaching plan: This student needs me to (how) (areas of growth), during (when), using (what).  |  |  |                 |
| How   | When   | What   |                 |
| <input type="checkbox"/> Reteach<br><input type="checkbox"/> Review<br><input type="checkbox"/> Spiral<br><input type="checkbox"/> Move on to the next unit | <input type="checkbox"/> Whole-class RR&P time<br><input type="checkbox"/> Small Groups<br><input type="checkbox"/> Future units | <input type="checkbox"/> Teacher Resource Pack<br><input type="checkbox"/> Raz-Plus<br><input type="checkbox"/> RR&P lesson plan |                 |

# Sample student work analysis: Level A Unit 2

The scored student work analysis sample below gives teachers an example of how to score and analyze individual student work.

A.2

1 pan

2 waks

3 fed

4 vet

5 jig

6 lip

7 top

8 fox

9 tub

10 hum

**Student work analysis worksheet: Level A Unit 2 formative assessment**

Student Name 4 Date \_\_\_\_\_

|  | Spelling  | Correct phoneme spelling   | Phoneme score                         |
|--|---|--|---------------------------------------|
| 1.   | pan ✓   | /p/ /ā/ /n/  | 0 1 2 (3)                             |
| 2.   | wax <i>waks</i>   | /w/ /ā/ (ks)   | 0 1 (2) 3                             |
| 3.   | fed ✓   | /f/ /ē/ /d/  | 0 1 2 (3)                             |
| 4.   | vet ✓   | /v/ /ē/ /t/  | 0 1 2 (3)                             |
| 5.   | jig ✓   | /j/ /i/ /g/  | 0 1 2 (3)                             |
| 6.   | lip ✓   | /l/ /i/ /p/  | 0 1 2 (3)                             |
| 7.   | top ✓   | /t/ /ō/ /p/  | 0 1 2 (3)                             |
| 8.   | fox ✓   | /f/ /ō/ /ks/   | * used x correctly for /ks/ 0 1 2 (3) |
| 9.   | tub ✓   | /t/ /ü/ /b/  | 0 1 2 (3)                             |
| 10.  | hum ✓   | /h/ /ü/ /m/  | 0 1 2 (3)                             |
| <u>9</u> /10 words   |   | You use the short vowel sound.   |                                       |
| Unit key points  | Strengths   | Areas of growth  |                                       |
| <ul style="list-style-type: none"> <li>Letters are either a vowel or a consonant.</li> <li>Use the short vowel sound to read CVC words.</li> </ul>                     | <ul style="list-style-type: none"> <li>CVC words!</li> <li>short vowels!</li> </ul>   | <ul style="list-style-type: none"> <li>Student spelled "fox" correctly. I wonder if the student doesn't know the word "wax"? → check in on /ks/ sound spelled "x"</li> </ul> |                                       |
| Responsive teaching plan: This student needs me to (how) (areas of growth), during ( ), using (what).  |   |  |                                       |
| How  | When  | What   |                                       |
| <input type="checkbox"/> Reteach<br><input type="checkbox"/> Review<br><input type="checkbox"/> Spiral<br><input checked="" type="checkbox"/> Move on to the next unit | <input checked="" type="checkbox"/> Whole-class RR&P time<br><input type="checkbox"/> Small Groups<br><input type="checkbox"/> Future units | <input checked="" type="checkbox"/> Teacher Resource Pack <i>word lists</i><br><input type="checkbox"/> Raz-Plus<br><input type="checkbox"/> RR&P lesson plan                |                                       |

\* next time a word with a /ks/ comes up - check in with student.

# Class analysis worksheet: Level A Unit 2 formative assessment



- Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- Note misunderstandings that are not whole class trends.
- Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- Articulate a responsive teaching plan for addressing each misunderstanding.

**Responsive teaching plan:** This class needs me to (how) (areas of growth), during (when), using (what).

| Class trends                        |             |            |                                |
|-------------------------------------|-------------|------------|--------------------------------|
| <b>Celebrations</b>                 |             |            |                                |
| <b>Misunderstandings</b>            |             |            |                                |
| Class misunderstandings             |             |            |                                |
| Misunderstandings                   | Description | Student(s) | Responsive teaching plan notes |
| <b>Misunderstanding 1</b>           |             |            |                                |
| <b>Misunderstanding 2</b>           |             |            |                                |
| <b>Misunderstanding 3</b>           |             |            |                                |
| <b>Misunderstanding 4</b>           |             |            |                                |
| Class responsive teaching plan      |             |            |                                |
| <b>Targeted instructional areas</b> |             |            |                                |

## Sample class analysis worksheet: Level A Unit 2

- ☑ Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- ☑ Note misunderstandings that are not whole class trends.
- ☑ Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- ☑ Articulate a responsive teaching plan for addressing each misunderstanding.

**Responsive teaching plan:** This class needs me to (how) (areas of growth), during (when), using (what).

| Class trends                        |   |               |   |
|-------------------------------------|---|---------------|---|
| <b>Celebrations</b>                 | <ul style="list-style-type: none"> <li>• Spelling words with short vowel sounds correctly.</li> <li>• Spelling consonant vowel consonant (CVC) words correctly.</li> </ul>  |               |   |
| <b>Misunderstandings</b>            | <ul style="list-style-type: none"> <li>• Letter formation</li> </ul>  |               |   |
| Class misunderstandings             |   |               |   |
| Misunderstandings                   | Description   | Student(s)    | Responsive teaching plan notes  |
| <b>Misunderstanding 1</b>           | /x/ in wax  | 3/15 Students | Next time a word with a /x/ comes up, be sure to check in on the 3 students who missed it on this assessment to make sure they've got it.   |
| <b>Misunderstanding 2</b>           | Letter formation (J, F, d, p, b)  | 7/15 Students | Go back to Level PR plans to find the script on letter formation for J, F, d, p, and b. When opportunities arise (writing and small groups), be ready to use script to reteach formation. |
| <b>Misunderstanding 3</b>           | N/A   |               |   |
| <b>Misunderstanding 4</b>           | N/A   |               |   |
| Class responsive teaching plan      |   |               |   |
| <b>Targeted instructional areas</b> | <p>My students are able to show proficiency with short vowel sounds and spelling CVC words.</p> <p>When I teach the next unit, I am going to focus on my students' areas of growth listed below:</p> <ul style="list-style-type: none"> <li>• Letter formation</li> </ul> <p>Responsive teaching plan:</p> <p>This class needs me to <u>(how)</u> <u>(areas of growth)</u>, during <u>(when)</u>, using <u>(what)</u>.</p> <p>The class needs me to <u>use the Letter Wall Cards</u> to <u>reteach letter formation</u> during <u>the next unit and 1:1 and/or small group instruction</u> using <u>the Letter Mat in Teacher and Student Resource Books</u>.</p> |               |   |

Sound spelling tests provide an opportunity for students to demonstrate they have internalized the phonetic rule and orthographically mapped the spelling pattern. This analysis process is more than just determining if the student spelled the word correctly or incorrectly. Analyzing student work will offer valuable insight about what phonetic rules each student knows and can apply, and where student understandings are not fully formed. This process provides data that will help teachers plan for targeted instruction that meets the needs of all students.

**Read this document in its entirety before administering the assessment.** Throughout this document, different files are referenced. Files referenced outside of this document are italicized, while sections or pages referenced within this document are in quotation marks.

This document is organized in the same order of the steps in the assessment and analysis process.

1. Preparing to administer the formative assessment
2. Administering the formative assessment
3. Scoring and analyzing the formative assessment
4. Planning for instruction

### 1. Preparing to administer the formative assessment

- Read this document in its entirety.
- Refer to the “Glossary: formative assessment responsive teaching planning” section in the *Implementation Guide* for clarity on terminology used in this document.
- Locate the “Student answer form”. Ensure there is one answer form for each student.
- Each student needs a pencil.
- The formative assessment is administered to the entire class at the same time.
- When scoring the formative assessment, the teacher uses one “Student work analysis worksheet” per student.

### 2. Administering the formative assessment

- Each student needs a “Student answer form” and a pencil.
- The teacher will follow the directions and script in the “Administration directions”.
- The student will write each word as dictated by the teacher for numbers 1 - 10.
- The student will answer a final question. The teacher may scribe for the student if necessary.
- The teacher will collect the formative assessments.

Follow the script in the table to administer the formative assessment. Directions are designated with “Say” and “Do” for the teacher actions alongside a description of the student action.

# Administration directions: Level A Unit 3

Teacher

Student

**Do:** Pass out a “Student answer form” and a pencil to each student.

**Say:** *“Please write your name and the date on your paper. We’ve been working hard to become stronger readers and writers. In this last unit, you learned **how to read and write words that have double consonants at the end**. Right now you have the opportunity to show me how much you’ve learned.”*

Students write their name and date on their “Student answer form”.

**Say:** *“I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. in. in. I go in the store. in.”*

Students pick up their pencils.

**Do:** Model writing “in” on the line as students are expected to by sounding out short i and /n/.

**Say:** *“That was an example. Now it’s your turn. Put your finger on number one and pick up your pencil. Here we go!”*

**Say:** *“Number 1. pass. pass. You can pass me the ball. pass.*

*Number 2. miss. miss. I miss my friend. miss.*

*Number 3. off. off. Take your coat off. off.*

*Number 4. puff. puff. The train has a puff of smoke. puff.*

*Number 5. tell. tell. Please tell me a bedtime story. tell.*

*Number 6. will. will. Will you be home for dinner? will.*

*Number 7. jazz. jazz. I like to listen to jazz. jazz.*

*Number 8. buzz. buzz. The bee goes buzz. buzz.*

*Number 9. bell. bell. The bell rings to change centers. bell.*

*Number 10. doll. doll. The doll has short hair. doll.”*

Students write the words as they are dictated.

**Say:** *“Now that we have finished writing our words, take a couple minutes to answer the last question. **Why is the word “fuzz” spelled with two z’s?”***

Students answer the last question.

**Do:** Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.

**Say:** *“Excellent effort showing me all you’ve learned and practiced! I can’t wait to look at these and celebrate your growing knowledge!”*

Students pass in their Answer forms.

**Do:** Collect students’ Answer forms.



# Student Answer Form

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

Level A Unit 3 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

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

---

---

---



### 3. Scoring and analyzing the formative assessment

#### Formative assessment analysis protocol:

Use one “Student work analysis worksheet” per student to follow steps A-F below.

#### A. Check the spelling of the 10 words:

- If the student spelled the word correctly, leave a check mark.
- If the student spelled the word incorrectly, write down the student spelling next to the correct spelling.
- Tally the number of words spelled correctly.

#### B. Analyze the phoneme spelling:

Go back to the words spelled incorrectly. This is when we analyze the spelling of each sound within the incorrectly spelled words. Compare the student spelling against the phoneme spelling.

- For any sound represented with the correct spelling, do nothing.
- Circle any sounds that do make the appropriate sound, but are spelled incorrectly based on the meaning of the word in the context of the sentence and the phonetic rule (e.g. using “s” instead of “z”).
- Cross out any sounds that are incorrect (e.g. using “u” instead of “e”).
- Add any insertions using a carrot mark.

**For example**, the word “pass” is spelled p-a-s-s and sounds like /p/ /ă/ /s/.

Did the student use a letter to represent the /p/ sound and was it correctly a “p”?

Did the student use a letter to represent the /ă/ sound and was it correctly an “a”?

Did the student use a letter to represent the /s/ sound and was it correctly a “s-s”?

Use the middle column to record.

#### C. Draw conclusions about the student’s spelling:

In the final column, the teacher will add up the individual sounds spelled correctly; these sounds should be based on the context of the sentence and align with the phoneme spelling found in the middle column of the chart.

- Count the number of phonemes spelled correctly in the word and circle the number that corresponds in the final column for each word.
- These are the types of errors to look for in the spelling: inserting a letter, forgetting a letter, and using the wrong letter(s) for that word to make the sound.
- The teacher makes notes about their observations as they analyze the work.

**For example**, the word “pass” has three sounds, /p/ /ă/ /s/. The student spelled the word, p-a-s.

In the middle column, the teacher circled the /s/.

Now, in the final column, the teacher circled the “2”. The student did NOT follow the phonetic rule and double the final consonant.

## 4. Planning for instruction

### D. In the open-ended question, was the student able to articulate the phonics rule?

- If yes, write a star in the box.
- If no, cross out the text in the box.

### E. Determine the student's strengths and areas of growth:

Using this data, look for trends about this student's performance. Consider the unit's key points versus the student's data. The teacher may want to ask themselves the following questions:

- Did the student correctly spell the consonant sound(s)?
- Did the student correctly spell the beginning, middle, and ending sounds?
- Did the student correctly spell the vowel sound(s)?
- Did the student correctly use the phonetic rules of this unit to spell the words?
- Did the student use the correct spelling for the context of the word in the sentence?

Identify at least one strength and one area of growth for the student.

### F. Write an individual student's responsive teaching plan:

- Consider the student's score out of 10 on total words spelled correctly and the following quick guidance below. What does the quick guidance suggest for this student?
  - Proficiency: 80% or higher -> student moves to the next unit; spiral key points.
  - Reteach: 60% - 80% -> reteach and review the unit's key points.
  - Intervention: 50% or lower -> reteach and determine skill review needed from previous level(s).
- The teacher will consider the above quick guidance and their own analysis. The teacher will determine what the student needs and when the teacher will provide the support.
- Write a responsive teaching plan: This student needs me to **(how)** **(areas of growth)**, during **(when)**, using **(what)**.

**For example, "This student needs me to spiral decoding VC words beginning with an "e", during regular RR&P lessons, using words from the Teacher Resource Pack."**

**Repeat steps A-F for each student's formative assessment.**

### G. Whole class analysis:

Use one "Class analysis worksheet" per unit.

- Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- Note misunderstandings that are not whole class trends.
- Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- Articulate a responsive teaching plan for addressing each misunderstanding.



# Student work analysis worksheet: Level A Unit 3 formative assessment

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

|  | Spelling   | Correct phoneme spelling   | Phoneme score   |
|--|--|--|-----------------|
| 1  | pass   | /p/ /ă/ /s/  | 0 1 2 3         |
| 2  | miss   | /m/ /ī/ /s/  | 0 1 2 3         |
| 3  | off  | /ō/ /f/  | 0 1 2           |
| 4  | puff   | /p/ /ü/ /f/  | 0 1 2 3         |
| 5  | tell   | /t/ /ě/ /l/  | 0 1 2 3         |
| 6  | will   | /w/ /ī/ /l/  | 0 1 2 3         |
| 7  | jazz   | /j/ /ă/ /z/  | 0 1 2 3         |
| 8  | buzz   | /b/ /ü/ /z/  | 0 1 2 3         |
| 9  | bell   | /b/ /ě/ /l/  | 0 1 2 3         |
| 10   | doll   | /d/ /ō/ /l/  | 0 1 2 3         |
|  | _____/10 words   | <i>If a short vowel word ends with f, l, s, or z, it usually gets doubled.</i>   |                 |
| Unit key points  |  | Strengths  | Areas of growth |
| <ul style="list-style-type: none"> <li>Use the short vowel sound to read CVCC words.</li> <li>If a short vowel word ends with f, l, s, or z, it usually gets doubled.</li> </ul> |  |  |                 |
| Responsive teaching plan: This student needs me to (how) (areas of growth), during (when), using (what).   |  |  |                 |
| How  | When   | What   |                 |
| <input type="checkbox"/> Reteach<br><input type="checkbox"/> Review<br><input type="checkbox"/> Spiral<br><input type="checkbox"/> Move on to the next unit                      | <input type="checkbox"/> Whole-class RR&P time<br><input type="checkbox"/> Small Groups<br><input type="checkbox"/> Future units | <input type="checkbox"/> Teacher Resource Pack<br><input type="checkbox"/> Raz-Plus<br><input type="checkbox"/> RR&P lesson plan |                 |

# Sample student work analysis: Level A Unit 3

The scored student work analysis sample below gives teachers an example of how to score and analyze individual student work.

A.3  
 1 pas  
 2 mis  
 3 of  
 4 puf  
 5 tel  
 6 wil  
 7 las  
 8 bus  
 9 bel  
 10 dol

## Student work analysis worksheet: Level A Unit 3 formative assessment

Student Name 4

Date \_\_\_\_\_

|     | Spelling | Correct phoneme spelling        | Phoneme score |
|-----|----------|---------------------------------|---------------|
| 1.  | pass Pas | /p/ /ɑ/ /s/ • The               | 0 1 2 3       |
| 2.  | miss mis | /m/ /i/ /s/ student d.o.l       | 0 1 2 3       |
| 3.  | off of   | /ɒ/ /f/ not double              | 0 1 2         |
| 4.  | puff PuF | /p/ /ü/ /f/ the final consonant | 0 1 2 3       |
| 5.  | tell tel | /t/ /è/ /l/ on any word         | 0 1 2 3       |
| 6.  | will wil | /w/ /i/ /l/                     | 0 1 2 3       |
| 7.  | jazz las | /j/ /ɑ/ /z/                     | 0 1 2 3       |
| 8.  | buzz BUS | /b/ /ü/ /z/                     | 0 1 2 3       |
| 9.  | bell BEL | /b/ /è/ /l/                     | 0 1 2 3       |
| 10. | doll dol | /d/ /ò/ /l/                     | 0 1 2 3       |

0 /10 words *If a short vowel word ends with f, l, s, or z, it usually gets doubled.*

| Unit key points  | Strengths  | Areas of growth  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Use the short vowel sound to read CVCC words.</li> <li>If a short vowel word ends with f, l, s, or z, it usually gets doubled.</li> </ul> | <ul style="list-style-type: none"> <li>Short vowel sounds!</li> <li>Consonant sounds.</li> </ul> | <ul style="list-style-type: none"> <li>double the final consonant rule.</li> <li>Used z in buzz but not in jazz → pay attention to that</li> </ul> |

Responsive teaching plan: This student needs me to (how) (areas of growth), during ( ) using (what).

| How  | When  | What  |
|--|---|---|
| <input checked="" type="checkbox"/> Reteach<br><input type="checkbox"/> Review<br><input type="checkbox"/> Spiral<br><input type="checkbox"/> Move on to the next unit | <input type="checkbox"/> Whole-class RR&P time<br><input checked="" type="checkbox"/> Small Groups<br><input type="checkbox"/> Future units | <input type="checkbox"/> Teacher Resource Pack<br><input type="checkbox"/> Raz-Plus<br><input checked="" type="checkbox"/> RR&P lesson plan |

*Student does not seem to know or use the double consonant rule. Reteach using RR&P lesson plans.*



# Class analysis worksheet: Level A Unit 3 formative assessment

- Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- Note misunderstandings that are not whole class trends.
- Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- Articulate a responsive teaching plan for addressing each misunderstanding.

**Responsive teaching plan:** This class needs me to (how) (areas of growth), during (when), using (what).

| Class trends                        |             |            |                                |
|-------------------------------------|-------------|------------|--------------------------------|
| <b>Celebrations</b>                 |             |            |                                |
| <b>Misunderstandings</b>            |             |            |                                |
| Class misunderstandings             |             |            |                                |
| Misunderstandings                   | Description | Student(s) | Responsive teaching plan notes |
| Misunderstanding 1                  |             |            |                                |
| Misunderstanding 2                  |             |            |                                |
| Misunderstanding 3                  |             |            |                                |
| Misunderstanding 4                  |             |            |                                |
| Class responsive teaching plan      |             |            |                                |
| <b>Targeted instructional areas</b> |             |            |                                |



# Sample class analysis worksheet: Level A Unit 3

- Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- Note misunderstandings that are not whole class trends.
- Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- Articulate a responsive teaching plan for addressing each misunderstanding.

**Responsive teaching plan:** This class needs me to (how) (areas of growth), during (when), using (what).

| Class trends                        |   |               |   |
|-------------------------------------|---|---------------|---|
| <b>Celebrations</b>                 | <ul style="list-style-type: none"> <li>• Spelling words with short vowel sounds a and i correctly.</li> <li>• Spelling consonant sounds correctly.</li> </ul>   |               |   |
| <b>Misunderstandings</b>            | <ul style="list-style-type: none"> <li>• Spelling words with the double final consonant rule (-ss, -zz, -ll, -ff).</li> <li>• The correct letter order when the word ends with an “l”.</li> </ul>   |               |   |
| Class misunderstandings             |   |               |   |
| Misunderstandings                   | Description   | Student(s)    | Responsive teaching plan notes  |
| <b>Misunderstanding 1</b>           | Double final consonant rule   | 6/15 Students | Reteach double consonant rule in a small group using RR&P lesson plans.                                     |
| <b>Misunderstanding 2</b>           | The correct letter order when the word ends with an “l”   | 7/15 Students | Small group targeted instruction using double consonant words from the Teacher Resource Pack.               |
| <b>Misunderstanding 3</b>           | Writing /z/ with a “z” (not s)  | 3/15 Students | When these 3 students are pulled in any small groups, be sure to address and reteach letter formation of z. |
| <b>Misunderstanding 4</b>           | Writing /b/ with a “b” (not p)  | 2/15 Students | When these 2 students are pulled in any small groups, be sure to address and reteach letter formation of b. |
| Class responsive teaching plan      |   |               |   |
| <b>Targeted instructional areas</b> | <p>My students are able to show proficiency with short vowel sounds a and i, and spelling consonant sounds.</p> <p>When I teach the next unit, I am going to focus on my students’ areas of growth listed below:</p> <ul style="list-style-type: none"> <li>• Reading and spelling words with the double final consonant rule.</li> <li>• The correct letter order when the word ends with an “l”.</li> </ul> <p>Responsive teaching plan:</p> <p>This class needs me to <u>(how)</u> <u>(areas of growth)</u>, during <u>(when)</u>, using <u>(what)</u>.</p> <p>The class needs me to <u>use Elkonin boxes</u> to <u>reteach the double consonant rule</u> during the next unit and 1:1 and/or small group instruction using <u>double consonant word lists in the Teacher Resource Book</u>.</p> |               |   |

Sound spelling tests provide an opportunity for students to demonstrate they have internalized the phonetic rule and orthographically mapped the spelling pattern. This analysis process is more than just determining if the student spelled the word correctly or incorrectly. Analyzing student work will offer valuable insight about what phonetic rules each student knows and can apply, and where student understandings are not fully formed. This process provides data that will help teachers plan for targeted instruction that meets the needs of all students.

**Read this document in its entirety before administering the assessment.** Throughout this document, different files are referenced. Files referenced outside of this document are italicized, while sections or pages referenced within this document are in quotation marks.

This document is organized in the same order of the steps in the assessment and analysis process.

1. Preparing to administer the formative assessment
2. Administering the formative assessment
3. Scoring and analyzing the formative assessment
4. Planning for instruction

### 1. Preparing to administer the formative assessment

- Read this document in its entirety.
- Refer to the “Glossary: formative assessment responsive teaching planning” section in the *Implementation Guide* for clarity on terminology used in this document.
- Locate the “Student answer form”. Ensure there is one answer form for each student.
- Each student needs a pencil.
- The formative assessment is administered to the entire class at the same time.
- When scoring the formative assessment, the teacher uses one “Student work analysis worksheet” per student.

### 2. Administering the formative assessment

- Each student needs a “Student answer form” and a pencil.
- The teacher will follow the directions and script in the “Administration directions”.
- The student will write each word as dictated by the teacher for numbers 1 - 10.
- The student will answer a final question. The teacher may scribe for the student if necessary.
- The teacher will collect the formative assessments.

Follow the script in the table to administer the formative assessment. Directions are designated with “Say” and “Do” for the teacher actions alongside a description of the student action.



# Administration directions: Level A Unit 4

Teacher

Student

**Do:** Pass out a “Student answer form” and a pencil to each student.

**Say:** *“Please write your name and the date on your paper. We’ve been working hard to become stronger readers and writers. In this last unit, you learned **how to read and write words with beginning consonant blends like bl, sn, and st.** Right now you have the opportunity to show me how much you’ve learned.”*

Students write their name and date on their “Student answer form”.

**Say:** *“I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. in. in. I go in the store. in.”*

Students pick up their pencils.

**Do:** Model writing “in” on the line as students are expected to by sounding out short i and /n/.

**Say:** *“That was an example. Now it’s your turn. Put your finger on number one and pick up your pencil. Here we go!”*

**Say:** *“Number 1. snap. snap. Snap the cubes together. snap.*

*Number 2. stem. stem. This is the stem of the plant. stem.*

*Number 3. stop. stop. Red means stop. stop.*

*Number 4. spot. spot. Spot the difference. spot.*

*Number 5. spun. spun. The top spun around. spun.*

*Number 6. bled. bled. The cut on my knee bled. bled.*

*Number 7. plum. plum. The plum is ripe. plum.*

*Number 8. grip. grip. Grip the bat tightly. grip.*

*Number 9. tram. tram. Take the tram to the store. tram.*

*Number 10. twin. twin. She has a twin. twin.”*

Students write the words as they are dictated.

**Say:** *“Now that we have finished writing our words, take a couple minutes to answer the last question. **What is a consonant blend?**”*

Students answer the last question.

**Do:** Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.

**Say:** *“Excellent effort showing me all you’ve learned and practiced! I can’t wait to look at these and celebrate your growing knowledge!”*

Students pass in their Answer forms.

**Do:** Collect students’ Answer forms.



# Student Answer Form

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

Level A Unit 4 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

What is a consonant blend?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. Scoring and analyzing the formative assessment

#### Formative assessment analysis protocol:

Use one “Student work analysis worksheet” per student to follow steps A-F below.

#### A. Check the spelling of the 10 words:

- If the student spelled the word correctly, leave a check mark.
- If the student spelled the word incorrectly, write down the student spelling next to the correct spelling.
- Tally the number of words spelled correctly.

#### B. Analyze the phoneme spelling:

Go back to the words spelled incorrectly. This is when we analyze the spelling of each sound within the incorrectly spelled words. Compare the student spelling against the phoneme spelling.

- For any sound represented with the correct spelling, do nothing.
- Circle any sounds that do make the appropriate sound, but are spelled incorrectly based on the meaning of the word in the context of the sentence and the phonetic rule.
- Cross out any sounds that are incorrect (e.g. using “ch” instead of “t”).
- Add any insertions using a carrot mark (e.g. adding an extra “p” to the end of “snap”).

**For example**, the word “grip” is spelled g-r-i-p and sounds like /g/ /r/ /i/ /p/.  
 Did the student use a letter to represent the /g/ sound and was it correctly a “g”?  
 Did the student use a letter to represent the /r/ sound and was it correctly an “r”?  
 Did the student use a letter to represent the /i/ sound and was it correctly an “i”?  
 Did the student use a letter to represent the /p/ sound and was it correctly a “p”?  
 Use the middle column to record.

#### C. Draw conclusions about the student’s spelling:

In the final column, the teacher will add up the individual sounds spelled correctly; these sounds should be based on the context of the sentence and align with the phoneme spelling found in the middle column of the chart.

- Count the number of phonemes spelled correctly in the word and circle the number that corresponds in the final column for each word.
- These are the types of errors to look for in the spelling: inserting a letter, forgetting a letter, and using the wrong letter(s) for that word to make the sound.
- The teacher makes notes about their observations as they analyze the work.

**For example**, the word “stem” has four sounds, /s/ /t/ /ě/ /m/. The student spelled the word, s-e-m.  
 In the middle column, the teacher crossed out the /t/ because the student didn’t include it.  
 Now, in the final column, the teacher circled the “3”. This student spelled three of four sounds correctly in this word.

## 4. Planning for instruction

**D. In the open-ended question, was the student able to articulate the phonics rule?**

- If yes, write a star in the box.
- If no, cross out the text in the box.

**E. Determine the student's strengths and areas of growth:**

Using this data, look for trends about this student's performance. Consider the unit's key points versus the student's data. The teacher may want to ask themselves the following questions:

- Did the student correctly spell the consonant sound(s)?
- Did the student correctly spell the beginning, middle, and ending sounds?
- Did the student correctly spell the vowel sound(s)?
- Did the student correctly use the phonetic rules of this unit to spell the words?
- Did the student use the correct spelling for the context of the word in the sentence?

Identify at least one strength and one area of growth for the student.

**F. Write an individual student's responsive teaching plan:**

- Consider the student's score out of 10 on total words spelled correctly and the following quick guidance below. What does the quick guidance suggest for this student?
  - Proficiency: 80% or higher -> student moves to the next unit; spiral key points.
  - Reteach: 60% - 80% -> reteach and review the unit's key points.
  - Intervention: 50% or lower -> reteach and determine skill review needed from previous level(s).
- The teacher will consider the above quick guidance and their own analysis. The teacher will determine what the student needs and when the teacher will provide the support.
- Write a responsive teaching plan: This student needs me to **(how)** **(areas of growth)**, during **(when)**, using **(what)**.

**For example,** "This student needs me to **spiral decoding VC words beginning with an "e"**, during **regular RR&P lessons**, using **words from the Teacher Resource Pack.**"

**Repeat steps A-F for each student's formative assessment.**

**G. Whole class analysis:**

Use one "Class analysis worksheet" per unit.

- Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- Note misunderstandings that are not whole class trends.
- Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- Articulate a responsive teaching plan for addressing each misunderstanding.



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

|   | Spelling   | Correct phoneme spelling   | Phoneme score   |
|---|--|--|-----------------|
| 1   | snap   | /s/ /n/ /ă/ /p/  | 0 1 2 3 4       |
| 2   | stem   | /s/ /t/ /ě/ /m/  | 0 1 2 3 4       |
| 3   | stop   | /s/ /t/ /ö/ /p/  | 0 1 2 3 4       |
| 4   | spot   | /s/ /p/ /ö/ /t/  | 0 1 2 3 4       |
| 5   | spun   | /s/ /p/ /ü/ /n/  | 0 1 2 3 4       |
| 6   | bled   | /b/ /l/ /ě/ /d/  | 0 1 2 3 4       |
| 7   | plum   | /p/ /l/ /ü/ /m/  | 0 1 2 3 4       |
| 8   | grip   | /g/ /r/ /i/ /p/  | 0 1 2 3 4       |
| 9   | tram   | /t/ /r/ /ă/ /m/  | 0 1 2 3 4       |
| 10  | twin   | /t/ /w/ /i/ /n/  | 0 1 2 3 4       |
|   | _____/10 words   | <i>Two consonants next to each other in a word where you can hear both of their sounds when reading or writing the word.</i>     |                 |
| Unit key points   |  | Strengths  | Areas of growth |
| <ul style="list-style-type: none"> <li>A consonant blend is two consonants next to each other in a word and you can hear both of their sounds.</li> </ul>   |  |  |                 |
| Responsive teaching plan: This student needs me to (how) (areas of growth), during (when), using (what).  |  |  |                 |
| How   | When   | What   |                 |
| <input type="checkbox"/> Reteach<br><input type="checkbox"/> Review<br><input type="checkbox"/> Spiral<br><input type="checkbox"/> Move on to the next unit | <input type="checkbox"/> Whole-class RR&P time<br><input type="checkbox"/> Small Groups<br><input type="checkbox"/> Future units | <input type="checkbox"/> Teacher Resource Pack<br><input type="checkbox"/> Raz-Plus<br><input type="checkbox"/> RR&P lesson plan |                 |



# Sample student work analysis: Level A Unit 4

The scored student work analysis sample below gives teachers an example of how to score and analyze individual student work.

A.4

1 Snap

2 Sem

3 Sop

4 Spot

5 Spun

6 Bled

7 Plum

8 Grip

9 Tram

10 Tin

## Student work analysis worksheet: Level A Unit 4 formative assessment

Student Name 4

Date \_\_\_\_\_

|              | Spelling  | Correct phoneme spelling  | Phoneme score |
|--------------|-----------|---|---------------|
| 1.           | snap ✓    | /s/ /n/ /ä/ /p/   | 0 1 2 3 4     |
| 2.           | stem sem  | /s/ / <del>st</del> / /ë/ /m/   | 0 1 2 3 4     |
| 3.           | stop sop  | /s/ / <del>st</del> / /ö/ /p/   | 0 1 2 3 4     |
| 4.           | spot sot  | /s/ / <del>st</del> / /ö/ /t/   | 0 1 2 3 4     |
| 5.           | spun sun  | /s/ / <del>st</del> / /ü/ /n/   | 0 1 2 3 4     |
| 6.           | bled blud | /b/ /l/ / <del>st</del> <sup>u</sup> / /d/  | 0 1 2 3 4     |
| 7.           | plum ✓    | /p/ /l/ /ü/ /m/   | 0 1 2 3 4     |
| 8.           | grip ✓    | /g/ /r/ /i/ /p/   | 0 1 2 3 4     |
| 9.           | tram ✓    | /t/ /r/ /ä/ /m/   | 0 1 2 3 4     |
| 10.          | twin tin  | /t/ / <del>st</del> <sup>u</sup> / /i/ /n/  | 0 1 2 3 4     |
| 4 / 10 words |           | Two consonants next to each other in a word where you can hear both of their sounds when reading or writing the word. |               |

| Unit key points   | Strengths   | Areas of growth  |
|---|---|--|
| <ul style="list-style-type: none"> <li>A consonant blend is two consonants next to each other in a word and you can hear both of their sounds.</li> </ul> | <ul style="list-style-type: none"> <li>Short vowel sounds</li> <li>Consonant blends - sn, pl, gr, tr</li> </ul> | <ul style="list-style-type: none"> <li>Consonant blends - st, sp, tw (short u and short e sounds)</li> </ul> |

**Responsive teaching plan:** This student needs me to (how) (areas of growth), during ( ), using (what).

| How  | When  | What  |
|--|---|---|
| <input type="checkbox"/> Reteach<br><input checked="" type="checkbox"/> Review<br><input type="checkbox"/> Spiral<br><input type="checkbox"/> Move on to the next unit | <input type="checkbox"/> Whole-class RR&P time<br><input checked="" type="checkbox"/> Small Groups<br><input type="checkbox"/> Future units | <input checked="" type="checkbox"/> Teacher Resource Pack<br><input type="checkbox"/> Raz-Plus<br><input type="checkbox"/> RR&P lesson plan |

The student spelled some blends correctly so I think the student understands the concept. Use Elkonin boxes to practice segmenting + blending words. Use word lists in the Teacher Resource Book to focus on st, sp, + tw blends.

# Class analysis worksheet: Level A Unit 4 formative assessment



- Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- Note misunderstandings that are not whole class trends.
- Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- Articulate a responsive teaching plan for addressing each misunderstanding.

**Responsive teaching plan:** This class needs me to (how) (areas of growth), during (when), using (what).

| Class trends                        |             |            |                                |
|-------------------------------------|-------------|------------|--------------------------------|
| <b>Celebrations</b>                 |             |            |                                |
| <b>Misunderstandings</b>            |             |            |                                |
| Class misunderstandings             |             |            |                                |
| Misunderstandings                   | Description | Student(s) | Responsive teaching plan notes |
| <b>Misunderstanding 1</b>           |             |            |                                |
| <b>Misunderstanding 2</b>           |             |            |                                |
| <b>Misunderstanding 3</b>           |             |            |                                |
| <b>Misunderstanding 4</b>           |             |            |                                |
| Class responsive teaching plan      |             |            |                                |
| <b>Targeted instructional areas</b> |             |            |                                |



## Sample class analysis worksheet: Level A Unit 4

- ☑ Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- ☑ Note misunderstandings that are not whole class trends.
- ☑ Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- ☑ Articulate a responsive teaching plan for addressing each misunderstanding.

**Responsive teaching plan:** This class needs me to (how) (areas of growth), during (when), using (what).

| Class trends                        |   |               |   |
|-------------------------------------|---|---------------|---|
| <b>Celebrations</b>                 | <ul style="list-style-type: none"> <li>• Spelling words with short vowel sounds correctly.</li> <li>• Writing words with consonant blends (especially sn- and pl-).</li> </ul>  |               |   |
| <b>Misunderstandings</b>            | <ul style="list-style-type: none"> <li>• Spelling words with blends (st-, sp-, tw-, tr-).</li> <li>• Spelling words with short vowels (short e and short i).</li> </ul>   |               |   |
| Class misunderstandings             |   |               |   |
| Misunderstandings                   | Description   | Student(s)    | Responsive teaching plan notes  |
| <b>Misunderstanding 1</b>           | Blends (st-, sp-, tw-, and tr-)   | 7/15 Students | Small group review with Teacher Resource Pack for alternative words to use. |
| <b>Misunderstanding 2</b>           | Short vowels (e and i)  | 4/15 Students | Small group review with Teacher Resource Pack for alternative words to use. |
| <b>Misunderstanding 3</b>           | N/A   |               |   |
| <b>Misunderstanding 4</b>           | N/A   |               |   |
| Class responsive teaching plan      |   |               |   |
| <b>Targeted instructional areas</b> | <p>My students are able to show proficiency with short vowel sounds and writing words with consonant blends (especially sn- and pl-).</p> <p>When I teach the next unit, I am going to focus on my students' areas of growth listed below:</p> <ul style="list-style-type: none"> <li>• Reading and spelling words with blends (st-, sp-, tw-, tr-).</li> <li>• Reading and spelling words with short vowels (short e and short i).</li> </ul> <p>Responsive teaching plan:</p> <p>This class needs me to <u>(how)</u> <u>(areas of growth)</u>, during <u>(when)</u>, using <u>(what)</u>.</p> <p>The class needs me to <u>use Elkonin boxes</u> to <u>reteach words with beginning blends st-, sp-, tw-, tr- that also have short e and short i</u> during <u>the next unit</u> and <u>1:1 or small group instruction</u> using <u>the blend word lists in the Teacher Resource Book.</u></p> |               |   |

Sound spelling tests provide an opportunity for students to demonstrate they have internalized the phonetic rule and orthographically mapped the spelling pattern. This analysis process is more than just determining if the student spelled the word correctly or incorrectly. Analyzing student work will offer valuable insight about what phonetic rules each student knows and can apply, and where student understandings are not fully formed. This process provides data that will help teachers plan for targeted instruction that meets the needs of all students.

**Read this document in its entirety before administering the assessment.** Throughout this document, different files are referenced. Files referenced outside of this document are italicized, while sections or pages referenced within this document are in quotation marks.

This document is organized in the same order of the steps in the assessment and analysis process.

1. Preparing to administer the formative assessment
2. Administering the formative assessment
3. Scoring and analyzing the formative assessment
4. Planning for instruction

### 1. Preparing to administer the formative assessment

- Read this document in its entirety.
- Refer to the “Glossary: formative assessment responsive teaching planning” section in the *Implementation Guide* for clarity on terminology used in this document.
- Locate the “Student answer form”. Ensure there is one answer form for each student.
- Each student needs a pencil.
- The formative assessment is administered to the entire class at the same time.
- When scoring the formative assessment, the teacher uses one “Student work analysis worksheet” per student.

### 2. Administering the formative assessment

- Each student needs a “Student answer form” and a pencil.
- The teacher will follow the directions and script in the “Administration directions”.
- The student will write each word as dictated by the teacher for numbers 1 - 10.
- The student will answer a final question. The teacher may scribe for the student if necessary.
- The teacher will collect the formative assessments.

Follow the script in the table to administer the formative assessment. Directions are designated with “Say” and “Do” for the teacher actions alongside a description of the student action.

# Administration directions: Level A Unit 5

Teacher

Student

**Do:** Pass out a “Student answer form” and a pencil to each student.

**Say:** *“Please write your name and the date on your paper. We’ve been working hard to become stronger readers and writers. In this last unit, you learned **how to read and write words with consonant digraphs like sh, th, and wh.** Right now you have the opportunity to show me how much you’ve learned.”*

Students write their name and date on their “Student answer form”.

**Say:** *“I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. in. in. I go in the store. in.”*

Students pick up their pencils.

**Do:** Model writing “in” on the line as students are expected to by sounding out short i and /n/.

**Say:** *“That was an example. Now it’s your turn. Put your finger on number one and pick up your pencil. Here we go!”*

**Say:** *“Number 1. shed. shed. It is in the shed. shed.  
Number 2. hush. hush. Hush little baby. hush.  
Number 3. whiz. whiz. You are a reading whiz. whiz.  
Number 4. chap. chap. Do you have any chap stick? chap.  
Number 5. much. much. Do you want this much? much.  
Number 6. then. then. Then it started to rain. then.  
Number 7. graph. graph. This graph shows what time most kids go to bed. graph.  
Number 8. long. long. Her hair is long. long.  
Number 9. dock. dock. The dock is wet. dock.  
Number 10. quit. quit. He quit the game when it got too rough. quit.”*

Students write the words as they are dictated.

**Say:** *“Now that we have finished writing our words, take a couple minutes to answer the last question. **What is the difference between a consonant blend and a digraph?**”*

Students answer the last question.

**Do:** Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.

**Say:** *“Excellent effort showing me all you’ve learned and practiced! I can’t wait to look at these and celebrate your growing knowledge!”*

Students pass in their Answer forms.

**Do:** Collect students’ Answer forms.



# Student Answer Form

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

Level A Unit 5 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. Scoring and analyzing the formative assessment

#### Formative assessment analysis protocol:

Use one “Student work analysis worksheet” per student to follow steps A-F below.

#### A. Check the spelling of the 10 words:

- If the student spelled the word correctly, leave a check mark.
- If the student spelled the word incorrectly, write down the student spelling next to the correct spelling.
- Tally the number of words spelled correctly.

#### B. Analyze the phoneme spelling:

Go back to the words spelled incorrectly. This is when we analyze the spelling of each sound within the incorrectly spelled words. Compare the student spelling against the phoneme spelling.

- For any sound represented with the correct spelling, do nothing.
- Circle any sounds that do make the appropriate sound, but are spelled incorrectly based on the meaning of the word in the context of the sentence and the phonetic rule.
- Cross out any sounds that are incorrect (e.g. using “cq” instead of “qu” in “quit”).
- Add any insertions using a carrot mark (e.g. adding an extra “z” to the end of “whiz”).

**For example**, the word “graph” is spelled g-r-a-p-h and sounds like /g/ /r/ /ă/ /f/.  
 Did the student use a letter to represent the /g/ sound and was it correctly a “g”?  
 Did the student use a letter to represent the /r/ sound and was it correctly an “r”?  
 Did the student use a letter to represent the /ă/ sound and was it correctly an “a”?  
 Did the student use a letter to represent the /f/ sound and was it correctly a “p-h”?  
 Use the middle column to record.

#### C. Draw conclusions about the student’s spelling:

In the final column, the teacher will add up the individual sounds spelled correctly; these sounds should be based on the context of the sentence and align with the phoneme spelling found in the middle column of the chart.

- Count the number of phonemes spelled correctly in the word and circle the number that corresponds in the final column for each word.
- These are the types of errors to look for in the spelling: inserting a letter, forgetting a letter, and using the wrong letter(s) for that word to make the sound.
- The teacher makes notes about their observations as they analyze the work.

**For example**, the word “long” has three sounds, /l/ /ŏ/ /ng/. The student spelled the word, l-o-g.  
 In the middle column, the teacher crossed out the /ng/ because the student didn’t use letters that make the /ng/ sound.  
 Now, in the final column, the teacher circled the “2”. This student spelled two of three sounds correctly in this word.

## 4. Planning for instruction

**D. In the open-ended question, was the student able to articulate the phonics rule?**

- If yes, write a star in the box.
- If no, cross out the text in the box.

**E. Determine the student's strengths and areas of growth:**

Using this data, look for trends about this student's performance. Consider the unit's key points versus the student's data. The teacher may want to ask themselves the following questions:

- Did the student correctly spell the consonant sound(s)?
- Did the student correctly spell the beginning, middle, and ending sounds?
- Did the student correctly spell the vowel sound(s)?
- Did the student correctly use the phonetic rules of this unit to spell the words?
- Did the student use the correct spelling for the context of the word in the sentence?

Identify at least one strength and one area of growth for the student.

**F. Write an individual student's responsive teaching plan:**

- Consider the student's score out of 10 on total words spelled correctly and the following quick guidance below. What does the quick guidance suggest for this student?
  - Proficiency: 80% or higher -> student moves to the next unit; spiral key points.
  - Reteach: 60% - 80% -> reteach and review the unit's key points.
  - Intervention: 50% or lower -> reteach and determine skill review needed from previous level(s).
- The teacher will consider the above quick guidance and their own analysis. The teacher will determine what the student needs and when the teacher will provide the support.
- Write a responsive teaching plan: This student needs me to **(how)** **(areas of growth)**, during **(when)**, using **(what)**.

**For example,** "This student needs me to **spiral decoding VC words beginning with an "e"**, during **regular RR&P lessons**, using **words from the Teacher Resource Pack.**"

**Repeat steps A-F for each student's formative assessment.**

**G. Whole class analysis:**

Use one "Class analysis worksheet" per unit.

- Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- Note misunderstandings that are not whole class trends.
- Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- Articulate a responsive teaching plan for addressing each misunderstanding.



# Student work analysis worksheet: Level A Unit 5 formative assessment

**Student name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

|    | Spelling | Correct phoneme spelling | Phoneme score |
|----|----------|--------------------------|---------------|
| 1  | shed     | /sh/ /ě/ /d/             | 0 1 2 3       |
| 2  | hush     | /h/ /ů/ /sh/             | 0 1 2 3       |
| 3  | whiz     | /wh/ /i/ /z/             | 0 1 2 3       |
| 4  | chap     | /ch/ /ă/ /p/             | 0 1 2 3       |
| 5  | much     | /m/ /ů/ /ch/             | 0 1 2 3       |
| 6  | then     | /th/ /ě/ /n/             | 0 1 2 3       |
| 7  | graph    | /g/ /r/ /ă/ /f/          | 0 1 2 3 4     |
| 8  | long     | /l/ /ö/ /ng/             | 0 1 2 3       |
| 9  | dock     | /d/ /ö/ /k/              | 0 1 2 3       |
| 10 | quit     | /kw/ /i/ /t/             | 0 1 2 3       |

|                |  |
|----------------|--|
| _____/10 words | <i>Digraphs make a completely new sound but with consonant blends, you can hear both consonants.</i> |
|----------------|--|

| Unit key points   | Strengths | Areas of growth |
|---|-----------|-----------------|
| <ul style="list-style-type: none"> <li>Digraphs are two letters next to one another that create one sound.</li> </ul> |           |                 |

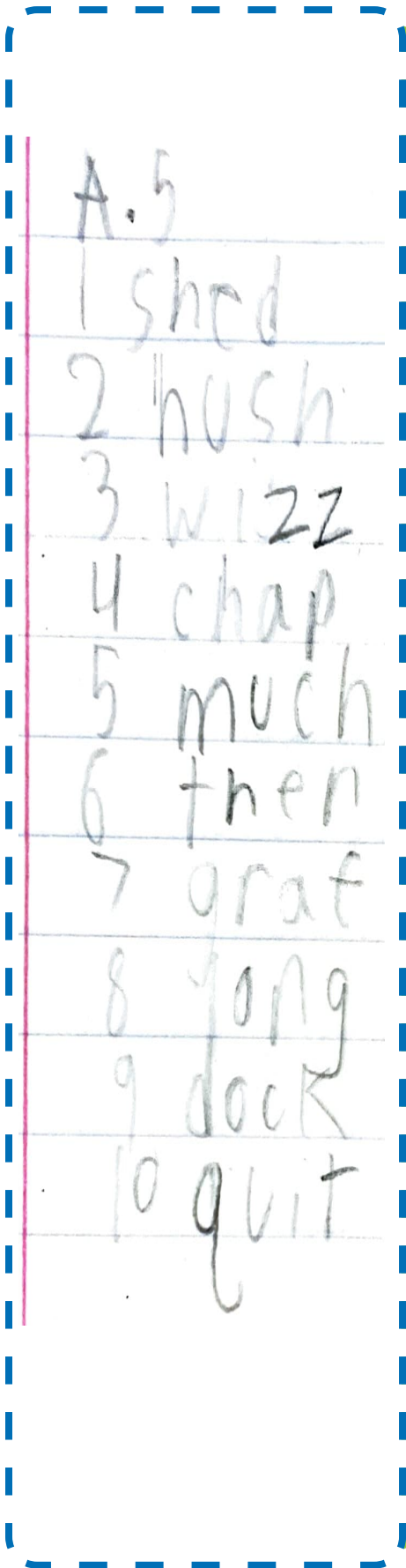
**Responsive teaching plan:** This student needs me to (how) (areas of growth), during (when), using (what).

| How   | When   | What   |
|---|--|--|
| <input type="checkbox"/> Reteach<br><input type="checkbox"/> Review<br><input type="checkbox"/> Spiral<br><input type="checkbox"/> Move on to the next unit | <input type="checkbox"/> Whole-class RR&P time<br><input type="checkbox"/> Small Groups<br><input type="checkbox"/> Future units | <input type="checkbox"/> Teacher Resource Pack<br><input type="checkbox"/> Raz-Plus<br><input type="checkbox"/> RR&P lesson plan |



# Sample student work analysis: Level A Unit 5

The scored student work analysis sample below gives teachers an example of how to score and analyze individual student work.



## Student work analysis worksheet: Level A Unit 5 formative assessment

Student Name 1 Date \_\_\_\_\_

|  | Spelling  | Correct phoneme spelling  | Phoneme score  |
|--|---|---|--|
| 1.   | shed ✓  | /sh/ /ě/ /d/  | 0 1 2 ③  |
| 2.   | hush ✓  | /h/ /ü/ /sh/  | 0 1 2 ③  |
| 3.   | whiz wizz   | <sup>w</sup> /wh/ /i/ /z/ <sup>z</sup>  | • /wh/ spelled "w"<br>• /z/ spelled "z" 0 ① 2 3                      |
| 4.   | chap ✓  | /ch/ /ă/ /p/  | 0 1 2 ③  |
| 5.   | much ✓  | /m/ /ü/ /ch/  | 0 1 2 ③  |
| 6.   | then ✓  | /th/ /ě/ /n/  | 0 1 2 ③  |
| 7.   | graph graf  | /g/ /r/ /ă/ /f/ <sup>f</sup>  | • /f/ spelled "f" 0 1 2 ③ 4  |
| 8.   | long ✓  | /l/ /ö/ /ng/  | 0 1 2 ③  |
| 9.   | dock ✓  | /d/ /ö/ /k/   | 0 1 2 ③  |
| 10.  | quit ✓  | /kw/ /i/ /t/  | 0 1 2 ③  |
| 8 /10 words  |   | Digraphs make a completely new sound but with consonant blends, you can hear both consonants.   |  |
| Unit key points  |   | Strengths   | Areas of growth  |
| <ul style="list-style-type: none"> <li>• Digraphs are two letters next to one another that create one sound.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• short vowel sounds</li> <li>• digraphs: sh, ch, th, ng, ck, qu</li> </ul>  | <ul style="list-style-type: none"> <li>• digraphs: wh, ph</li> </ul> |
| Responsive teaching plan: This student needs me to <u>(how)</u> (areas of growth), during ( ), using <u>(what)</u> .   |   |   |  |
| How  | When  | What  |  |
| <input type="checkbox"/> Reteach<br><input checked="" type="checkbox"/> Review<br><input type="checkbox"/> Spiral<br><input type="checkbox"/> Move on to the next unit | <input type="checkbox"/> Whole-class RR&P time<br><input checked="" type="checkbox"/> Small Groups<br><input type="checkbox"/> Future units | <input checked="" type="checkbox"/> Teacher Resource Pack <i>word lists for wh + ph</i><br><input type="checkbox"/> Raz-Plus<br><input type="checkbox"/> RR&P lesson plan |  |



# Class analysis worksheet: Level A Unit 5 formative assessment

- Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- Note misunderstandings that are not whole class trends.
- Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- Articulate a responsive teaching plan for addressing each misunderstanding.

**Responsive teaching plan:** This class needs me to (how) (areas of growth), during (when), using (what).

| Class trends                        |             |            |                                |
|-------------------------------------|-------------|------------|--------------------------------|
| <b>Celebrations</b>                 |             |            |                                |
| <b>Misunderstandings</b>            |             |            |                                |
| Class misunderstandings             |             |            |                                |
| Misunderstandings                   | Description | Student(s) | Responsive teaching plan notes |
| <b>Misunderstanding 1</b>           |             |            |                                |
| <b>Misunderstanding 2</b>           |             |            |                                |
| <b>Misunderstanding 3</b>           |             |            |                                |
| <b>Misunderstanding 4</b>           |             |            |                                |
| Class responsive teaching plan      |             |            |                                |
| <b>Targeted instructional areas</b> |             |            |                                |

# Sample class analysis worksheet: Level A Unit 5

- ☑ Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
- ☑ Note misunderstandings that are not whole class trends.
- ☑ Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
- ☑ Articulate a responsive teaching plan for addressing each misunderstanding.

**Responsive teaching plan:** This class needs me to (how) (areas of growth), during (when), using (what).

| Class trends                        |   |                |  |
|-------------------------------------|---|----------------|--|
| <b>Celebrations</b>                 | <ul style="list-style-type: none"> <li>• Spelling words with short vowel sounds correctly.</li> <li>• Spelling words with digraphs (ch and th) correctly.</li> </ul>  |                |  |
| <b>Misunderstandings</b>            | <ul style="list-style-type: none"> <li>• Spelling words with digraphs (wh and ph).</li> <li>• Spelling words with digraphs at the beginning and ending words.</li> </ul>  |                |  |
| Class misunderstandings             |   |                |  |
| Misunderstandings                   | Description   | Student(s)     | Responsive teaching plan notes   |
| <b>Misunderstanding 1</b>           | Digraphs:<br>wh, ph, qu   | 10/15 Students | Spiral review and practice with the whole class at the beginning of RRP. Everyone needs it.                                |
| <b>Misunderstanding 2</b>           | Digraphs:<br>sh, wh, ng, ck   | 4/15 Students  | Pull a small group to reteach digraphs at the beginning and ending of the word using the Teacher Resource Pack word lists. |
| <b>Misunderstanding 3</b>           | N/A   |                |  |
| <b>Misunderstanding 4</b>           | N/A   |                |  |
| Class responsive teaching plan      |   |                |  |
| <b>Targeted instructional areas</b> | <p>My students are able to show proficiency with spelling words with short vowel sounds and digraphs (ch and th).</p> <p>When I teach the next unit, I am going to focus on my students' areas of growth listed below:</p> <ul style="list-style-type: none"> <li>• Reading and spelling words with digraphs at the beginning and ending of the word.</li> </ul> <p>Responsive teaching plan:</p> <p>This class needs me to <u>(how)</u> <u>(areas of growth)</u>, during <u>(when)</u>, using <u>(what)</u>.</p> <p>The class needs me to <u>use Elkonin boxes</u> to <u>reteach digraphs at the beginning and endings of words</u> during <u>the next unit and 1:1 or small group instruction</u> using the <u>digraph word lists in the Teacher Resource Book</u>.</p> |                |  |



## Level A Teacher Resource Pack

| Level A  | Level Overview  |  |  |   |
|--|---|--|--|---|
| Unit 1<br>Short vowel sounds<br>VC words   | Unit 2<br>CVC words   | Unit 3<br>Double final consonant<br>(ss, ff, ll, zz)   | Unit 4<br>Beginning consonant<br>blends<br>CCVC  | Unit 5<br>Consonant digraphs<br>(sh, th, ch, wh, ng, ck, ph,<br>qu)   |
| <b>Lesson 1:</b><br>Long vowel in V words<br><b>Lesson 2:</b><br>Short a in VC words<br><b>Lesson 3:</b><br>Short e in VC words<br><b>Lesson 4:</b><br>Short i in VC words<br><b>Lesson 5:</b><br>Short o in VC words<br><b>Lesson 6:</b><br>Short u in VC words<br><b>Lesson 7:</b><br>Short vowels in VC words | <b>Lesson 1:</b><br>CVC words<br><b>Lesson 2:</b><br>CVC with short a<br><b>Lesson 3:</b><br>CVC with short e<br><b>Lesson 4:</b><br>CVC with short i<br><b>Lesson 5:</b><br>CVC with short o<br><b>Lesson 6:</b><br>CVC with short u<br><b>Lesson 7:</b><br>CVC words<br><b>Lesson 8:</b><br>CVC words | <b>Lesson 1:</b><br>Double consonant rule<br><b>Lesson 2:</b><br>Double ss<br><b>Lesson 3:</b><br>Double ff<br><b>Lesson 4:</b><br>Double ll<br><b>Lesson 5:</b><br>Double zz<br><b>Lesson 6:</b><br>Double consonant rule | <b>Lesson 1:</b><br>Consonant blends<br><b>Lesson 2:</b><br>S blends<br><b>Lesson 3:</b><br>L blends<br><b>Lesson 4:</b><br>R blends<br><b>Lesson 5:</b><br>T blends<br><b>Lesson 6:</b><br>Consonant blends | <b>Lesson 1:</b><br>Consonant digraphs<br><b>Lesson 2:</b><br>sh, wh<br><b>Lesson 3:</b><br>ch<br><b>Lesson 4:</b><br>th<br><b>Lesson 5:</b><br>ng, ck<br><b>Lesson 6:</b><br>ph, qu<br><b>Lesson 7:</b><br>Digraphs and blends |



## Level A

## Level A Sound 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 A** **Unit 1 Word Bank - VC**

At, am, an, as  
 ed  
 it, in, if  
 on, oz  
 up, us

**Level A** **Unit 2 Word Bank - CVC**

| CVC (ă)  | CVC (ë)   | CVC (î)   | CVC (ö)   | CVC (ü)  |
|--|---|---|---|--|
| cab, dab, gab, jab,<br>lab, nab, tab,<br>bat, cat, fat, hat, mat,<br>pat, rat, sat, vat,<br>bad, dad, had, lad,<br>mad, pad, sad, tad,<br>ban, can, fan, man,<br>pan, ran, tan, van,<br>bag, gag, hag, lag,<br>nag, rag, sag, tag,<br>wag,<br>cap, gap, lap, map,<br>nap, rap, sap, tap,<br>yap, zap,<br>bam, dam, ham, jam,<br>ram, yam,<br>gal, pal, gas, yak,<br>wax, tax | bed, fed, led, red,<br>wed, beg, keg, leg,<br>peg, bet, get, jet, let,<br>met, net, pet, set, vet,<br>wet, yet, den, hen,<br>men, pen, ten, yes,<br>web, hem, pep | bit, fit, hit, kit, lit, pit,<br>sit, wit, bid, did, hid,<br>kid, lid, rid, big, dig,<br>fig, gig, jig, pig, rig,<br>wig, zig, dim, him,<br>rim, dip, hip, lip, nip,<br>rip, sip, tip, zip, bin,<br>din, fin, pin, sin, tin,<br>win, him, mix, six, fix | cot, dot, got, hot, jot,<br>lot, not, pot, rot, tot,<br>cob, gob, job, lob,<br>mob, rob, sob,<br>bog, cog, dog, fog,<br>hog, jog, log,<br>cop, hop, mop, pop,<br>top, box, fox, pox,<br>rod, sod, mom | but, cut, gut, hut, jut,<br>nut, rut, cub, hub,<br>nub, rub, sub, tub,<br>bug, dug, hug, jug,<br>lug, mug, pug, rug,<br>tug, bum, gum, hum,<br>mum, sum, bun, fun,<br>gun, nun, pun, run,<br>sun, bud, cud, dud,<br>mud, pup, cup, bus |



Level A Teacher Resource Pack



| Level A                              |                     | Unit 3 Word Bank - Double consonants   |                      |
|--------------------------------------|---------------------|--|----------------------|
| ss                                   | ff                  | ll   | zz                   |
| bass<br>mass<br>pass<br>kiss<br>fuss | off<br>cuff<br>puff | bell<br>fell<br>tell<br>fill<br>gill<br>mill<br>will<br>doll<br>dull<br>ball<br>call<br>hall<br>mall<br>tall<br>wall | jazz<br>buzz<br>fuzz |

| Level A   |   | Unit 4 Word Bank - Consonant Blends  |                                     |
|---|---|--|-------------------------------------|
| S Blends  | L Blends  | R Blends   | T Blends                            |
| snap, stamp,<br>stem, stop<br>scan, scum,<br>skim, skid, skip,<br>slap, slam, sled,<br>slim, slip, slop,<br>swim, swam,<br>stem, step, stun,<br>span, sped, spin,<br>spot, spun, step | blend, blind,<br>blog, blip, bled,<br>clap, clam,<br>clip, clop, club,<br>flag, flat, fled,<br>flip, flop, glad,<br>glob, plan,<br>plop, plum | brag, bran,<br>brim, crab,<br>cram, crib,<br>drag, drip,<br>drop, drum,<br>Fred, frog,<br>grab, gram,<br>grip, grid, prim,<br>prod, prop,<br>trap, tram, trip,<br>trim | twig, twin,<br>stamp, stem,<br>stop |





Level A Teacher Resource Pack

| Level A  |   | Unit 5 Word Bank - Consonant Digraphs  |   |  |
|--|---|--|---|--|
| sh   | wh  | ch   | ck  | ng   |
| shed, ship,<br>shot, shall,<br>shell, shut,<br>shin, shop,<br>rush, mash,<br>hush, dash,<br>dish, mesh,<br>mush, cash,<br>push, hush,<br>ash, bush,<br>blush | when, what,<br>whim, whiz,<br>whip, whiff                   | chat, chip,<br>chin, chap,<br>chug, chop,<br>chef, chess,<br>chant, much,<br>such, lunch,<br>rich, inch,<br>bunch, pinch | Tick, pick, neck,<br>sick, dock,<br>sack, pack, lick,<br>sock, duck,<br>hack, lock,<br>yuck, puck,<br>deck, check,<br>chick | Bang, rang,<br>sang, ring, zing,<br>wing, dung,<br>song, gang,<br>lung, long, fang,<br>rung, hung,<br>ping |
|  |   | qu   | ph  |  |
|  | Quiz, quit, quilt,<br>quip, quad,<br>quack, quick,<br>quill | graph  | Thin, then,<br>this, think,<br>math, bath   |  |

| Level A | Sound Letter Cards |
|---------|--------------------|
|---------|--------------------|

|   |   |   |
|---|---|---|
| a | e | i |
| o | u |   |



Level A

Sound Letter Cards

sh

ch

th

ck

ng

wh

ph

qu



Level A High Frequency Words

I

a

at

as

the

like

is

in

it

play

of

have

many

see

with



## Level A Teacher Resource Pack



Level A

High Frequency Words

many

see

with

into

and

or

for

more

one

all

look

was



| Level A | High Frequency Words |       |
|---------|----------------------|-------|
| all     | look                 | was   |
| are     | some                 | what  |
| said    | these                | would |
| write   |                      |       |
|         |                      |       |



## Multidimensional Fluency Scale

Use the following rubric (1-4) to rate reader fluency in the areas of expression and volume, phrasing, smoothness, and pace.

### EXPRESSION AND VOLUME

1. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.
2. Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.
3. Make text sound like *natural language* throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.
4. Reads with *good expression and enthusiasm throughout the text*. Varies expression and volume to match his or her interpretation of the passage.

### PHRASING

1. Reads in a *monotone* with little sense of boundaries; frequently reads *word-by-word*.
2. Frequently reads in two- and three-word phrases, giving the impression of *choppy reading*; improper stress and intonation fail to mark ends of sentences and clauses.
3. Reads with a *mixture of run-ons*, mid-sentence pauses for breath, and some chopiness, reasonable stress and intonation.
4. Generally reads with *good phrasing*, mostly in clause and sentence units, with adequate attention to expression.

### SMOOTHNESS

1. Makes frequent *extended pauses, hesitations, false starts, sound-outs*, repetitions, and/or multiple attempts.
2. Experiences *several "rough spots"* in text where extended pauses or hesitations are more frequent and disruptive.
3. *Occasionally breaks smooth rhythm* because of difficulties with specific words and/or structures.
4. *Generally reads smoothly* with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.

### PACE

1. Reads *slowly and laboriously*.
2. Reads *moderately slowly*.
3. Reads with an *uneven mixture of fast and slow pace*.
4. Consistently reads at *conversational pace*; appropriate rate throughout reading.

Scores range from 4-16. Generally, scores below 8 indicate that fluency may be a concern. Scores of 8 or above indicate that the student is making good progress in fluency.



Fluency Rubric (cont.)

|   | <b>Expression and Volume</b>   | <b>Phrasing</b>  | <b>Smoothness</b>  | <b>Pace</b>  |  |
|---|--|--|--|--|--|
| 4 | Reads with <i>good expression and enthusiasm throughout the text</i> . Varies expression and volume to match his or her interpretation of the passage.   | Generally reads with <i>good phrasing</i> , mostly in clause and sentence units, with adequate attention to expression.  | <i>Generally reads smoothly</i> with some breaks, but resolves word and structure difficulties quickly, usually through self-correction. | Consistently reads at <i>conversational pace</i> ; appropriate rate throughout reading |  |
| 3 | Make text sound like <i>natural language</i> throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text. | Reads with a <i>mixture of run-ons</i> , mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.  | <i>Occasionally breaks smooth rhythm</i> because of difficulties with specific words and/or structures.                                  | Reads with an <i>uneven mixture of fast and slow pace</i>                              |  |
| 2 | <i>Begins to use voice to make text sound like natural language</i> in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.      | Frequently reads in two- and three-word phrases, giving the impression of <i>choppy reading</i> ; improper stress and intonation fail to mark ends of sentences and clauses. | Experiences <i>several "rough spots"</i> in text where extended pauses or hesitations are more frequent and disruptive.                  | Reads <i>moderately slowly</i> .   |  |
| 1 | <i>Reads words as if simply to get them out</i> . Little sense of trying to make text sound like natural language. Tends to read in a quiet voice  | Reads in a <i>monotone</i> with little sense of boundaries; frequently reads <i>word-by-word</i> .   | Makes frequent <i>extended pauses, hesitations, false starts, sound-outs, repetitions</i> , and/or multiple attempts.                    | Reads <i>slowly and laboriously</i> .  |  |





Fluency Self-Assessment



Name \_\_\_\_\_

Date \_\_\_\_\_

**Fluency self-assessment**

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

\_\_\_\_\_



## Comprehension Question Guide

All texts have comprehension targets which fall into several categories. The two major categories for comprehension are literal and evaluative. Literal comprehension questions examine the reader's understanding of information that is clearly stated in the text. The literal meaning is simply what the text says. It is what actually happens in the text. This level of understanding provides the foundation for more advanced comprehension.

### Literal questions

#### Example literal question stems – fiction:

- *What was the story mostly about?*
- *Who are the characters in the story?*
- *What is happening in the story? What is happening in this picture? On this page?*
- *Where is the story set?*
- *What are X characters doing on this page?*

#### Example literal question stems – nonfiction:

Consider the following when leading an instructional session:

- *What did you learn on this page? (nonfiction text or fiction text)*
- *What was the most interesting fact that you read?*
- *What information did you get from the labels, captions, or diagrams?*
- *What information can be found in the illustrations or photographs to support your understanding of the text?*
- *What revisions have you made as you have acquired new information?*

Another type of comprehension questions are inferential questions. These questions are used as a scaffold to evaluative questions that require higher-level critical thinking skills. Inferential questions require responses that are indirectly stated, induced, or require information. They require a reader to use text evidence along with their schema, or background knowledge, to make a guess.

### Inferential questions

#### Example inferential question stems – fiction:

- *Why did the character say/do/think that?*
- *How does the character feel? What makes you think that?*
- *What kind of person is the character? What have you learned about them from their actions?*
- *What is the problem in the story? How do you know?*
- *What do you think is going to happen next? Why do you think that?*



### Example inferential question stems – nonfiction:

- *Is there anything you read that surprised you? Why?*
- *What does the author think about this topic? What makes you think that?*
- *What do you notice in the illustrations or photographs that the author didn't tell you?*
- *Why do you think this is occurring? What else does this tell you about the topic?*
- *What events led to the problem in the text? How are they related?*
- *Why was \_\_\_ (event) so significant? What makes you think that?*

Evaluative comprehension questions require deeper levels of understanding. These questions ask readers to connect the literal meanings from individual words to create additional levels of meaning. This meaning could be intentionally planned by the author, a product of rhetorical function. Evaluative questions require the reader to formulate a response based on their opinion.

### Evaluative questions

#### Example evaluative question stems – fiction:

- *Why is the title a good one for the story/text? (nonfiction text or fiction text)*
- *Would you want to be friends with this character? Why or why not?*
- *How could the characters have behaved differently?*
- *What is the most important part of the book? Why do you think that?*
- *What lesson did the character learn? What lesson did we learn?*

#### Example inferential question stems – nonfiction:

- *What was interesting about \_\_\_ (topic)?*
- *How did this information change your way of thinking about this topic?*
- *After reading the text, what are the larger ideas you have taken away?*
- *How does the author present a sequence of events? Or set of directions?*
- *What do you think of this text? Is this text interesting to read?*



**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.

(Note: Write this Close Reading Process on chart paper or on the board.)



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

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

## Retelling Graphic Organizer

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

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



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

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

## Steps in Order Graphic Organizer

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

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





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

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

## Non-Fiction Graphic Organizer

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

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

How will this information help us answer our guiding question:

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

Draw a picture and/or write a sentence.

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



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

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

## Compare & Contrast Graphic Organizer

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

| Author | Same | Illustrator |
|--------|------|-------------|
| Author | Same | Illustrator |



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

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

## Speaking & Listening Checklist

Use the space below to assess students learning **three** times per unit.

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

**Additional Notes:**



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

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

## Speaking & Listening Checklist

Use the space below to assess students learning **three** times per unit.

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

**Additional Notes:**



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

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

## Speaking & Listening Checklist

Use the space below to assess students learning **three** times per unit.

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

**Additional Notes:**



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

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

## Speaking & Listening Checklist

Use the space below to assess students learning **three** times per unit.

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

**Additional Notes:**



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

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

## Speaking & Listening Checklist

Use the space below to assess students learning **three** times per unit.

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

**Additional Notes:**





**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**

(Note: Write this Writing Process on chart paper or on the board. This writing process can be used out of order based on the writing activity.)



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

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

(Note: Write this criteria list on chart paper or on the board.)



## **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: Write this criteria list on chart paper or on the board.)



## **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: Write this criteria list on chart paper or on the board.)



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

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

## Prewrite Graphic Organizer Anchor Chart

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

(Note: Write this graphic organizer on chart paper or the board and fill out with the interactive writing example and student input.)



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

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

## Prewrite Graphic Organizer Opinion Writing

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



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

It is a good idea to make new friends. I think the best way to make a new friend is by sharing your toys. I think using nice words help you make friends. When you make friends you will have someone to play with.

(Note: Write this Interactive Writing piece or the one you co-create with students on chart paper or on the board.)





## **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: Write these sentence starters on chart paper or on the board.)



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

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

## Prewrite Graphic Organizer Informative Writing

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



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

Trees help the earth stay healthy. Trees help people breathe. Trees need water, sun, and dirt to grow strong. Trees make a home for animals.

(Note: Write this Interactive Writing piece or the one you co-create with students on chart paper or on the board.)



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

Everyone should try to do their best. When you work hard in school you are trying your best. When you follow the rules you are trying your best. When you try your best you do good things.

(Note: Write this Interactive Writing piece or the one you co-create with students on chart paper or on the board.)



## **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: Write these sentence starters on chart paper or on the board.)



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

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

## Prewrite Graphic Organizer Narrative Writing

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



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

One day I went to the beach and I was so happy! When I went to the beach we woke up early. When we got to the beach I played in the sand. We ate lunch on the beach. I did not want to go home.

(Note: Write this Interactive Writing piece or the one you co-create with students on chart paper or on the board.)



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

One day I went to the park. I always bring my car to zoom down the slide. I am happy to go to the park. I leave my cars at home. I feel sad at the park. I meet a friend. We zoom down the slides together. The park was fun with my new friend.

(Note: Write this Interactive Writing piece or the one you co-create with students on chart paper or on the board.)





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

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

(Note: Write these sentence starters on chart paper or on the board.)



**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!**

(Note: Write this Feedback Criteria on chart paper or on the board.)





**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?**

(Note: Write these Showcase of Learning Prompts on chart paper or on the board.)