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COLLABORATIVE

Curriculum Level

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

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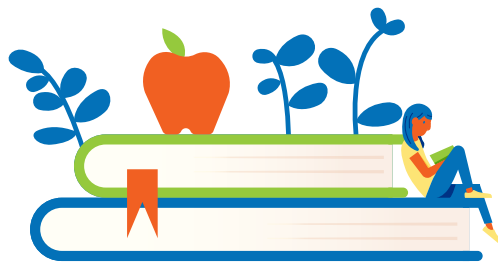
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Teacher Resource Book materials can be printed or accessed in this digital format.
If you do not have the entire Teacher and/or Student Resource Book in print,
the printer icons (🖨 🖨) indicate which pages are recommended to be printed for use.

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.
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😄 Read Aloud

✏️ Writing Time

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

(Sing with the Good Morning Song tune)

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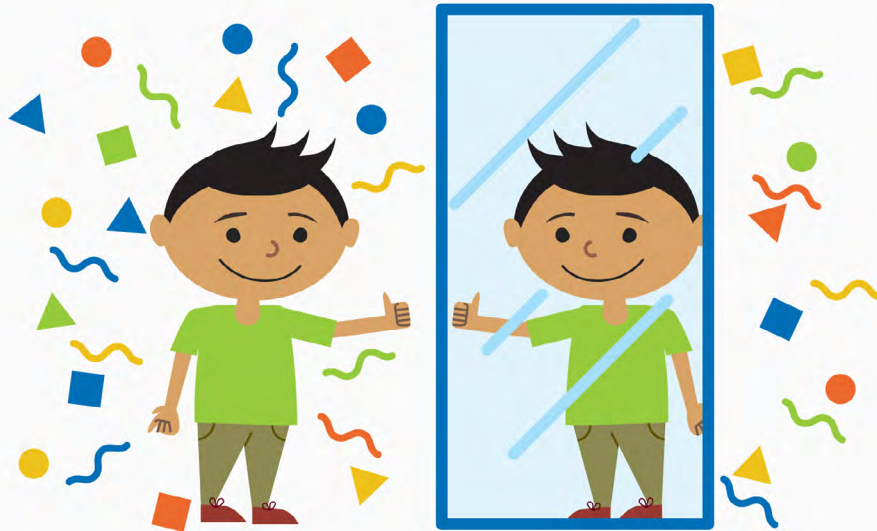
I can understand my own feelings and thoughts, and how they influence my behavior in different situations.

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Self-Management

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

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Social-Awareness

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

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Relationship Skills

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

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Responsible decision-making
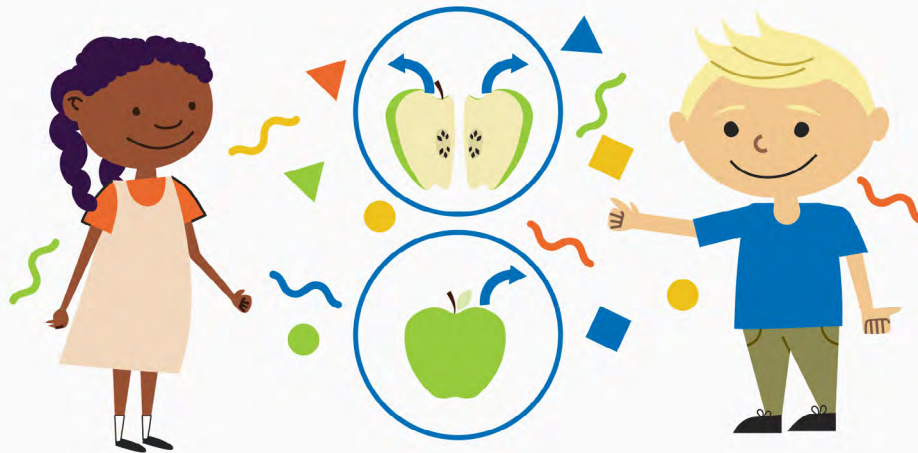
I can make caring choices about my behavior in different situations.

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Level A Sound Letter Mat

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

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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

SBC Level B Letter Mat

Level B Sound Letter Mat

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

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ai	ay	ee	ea	igh
c	g	oa	oe	ue

Phonics skills

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

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

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.

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 pattern and words that have a bossy e***. 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."* **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!"*	Students pick up their pencils.
Say: ***"Number 1. a. a. I need a pencil. a.*** ***Number 2. so. so. It rained, so he opened the umbrella. so.*** ***Number 3. hi. hi. I greeted the baby by saying hi. hi.*** ***Number 4. she. she. She is raising her hand. she.*** ***Number 5. take. take. Please take one. take.*** ***Number 6. tame. tame. The lion is tame. tame.*** ***Number 7. chain. chain. My chain broke. chain.*** ***Number 8. faint. faint. After laundry, the stain was faint. faint.*** ***Number 9. say. say. What did you say? say.*** ***Number 10. spray. spray. Spray water on the garden. spray."***	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 are 4 different ways you learned to spell the long a sound?"** **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.	Students answer the last question.
Say: *"Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"* **Do:** Collect students' Answer forms.	Students pass in their Answer forms.

Student Answer Form

Level B Unit 1 Formative Assessment

Student name:_____

Date:_____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

_____

_____

_____

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:
a. If the student spelled the word correctly, leave a check mark.
b. If the student spelled the word incorrectly, write down the student spelling next to the correct spelling.
c. 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.

a. For any sound represented with the correct spelling, do nothing.
b. 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 "ck" instead of "k" in "take").
c. Cross out any sounds that are incorrect (e.g. using only "a" instead of "a" with a bossy "e" in "take").
d. Add any insertions using a carrot mark.

> **For example,** the word "take" is spelled t-a-k-e and sounds like /t/ /ā/ /k/.
> Did the student use a letter to represent the /t/ sound and was it correctly a "t"?
> Did the student use a letter to represent the /ā/ sound and was it correctly an "a" and bossy "e"?
> Did the student use a letter to represent the /k/ sound and was it correctly a "k"?
> 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.

a. Count the number of phonemes spelled correctly in the word and circle the number that corresponds in the final column for each word.
b. 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.
c. The teacher makes notes about their observations as they analyze the work.

> **For example,** the word "hi" has two sounds, /h/ /ī/. The student spelled the word, h-igh.
> In the middle column, the teacher circled the /ī/ because the student didn't use letters that make the /ī/ sound for the meaning of this word.
> Now, in the final column, the teacher circled the "1". This student spelled one of two sounds correctly for this word in the context of the sentence and using the phonics rule (a vowel makes the long vowel sound at the end of the syllable).

4. Planning for instruction

D. In the open-ended question, was the student able to articulate the phonics rule?
   a. If yes, write a star in the box.
   b. 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 themself the following questions:
   a. Did the student correctly spell the consonant sound(s)?
   b. Did the student correctly spell the beginning, middle, and ending sounds?
   c. Did the student correctly spell the vowel sound(s)?
   d. Did the student correctly use the phonetic rules of this unit to spell the words?
   e. 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:
   a. 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).
   b. 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.
   c. 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.
   a. Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
   b. Note misunderstandings that are not whole class trends.
   c. Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
   d. Articulate a responsive teaching plan for addressing each misunderstanding.

Student name: _____   **Date:** _____

	Spelling	Correct phoneme spelling	Phoneme score
1	a	/ā/	0 1
2	so	/s/ /ō/	0 1 2
3	hi	/h/ /ī/	0 1 2
4	she	/sh/ /ē/	0 1 2
5	take	/t/ /ā/ /k/	0 1 2 3
6	tame	/t/ /ā/ /m/	0 1 2 3
7	chain	/ch/ /ā/ /n/	0 1 2 3
8	faint	/f/ /ā/ /n/ /t/	0 1 2 3 4
9	say	/s/ /ā/	0 1 2
10	spray	/s/ /p/ /r/ /ā/	0 1 2 3 4
	_____/10 words	*"A" at the end of a syllable, bossy e (CVCe), ai, and ay, all make the long a sound.*	

Unit key points	Strengths	Areas of growth
• Long a, /ā/, can be spelled with an a at the end of a syllable, with a bossy e (CVCe), ai, and ay.		

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

How	When	What
☐ Reteach ☐ Review ☐ Spiral ☐ Move on to the next unit	☐ Whole-class RR&P time ☐ Small Groups ☐ Future units	☐ Teacher Resource Pack ☐ Raz-Plus ☐ RR&P lesson plan

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

B.1

1 a

2 so

3 high

4 she

5 take

6 tame

7 chane

8 faint

9 say

10 spray

Student work analysis worksheet: Level B Unit 1 formative assessment

Student Name _____   Date _____

	Spelling	Correct phoneme spelling	Phoneme score
1.	a ✓	/ā/	0 (1)
2.	so ✓	/s/ /ō/	0 1 (2)
3.	hi high	/h/ (/ī/) igh · used "igh"	0 (1) 2
4.	she ✓	/sh/ /ē/	0 1 (2)
5.	take ✓	/t/ /ā/ /k/	0 1 2 (3)
6.	tame ✓	/t/ /ā/ /m/	0 1 2 (3)
7.	chain chane	/ch/ (/ā/) /n/ ane · used "bossy e" instead of /ai/	0 1 (2) 3
8.	faint ✓	/f/ /ā/ /n/ /t/ ✗ used "ai" correctly	0 1 2 3 (4)
9.	say ✓	/s/ /ā/	0 1 (2)
10.	spray ✓	/s/ /p/ /r/ /ā/	0 1 2 3 (4)
	___8___ /10 words	"A" at the end of a syllable, bossy e (CVCe), ai, and ay, all make the long a sound.	

Unit key points	Strengths	Areas of growth
• Long a, /ā/, can be spelled with an a at the end of a syllable, with a bossy e (CVCe), ai, and ay.	• long vowel at the end of a syllable · bossy e · "ay" spelling	• hi vs high (· ai)

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

How	When	What
☐ Reteach ☐ Review ☑ Spiral ☐ Move on to the next unit	☑ Whole-class RR&P time ☐ Small Groups ☐ Future units	☑ Teacher Resource Pack ai word lists ☐ Raz-Plus ☐ RR&P lesson plan

- [ ] 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	
Celebrations	
Misunderstandings	

Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1			
Misunderstanding 2			
Misunderstanding 3			
Misunderstanding 4			

Class responsive teaching plan	
Targeted instructional areas	

- ☑ 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	
Celebrations	• Spelling words with the long vowel at the end of a syllable! • Spelling words with the ay spelling at the end of a word for long a sound.
Misunderstandings	• Spelling words with the long a sound from bossy e. • Reading and spelling words with the ai spelling for long a.

Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1	ai	4/15 Students	Whole class review during RRP time. Use word lists from the Teacher Resource Pack.
Misunderstanding 2	Bossy e	4/15 Students	Pull a small group to reteach using the Teacher Resource Pack word lists. Look on Raz for decodables using long a with bossy e.
Misunderstanding 3	N/A		
Misunderstanding 4	N/A		

Class responsive teaching plan	
Targeted instructional areas	My students are able to show proficiency with spelling words with the long vowel at the end of a syllable and spelling words with the ay spelling at the end of a word for long a sound. When I teach the next unit, I am going to focus on my students' areas of growth listed below: • Reading and spelling words with the long a sound from bossy e. • Reading and spelling words with ai spelling for long a. Responsive teaching plan: This class needs me to (how) (areas of growth), during (when), using (what). The class needs me to use Elkonin boxes to reteach the long a sound from bossy e and ai spelling for long a during the next unit and 1:1 or small group instruction using the bossy e with long a sound word lists and word lists with ai spelling for long a found in the Teacher Resource Book.

Level B Unit 2 formative assessment

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.

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-   Each student needs a "Student answer form" and a pencil.
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-   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.

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 long e because of a bossy e, or ea, or ee spelling 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."* **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!"*	Students pick up their pencils.
Say: ***"Number 1. these. these. These need to be washed. these.*** ***Number 2. here. here. Here is your apple. here.*** ***Number 3. pete. pete. Pete says hi. pete.*** ***Number 4. plead. plead. You can plead for more screen time from your grownup. plead.*** ***Number 5. leak. leak. There is a leak under the sink. leak.*** ***Number 6. neat. neat. Your desk is very neat. neat.*** ***Number 7. see. see. Can you see the bird in the tree? see.*** ***Number 8. teeth. teeth. I brushed my teeth. teeth.*** ***Number 9. weed. weed. The weed is growing in the sidewalk crack. weed.*** ***Number 10. bleed. bleed. Did your paper cut bleed? bleed."***	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 are 4 different ways you learned to spell the long e sound?"** **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.	Students answer the last question.
Say: *"Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"* **Do:** Collect students' Answer forms.	Students pass in their Answer forms.

Student Answer Form

Level B Unit 2 Formative Assessment

Student name:_____

Date:_____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

_____

_____

_____

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:
   a. If the student spelled the word correctly, leave a check mark.
   b. If the student spelled the word incorrectly, write down the student spelling next to the correct spelling.
   c. 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.

   a. For any sound represented with the correct spelling, do nothing.
   b. 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 "ea" instead of "ee" in "weed").
   c. Cross out any sounds that are incorrect.
   d. Add any insertions using a carrot mark.

> **For example,** the word "weed" is spelled w-e-e-d and sounds like /w/ /ē/ /d/.
> 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 /ē/ sound and was it correctly an "ee"?
> Did the student use a letter to represent the /d/ sound and was it correctly a "d"?
> 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.

   a. Count the number of phonemes spelled correctly in the word and circle the number that corresponds in the final column for each word.
   b. 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.
   c. The teacher makes notes about their observations as they analyze the work.

> **For example,** the word "see" has two sounds, /s/ /ē/. The student spelled the word, s-ea.
> In the middle column, the teacher circled the /ē/ because the student didn't use letters that make the /ē/ sound for the meaning of this word.
> Now, in the final column, the teacher circled the "1". This student spelled one of two sounds correctly for this word in the context of the sentence.

4. Planning for instruction

D. **In the open-ended question, was the student able to articulate the phonics rule?**
   a. If yes, write a star in the box.
   b. 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 themself the following questions:
   a. Did the student correctly spell the consonant sound(s)?
   b. Did the student correctly spell the beginning, middle, and ending sounds?
   c. Did the student correctly spell the vowel sound(s)?
   d. Did the student correctly use the phonetic rules of this unit to spell the words?
   e. 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:**
   a. 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).
   b. 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.
   c. 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.
   a. Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
   b. Note misunderstandings that are not whole class trends.
   c. Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
   d. Articulate a responsive teaching plan for addressing each misunderstanding.

Student name: _____ **Date:** _____

	Spelling	Correct phoneme spelling	Phoneme score
1	these	/th/ /ē/ /s/	0 1 2 3
2	here	/h/ /ē/ /r/	0 1 2 3
3	pete	/p/ /ē/ /t/	0 1 2 3
4	plead	/p/ /l/ /ē/ /d/	0 1 2 3 4
5	leak	/l/ /ē/ /k/	0 1 2 3
6	neat	/n/ /ē/ /t/	0 1 2 3
7	see	/s/ /ē/	0 1 2
8	teeth	/t/ /ē/ /th/	0 1 2 3
9	weed	/w/ /ē/ /d/	0 1 2 3
10	bleed	/b/ /l/ /ē/ /d/	0 1 2 3 4
	_____/10 words	*"E" at the end of a syllable, bossy e (CVCe), ea, and ee, all make the long e sound.*	

Unit key points	Strengths	Areas of growth
• Long e, /ē/, can be spelled with an e at the end of a syllable, with a bossy e (CVCe), ea, and ee.		

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

How	When	What
☐ Reteach ☐ Review ☐ Spiral ☐ Move on to the next unit	☐ Whole-class RR&P time ☐ Small Groups ☐ Future units	☐ Teacher Resource Pack ☐ Raz-Plus ☐ RR&P lesson plan

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 B Unit 2 formative assessment

Student Name ___2___   Date _____

	Spelling		Correct phoneme spelling	Phoneme score
1.	these	thes	/th/ /ē/ /s/	Didn't use bossy e 0 1 ②3
2.	here	her	/h/ /ē/ /r/	0 1 ②3
3.	pete	pet	/p/ /ē/ /t/	0 1 ②3
4.	plead	pled	/p/ /l/ /ē/ /d/	0 1 2 ③4
5.	leak	leck	/l/ /ē/ /k/	0 ①2 3
6.	neat	net	/n/ /ē/ /t/	.ea 0 1 ②3
7.	see ✓		/s/ /ē/	0 1 ②
8.	teeth ✓		/t/ /ē/ /th/	✗ ee. 0 1 2 ③
9.	weed ✓		/w/ /ē/ /d/	0 1 2 ③
10.	bleed	bled	/b/ /l/ /ē/ /d/	0 1 2 3 ④
	___3___/10 words		"E" at the end of a syllable, bossy e (CVCe), ea, and ee, all make the long e sound.	

Unit key points	Strengths	Areas of growth
• Long e, /ē/, can be spelled with an e at the end of a syllable, with a bossy e (CVCe), ea, and ee.	• ee	• bossy e • ea

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

How	When	What
☑ Reteach ☐ Review ☐ Spiral ☐ Move on to the next unit	☐ Whole-class RR&P time ☑ Small Groups ☐ Future units	☑ Teacher Resource Pack word lists ☐ Raz-Plus ☑ RR&P lesson plan

Student handwritten work (left margin):

B.2
1 thes
2 her
3 pit
4 pled
5 leck
6 net
7 see
8 teeth
9 weed
10 bled

☐ 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			
Celebrations			
Misunderstandings			

Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1			
Misunderstanding 2			
Misunderstanding 3			
Misunderstanding 4			

Class responsive teaching plan	
Targeted instructional areas	

Sample class analysis worksheet: Level B 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	
Celebrations	• Everyone knows some strategies for spelling long e.
Misunderstandings	• No class trends - individual misunderstandings (bossy e, ea).

Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1	Bossy e	2/15 Students	Reteach in small groups using word lists from the Teacher Resource Packs.
Misunderstanding 2	ea	2/15 Students	Pull a small group to reteach using the Teacher Resource Pack word lists. Pulling decodables from Raz will help the students with the words.
Misunderstanding 3	Homophones: sea, see and hear, here	1/15 Students	During small groups, point out homophones to students and explicitly teach how to match correct spelling to the meaning of the word in the sentence.
Misunderstanding 4	N/A		

Class responsive teaching plan	
Targeted instructional areas	My students are able to show proficiency with some strategies for spelling long e. When I teach the next unit, I am going to focus on my students' areas of growth listed below: • Reading and spelling words with bossy e and ea. • Ways to match the correct spelling of the word to the meaning of the word in the sentence. Responsive teaching plan: This class needs me to (how) (areas of growth), during (when), using (what). The class needs me to use Elkonin boxes to reteach bossy e and ea sound spelling during the next unit and 1:1 or small group instruction using the bossy e and ea word lists in the Teacher Resource Book.

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 B 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 a long i because of a bossy e or an igh spelling pattern. We also learned to read and write words that have a soft c or g.** *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."* **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!"*	Students pick up their pencils.
Say: ***"Number 1. time. time. I need more time. time.*** ***Number 2. slide. slide. I go down the slide at the playground. slide.*** ***Number 3. kite. kite. The kite is stuck in the tree. kite.*** ***Number 4. high. high. The balloon is high in the sky. high.*** ***Number 5. bright. bright. The sun is too bright for my eyes. bright.*** ***Number 6. tight. tight. Make sure the water bottle is closed tight. tight.*** ***Number 7. cent. cent. A penny is worth 1 cent. cent.*** ***Number 8. mice. mice. The mice eat cheese. mice.*** ***Number 9. gem. gem. The gem sparkled. gem.*** ***Number 10. giant. giant. That old tree is giant. giant."***	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 are 3 different ways you learned to spell the long i sound? When do c and g make their soft sound?"*** **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.	Students answer the last question.
Say: *"Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"* **Do:** Collect students' Answer forms.	Students pass in their Answer forms.

Student Answer Form

Student name:_____

Date:_____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

_____

_____

_____

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:
a. If the student spelled the word correctly, leave a check mark.
b. If the student spelled the word incorrectly, write down the student spelling next to the correct spelling.
c. 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.

a. For any sound represented with the correct spelling, do nothing.
b. 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 "c" in "cent").
c. Cross out any sounds that are incorrect.
d. Add any insertions using a carrot mark.

> **For example,** the word "gem" is spelled g-e-m and sounds like /j/ /ĕ/ /m/.
> Did the student use a letter to represent the /j/ sound and was it correctly a "g"?
> Did the student use a letter to represent the /ĕ/ sound and was it correctly an "e"?
> Did the student use a letter to represent the /m/ sound and was it correctly a "m"?
> 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.

a. Count the number of phonemes spelled correctly in the word and circle the number that corresponds in the final column for each word.
b. 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.
c. The teacher makes notes about their observations as they analyze the work.

> **For example,** the word "tight" has three sounds, /t/ /ī/ /t/. The student spelled the word, t-i-t-e.
> In the middle column, the teacher circled the /ī/ because the student didn't use letters that make the /ī/ sound for the meaning of this word (even though the student did use bossy e).
> Now, in the final column, the teacher circled the "2". This student spelled two of three sounds correctly for this word in the context of the sentence.

4. Planning for instruction

D. In the open-ended question, was the student able to articulate the phonics rule?
   a. If yes, write a star in the box.
   b. 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 themself the following questions:
   a. Did the student correctly spell the consonant sound(s)?
   b. Did the student correctly spell the beginning, middle, and ending sounds?
   c. Did the student correctly spell the vowel sound(s)?
   d. Did the student correctly use the phonetic rules of this unit to spell the words?
   e. 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:
   a. 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).
   b. 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.
   c. 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.
   a. Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
   b. Note misunderstandings that are not whole class trends.
   c. Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
   d. Articulate a responsive teaching plan for addressing each misunderstanding.

Student name: _____   **Date:** _____

	Spelling	Correct phoneme spelling	Phoneme score
1	time	/t/ /ī/ /m/	0 1 2 3
2	slide	/s/ /l/ /ī/ /d/	0 1 2 3 4
3	kite	/k/ /ī/ /t/	0 1 2 3
4	high	/h/ /ī/	0 1 2
5	bright	/b/ /r/ /ī/ /t/	0 1 2 3 4
6	tight	/t/ /ī/ /t/	0 1 2 3
7	cent	/s/ /ĕ/ /n/ /t/	0 1 2 3 4
8	mice	/m/ /ī/ /s/	0 1 2 3
9	gem	/j/ /ĕ/ /m/	0 1 2 3
10	giant	/j/ /ī/ /ă/ /n/ /t/	0 1 2 3 4 5
	_____/10 words	*"I" at the end of a syllable, bossy e (CVCe), and igh, all make the long i sound. C and g make their soft sound when they are followed by an i, y, or e.*	

Unit key points	Strengths	Areas of growth
• Long i, /ī/, can be spelled with an i at the end of a syllable, with a bossy e (CVCe), or igh. • C and g make their soft sounds when followed by an i, y, or e.		

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

How	When	What
☐ Reteach ☐ Review ☐ Spiral ☐ Move on to the next unit	☐ Whole-class RR&P time ☐ Small Groups ☐ Future units	☐ Teacher Resource Pack ☐ Raz-Plus ☐ RR&P lesson plan

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

Student handwriting (left column):

b.3

1 time
2 slide
3 kite
4 hie
5 brite
6 tite
7 sent
8 mise
9 jeme
10 ghient

Student work analysis worksheet: Level B Unit 3 formative assessment

Student Name _____ / _____ Date _____

	Spelling	Correct phoneme spelling	Phoneme score
1.	time ✓	/t/ /ī/ /m/	0 1 2 ③
2.	slide ✓	/s/ /l/ /ī/ /d/	0 1 2 3 ④
3.	kite ✓	/k/ /ī/ /t/	0 1 2 ③
4.	high — hie	/h/ (/ī/)	0 ① 2
5.	bright — brite	/b/ /r/ (/ī/) /t/	0 1 2 ③ 4
6.	tight — tite	/t/ (/ī/) /t/	0 1 ② 3
7.	cent — sent	(/s/) /ĕ/ /n/ /t/	0 1 2 ③ 4
8.	mice — mise	/m/ /ī/ (/s/)	0 1 ② 3
9.	gem — jeme	(/j/) /ĕ/ /m/	0 ① 2 3
10.	giant — ghient	/j/ /ī/ /ă/ /n/ /t/	0 1 2 ③ 4 5

Annotations on phoneme scores: "× bossy e" (items 1–3); "igh" (items 4–6); "softe" (items 7–8); "soft g" (item 9)

3 /10 words

"I" at the end of a syllable, bossy e (CVCe), and igh, all make the long i sound. C and g make their soft sound when they are followed by an i, y, or e.

Unit key points	Strengths	Areas of growth
• Long i, /ī/, can be spelled with an e at the end of a syllable, with a bossy e (CVCe), or igh. • C and g make their soft sounds when followed by an i, y, or e.	bossy e	• igh • soft c and g

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

How	When	What
☑ Reteach – soft c and g ☑ Review – igh ☐ Spiral ☐ Move on to the next unit	☐ Whole-class RR&P time ☑ Small Groups ☐ Future units	☑ Teacher Resource Pack word lists ☐ Raz-Plus ☑ RR&P lesson plan

Class analysis worksheet: Level B 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.
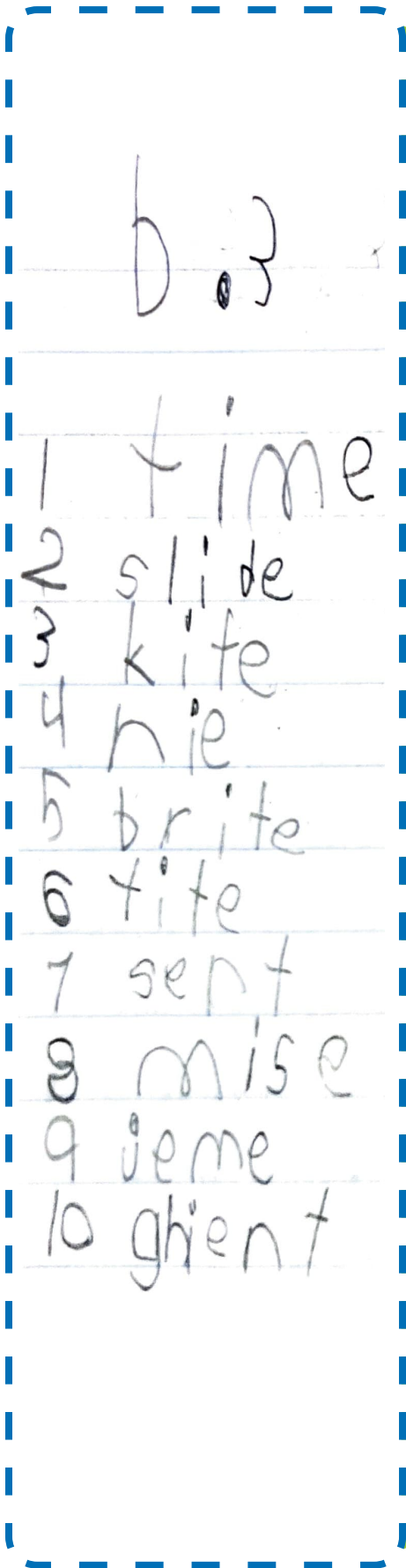- Articulate a responsive teaching plan for addressing each misunderstanding.

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

Class trends	
Celebrations	
Misunderstandings	

Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1			
Misunderstanding 2			
Misunderstanding 3			
Misunderstanding 4			

Class responsive teaching plan

Targeted instructional areas	

☑ 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	
Celebrations	• Spelling words with the bossy e.
Misunderstandings	• Spelling words with the igh spelling. • Spelling words with soft c and g.

Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1	igh	7/15 Students	Reteach in small groups using word lists from the Teacher Resource Packs.
Misunderstanding 2	Soft c and g	4/15 Students	Reteach the rule in small groups. Use RRP lesson plans as a resource and word lists as needed. Look for decodables on Raz.
Misunderstanding 3	N/A		
Misunderstanding 4	N/A		

Class responsive teaching plan	
Targeted instructional areas	My students are able to show proficiency with bossy e words. When I teach the next unit, I am going to focus on my students' areas of growth listed below: • Reading and spelling words with igh. • Reading and spelling words with soft c and g. Responsive teaching plan: This class needs me to (how) (areas of growth), during (when), using (what). The class needs me to use Elkonin boxes to reteach igh, soft c, and soft g sound spelling during the next unit and 1:1 or small group instruction using the igh, soft c, and soft g word lists in the Teacher Resource Book.

Level B Unit 4 formative assessment

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.

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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.

Teacher	Student
Do: Pass out a "Student answer form" and a pencil to each student.	Students write their name and date on their "Student answer form".
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 long o because of a bossy e, or oa, or oe spelling pattern. We also learned how to read and write words that have consonant blends at the end of the word.** *Right now you have the opportunity to show me how much you've learned."*	
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. also. also. Also, put on your shoes. also.** **Number 2. smoke. smoke. The fire produces smoke. smoke.** **Number 3. hope. hope. I hope the sun comes out. hope.** **Number 4. croak. croak. I hear the frog croak. croak.** **Number 5. float. float. The boat will float on the water. float.** **Number 6. goes. goes. A period goes at the end of the sentence. goes.** **Number 7. oboe. oboe. They play the oboe. oboe.** **Number 8. cold. cold. My feet are cold. cold.** **Number 9. swamp. swamp. The swamp smells. swamp.** **Number 10. grasp. grasp. Can you grasp that stick? grasp."**	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 are 4 different ways you learned to spell the long o sound?"**	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

Level B Unit 4 Formative Assessment

Student name:

Date:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

_____

_____

_____

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:
a. If the student spelled the word correctly, leave a check mark.
b. If the student spelled the word incorrectly, write down the student spelling next to the correct spelling.
c. 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.

a. For any sound represented with the correct spelling, do nothing.
b. 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 "o" and bossy "e" instead of "oa" in "float").
c. Cross out any sounds that are incorrect.
d. Add any insertions using a carrot mark.

> **For example,** the word "float" is spelled f-l-o-a-t and sounds like /f/ /l/ /ō/ /t/.
> Did the student use a letter to represent the /f/ sound and was it correctly a "f"?
> Did the student use a letter to represent the /l/ sound and was it correctly a "l"?
> Did the student use a letter to represent the /ō/ sound and was it correctly an "o-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.

a. Count the number of phonemes spelled correctly in the word and circle the number that corresponds in the final column for each word.
b. 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.
c. The teacher makes notes about their observations as they analyze the work.

> **For example,** the word "float" has four sounds, /f/ /l/ /ō/ /t/. The student spelled the word, f-l-o-t-e.
> In the middle column, the teacher circled the /ō/ because the student didn't use letters that make the /ō/ sound for the meaning of this word (even though the student did use bossy e).
> Now, in the final column, the teacher circled the "3". This student spelled three of four sounds correctly for this word in the context of the sentence.

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4. Planning for instruction

D. In the open-ended question, was the student able to articulate the phonics rule?
  a. If yes, write a star in the box.
  b. 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 themself the following questions:
  a. Did the student correctly spell the consonant sound(s)?
  b. Did the student correctly spell the beginning, middle, and ending sounds?
  c. Did the student correctly spell the vowel sound(s)?
  d. Did the student correctly use the phonetic rules of this unit to spell the words?
  e. 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:
  a. 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).
  b. 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.
  c. 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.
  a. Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
  b. Note misunderstandings that are not whole class trends.
  c. Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
  d. Articulate a responsive teaching plan for addressing each misunderstanding.

Student name: _____   **Date:** _____

	Spelling	Correct phoneme spelling	Phoneme score
1	also	/ô/ /l/ /s/ /ō/	0 1 2 3 4
2	smoke	/s/ /m/ /ō/ /k/	0 1 2 3 4
3	hope	/h/ /ō/ /p/	0 1 2 3
4	croak	/k/ /r/ /ō/ /k/	0 1 2 3 4
5	float	/f/ /l/ /ō/ /t/	0 1 2 3 4
6	goes	/g/ /ō/ /s/	0 1 2 3
7	oboe	/ō/ /b/ /ō/	0 1 2 3
8	cold	/k/ /ō/ /l/ /d/	0 1 2 3 4
9	swamp	/s/ /w/ /ä/ /m/ /p/	0 1 2 3 4 5
10	grasp	/g/ /r/ /ă/ /s/ /p/	0 1 2 3 4 5
	_____/10 words	*"O" at the end of a syllable, bossy e (CVCe), oa, and oe, all make the long o sound.*	

Unit key points	Strengths	Areas of growth
• "O" at the end of a syllable, bossy e (CVCe), oa, and oe, all make the long o sound. • A consonant blend is two consonants next to each other in a word and you can hear both of their sounds.		

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

How	When	What
☐ Reteach ☐ Review ☐ Spiral ☐ Move on to the next unit	☐ Whole-class RR&P time ☐ Small Groups ☐ Future units	☐ Teacher Resource Pack ☐ Raz-Plus ☐ RR&P lesson plan

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

B.4

1. also
2. smoke
3. hope
4. croke
5. flote
6. gose
7. obo
8. cold.
9. swomp
10. grasp

Student work analysis worksheet: Level B Unit 4 formative assessment

Student Name ___2___   Date _____

	Spelling	Correct phoneme spelling	Phoneme score
1.	also ✓	/ō/ /l/ /s/ /ō/	*open syllable 0 1 2 3 ④
2.	smoke ✓	/s/ /m/ /ō/ /k/	*bossy e 0 1 2 3 ④
3.	hope ✓	/h/ /ō/ /p/	0 1 2 ③
4.	croak croke	/k/ /r/ (/ō/) /k/	[•oa 0 1 2 ③ 4
5.	float flote	/f/ /l/ (/ō/) /t/	[0 1 2 ③ 4
6.	goes gose	/g/ (/ō/) /s/	0 1 ② 3
7.	oboe obo	/ō/ /b/ (/ō/)	[•oe 0 1 ② 3
8.	cold ✓	/k/ /ō/ /l/ /d/	*ending consonant blends 0 1 2 3 ④
9.	swamp ✓	/s/ /w/ /ă/ /m/ /p/	0 1 2 3 4 ⑤
10.	grasp ✓	/g/ /r/ /ă/ /s/ /p/	0 1 2 3 4 ⑤
	___6___ /10 words	"O" at the end of a syllable, bossy e (CVCe), oa, and oe, all make the long o sound.	

Unit key points	Strengths	Areas of growth
• "O" at the end of a syllable, bossy e (CVCe), oa, and oe, all make the long o sound. • A consonant blend is two consonants next to each other in a word and you can hear both of their sounds.	*open syllable * bossy e * ending consonant blends	•oa •oe

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

How	When	What
☑ Reteach ☐ Review ☐ Spiral ☐ Move on to the next unit	☐ Whole-class RR&P time ☑ Small Groups ☐ Future units	☑ Teacher Resource Pack word list ☑ Raz-Plus decodables ☑ RR&P lesson plan ⤷ key points

- ☐ 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			
Celebrations			
Misunderstandings			

Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1			
Misunderstanding 2			
Misunderstanding 3			
Misunderstanding 4			

Class responsive teaching plan	
Targeted instructional areas	

☑ 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	
Celebrations	• Spelling words with bossy e. • Spelling words with ending consonant blends.
Misunderstandings	• Spelling words with oa and oe.

Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1	oa	5/15 Students	Reteach in small groups using script from RRP lesson plans, word lists from the Teacher Resource Packs, and decodables from Raz.
Misunderstanding 2	oe	5/15 Students	Reteach in small groups using script from RRP lesson plans, word lists from the Teacher Resource Packs, and decodables from Raz.
Misunderstanding 3	N/A		
Misunderstanding 4	N/A		

Class responsive teaching plan	
Targeted instructional areas	My students are able to show proficiency with bossy e and ending consonant blends. When I teach the next unit, I am going to focus on my students' areas of growth listed below: • Reading and spelling words with oa and oe. Responsive teaching plan: This class needs me to (how) (areas of growth), during (when), using (what). The class needs me to use Elkonin boxes to reteach oa and oe sound spelling during the next unit and 1:1 or small group instruction using the oa and oe word lists in the Teacher Resource Book.

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.

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 long u sound because of a bossy e or a ue spelling pattern. We also learned to read and write words with inflected endings like ing, ed, and s.** *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."* **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!"*	Students pick up their pencils.
Say: ***"Number 1. mute. mute. Put the TV on mute. mute.*** ***Number 2. rule. rule. The rule is, try your best. rule.*** ***Number 3. blue. blue. The sky is blue. blue.*** ***Number 4. due. due. The project is due today. due.*** ***Number 5. giving. giving. She is giving you a smile. giving.*** ***Number 6. tripped. tripped. We tripped on the sidewalk crack. tripped.*** ***Number 7. plants. plants. We're growing the plants from seeds. plants.*** ***Number 8. dresses. dresses. The dresses are washed. dresses.*** ***Number 9. rashes. rashes. The kids were covered in rashes from the poison ivy. rashes.*** ***Number 10. married. married. They got married last weekend. married."***	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 add an ending to a word, what do you need to pay attention to?"** **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.	Students answer the last question.
Say: *"Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"* **Do:** Collect students' Answer forms.	Students pass in their Answer forms.

Student Answer Form

Level B Unit 5 Formative Assessment

Student name:_____

Date:_____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

_____

_____

_____

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:
   a. If the student spelled the word correctly, leave a check mark.
   b. If the student spelled the word incorrectly, write down the student spelling next to the correct spelling.
   c. 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.

   a. For any sound represented with the correct spelling, do nothing.
   b. 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 "p" instead of "p-p" in "tripped").
   c. Cross out any sounds that are incorrect.
   d. Add any insertions using a carrot mark.

For example, the word "tripped" is spelled t-r-i-p-p-e-d and sounds like /t/ /r/ /ĭ/ /p/ /t/.
Did the student use a letter to represent the /t/ sound and was it correctly a "t"?
Did the student use a letter to represent the /r/ sound and was it correctly a "r"?
Did the student use a letter to represent the /ĭ/ sound and was it correctly an "i"?
Did the student use a letter to represent the /p/ sound and was it correctly a "p-p"?
Did the student use a letter to represent the /t/ sound and was it correctly an "e-d"?
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.

   a. Count the number of phonemes spelled correctly in the word and circle the number that corresponds in the final column for each word.
   b. 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.
   c. The teacher makes notes about their observations as they analyze the work.

For example, the word "tripped" has five sounds, /t/ /r/ /ĭ/ /p/ /t/. The student spelled the word, t-r-i-p-e-d.
In the middle column, the teacher circled the /p/ because the student didn't double the final consonant before adding the ending.
Now, in the final column, the teacher circled the "4". This student spelled four of five sounds correctly for this word in the context of the sentence.

4. Planning for instruction

D. In the open-ended question, was the student able to articulate the phonics rule?
   a. If yes, write a star in the box.
   b. 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 themself the following questions:
   a. Did the student correctly spell the consonant sound(s)?
   b. Did the student correctly spell the beginning, middle, and ending sounds?
   c. Did the student correctly spell the vowel sound(s)?
   d. Did the student correctly use the phonetic rules of this unit to spell the words?
   e. 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:
   a. 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).
   b. 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.
   c. 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.
   a. Look for any trends that apply to most students. Where did students demonstrate proficiency? Were there common misunderstandings?
   b. Note misunderstandings that are not whole class trends.
   c. Identify a misunderstanding and list the students who need support. Continue doing this for all misunderstandings.
   d. Articulate a responsive teaching plan for addressing each misunderstanding.

Student name: _____   **Date:** _____

	Spelling	Correct phoneme spelling	Phoneme score
1	mute	/m/ /ū/ /t/	0 1 2 3
2	rule	/r/ /ū/ /l/	0 1 2 3
3	blue	/b/ /l/ /oo/	0 1 2 3
4	due	/d/ /oo/	0 1 2
5	giving	/g/ /ĭ/ /v/ /ĭ/ /ng/	0 1 2 3 4 5
6	tripped	/t/ /r/ /ĭ/ /p/ /t/	0 1 2 3 4 5
7	plants	/p/ /l/ /ă/ /n/ /t/ /s/	0 1 2 3 4 5 6
8	dresses	/d/ /r/ /ĕ/ /s/ /ĕ/ /s/	0 1 2 3 4 5 6
9	rashes	/r/ /ă/ /sh/ /ĕ/ /s/	0 1 2 3 4 5
10	married	/m/ /ā/ /r/ /ē/ /d/	0 1 2 3 4 5
	_____/10 words	*When adding an ending to a word, pay attention to the letters at the end of the word. Sometimes you have to drop the e, or change the y to i, or add an es instead of s.*	

Unit key points	Strengths	Areas of growth
• "U" at the end of a syllable, bossy e (CVCe), and ue, all make the long u sound. • "Ue" can also say /oo/. • The letters at the end of the word matter for adding inflected endings.		

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

How	When	What
☐ Reteach ☐ Review ☐ Spiral ☐ Move on to the next unit	☐ Whole-class RR&P time ☐ Small Groups ☐ Future units	☐ Teacher Resource Pack ☐ Raz-Plus ☐ RR&P lesson plan

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

B.5

1. mute
2. rule
3. blue
4. due
5. giving
6. triped
7. plants
8. dresses
9. rashes
10. married

Student work analysis worksheet: Level B Unit 5 formative assessment

Student Name ___/_____   Date _____

	Spelling	Correct phoneme spelling	Phoneme score
1.	mute ✓	/m/ /ū/ /t/	* bossy e 0 1 2 ③
2.	rule ✓	/r/ /ū/ /l/	0 1 2 ③
3.	blue ✓	/b/ /l/ /oo/	* ue 0 1 2 ③
4.	due ✓	/d/ /oo/	0 1 ②
5.	giving ✓	/g/ /ĭ/ /v/ /ĭ/ /ng/	* ∅→ing 0 1 2 3 4 ⑤
6.	tripped triped	/t/ /r/ /ĭ/ (p) /t/	didn't double p 0 1 2 3 ④ 5
7.	plants ✓	/p/ /l/ /ă/ /n/ /t/ /s/	* s 0 1 2 3 4 5 ⑥
8.	dresses ✓	/d/ /r/ /ĕ/ /s/ /ĕ/ /s/	0 1 2 3 4 5 ⑥
9.	rashes ✓	/r/ /ă/ /sh/ /ĕ/ /s/	* es 0 1 2 3 4 ⑤
10.	married ✓	/m/ /ā/ /r/ /ē/ /d/	* y→ied 0 1 2 3 4 ⑤
	___9___/10 words	When adding an ending to a word, pay attention to the letters at the end of the word. Sometimes you have to drop the e, or change the y to i, or add an es instead of s.	

Unit key points	Strengths	Areas of growth
• "U" at the end of a syllable, bossy e (CVCe), and ue, all make the long u sound. • "Ue" can also say /oo/. • The letters at the end of the word matter for adding inflected endings.	• bossy e • ue • dropping the e • adding s + es • y → i	• doubling the final consonant and adding -ed

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

How	When	What
☐ Reteach ☑ Review ☐ Spiral ☐ Move on to the next unit	☐ Whole-class RR&P time ☑ Small Groups ☐ Future units	☑ Teacher Resource Pack Word lists ☐ Raz-Plus ☑ RR&P lesson plan language to explain the rule.

- ☐ 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			
Celebrations			
Misunderstandings			

Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1			
Misunderstanding 2			
Misunderstanding 3			
Misunderstanding 4			

Class responsive teaching plan	
Targeted instructional areas	

☑ 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	
Celebrations	• Making a word plural by adding -s.
Misunderstandings	• Spelling words by doubling the final consonant to add an ending that starts with a vowel.

Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1	Doubling the final consonant + ending	6/15 Students	Review this rule in small groups. Reference RRP lesson plans for the rule and use Teacher Resource Pack for word lists.
Misunderstanding 2	Long vowel u ue	2/15 Students	Reteach in small groups using script from RRP lesson plans, word lists from the Teacher Resource Packs, and decodables from Raz.
Misunderstanding 3	Adding inflectional endings	4/15 Students	Reteach in small groups using rules from RRP lesson plans and word lists from the Teacher Resource Packs to practice spelling.
Misunderstanding 4	N/A		

Class responsive teaching plan	
Targeted instructional areas	My students are able to show proficiency with making a word plural by adding -s. When I teach the next unit, I am going to focus on my students' areas of growth listed below: • Reading and spelling words by doubling the final consonant to add an ending that starts with a vowel. Responsive teaching plan: This class needs me to (how) (areas of growth), during (when), using (what). The class needs me to use Elkonin boxes to reteach doubling a consonant and adding an ending that starts with a vowel during the next unit and 1:1 or small group instruction using the inflectional ending word lists in the Teacher Resource Book.

Level B	Level Overview

Unit 1 Long /a/ (CV, CVCe, a, ai, ay)	Unit 2 Long /e/ (CVCe, e, ea, ee)	Unit 3 Long /i/ (CVCe, i, igh) Soft c and g	Unit 4 Long /o/ (CVCe, o, oa, oe) Ending consonant blends	Unit 5 Long /u/ (CVCe, u, ue) Inflected endings (s, ed, ing)
Lesson 1: CV - Long e **Lesson 2**: CV - Long o **Lesson 3**: CV - Long i and y **Lesson 4**: CVCe **Lesson 5**: CVCe **Lesson 6**: CVCe - Long a **Lesson 7**: ai **Lesson 8**: ay **Lesson 9**: Long a **Lesson 10**: Long a	**Lesson 1**: CVCe - Long e **Lesson 2**: ee **Lesson 3**: ea **Lesson 4**: Long e **Lesson 5**: Long e	**Lesson 1**: CVCe - Long i **Lesson 2**: igh **Lesson 3**: Soft c **Lesson 4**: Soft g **Lesson 5**: Long i	**Lesson 1**: CVCe - Long o **Lesson 2**: oa, oe **Lesson 3**: Ending consonant blends (nd, ld, st) **Lesson 4**: Long o **Lesson 5**: Ending consonant blends **Lesson 6**: Consonant blends **Lesson 7**: Blends and Long o	**Lesson 1**: CVCe - Long u **Lesson 2**: ue **Lesson 3**: Open syllable u **Lesson 4**: Inflected endings (ing) **Lesson 5**: Inflected endings (double the consonant) **Lesson 6**: Inflected endings (s, es) **Lesson 7**: Inflected endings (y rule) **Lesson 8**: Long u and inflected endings

Level B Teacher Resource Pack

Level B	Level B Sound Letter Mat

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

springboard
COLLABORATIVE

ai	ay	ee	ea	igh
c	g	oa	oe	ue

Phonics skills

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

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

Level B Teacher Resource Pack

Level B	Unit 1 Word Bank			
Open Syllables	**CVCe (long a)**		**ai**	**ay**
I, a no, so, go, flu, be, we, she, he, me, hi	same, make, pale, tale, wake, fate, take, fake, date, mate, wake, fade, rate, rake, pane, mane, base, hate, jane, tame, male, save, tape, gate, sale, game	brake, shake, stake, flame, chase, plate, skate, brave, grade, crane, plane,	tail, snail, claim, main, pain, chain, wain, wait, paint, faint, waist, afraid	pay, ray, say, way, clay, play, pray, fray, slay, stay, spray

Level B	Unit 2 Word Bank			
CVCe (long e)	**ea**		**ee**	
eve, these, theme, gene, here, scene, pete	eat, sea, pea, tea, meat, steal, weak, beach, team, leaf, feast, plead, tease, bead, bean, meal, leash, least, please, jeans	reach, beaver, grease, teach, team, seam, leak, lean, each, leap, neat, read, seal, seam, flea, heal, heap, beat, heat	see, bee, feed, meet, seem, feet, free, three, speech, need, green, sweet, beef, keep, seek, teen, geese, teeth, freeze	coffee, cheese, needle, fleece, street, asleep, knee, reef, peel, peep, deep, peek, glee, heed, heel, need, reel, seen, tree, weed, wheel, sheet, bleed, cheek, creek, speed

Level B	Unit 3 Word Bank

CVCe (long i)	igh	Soft c	Soft g
wise, ride, pile, time, wife, slide, tile, site, nine, file, mime, pine, fine, side, bite, site, line, life, wide, like, kite, dine, wipe	high, sight, light, right, bright, night, thigh, flight, might, fright, height, tight	cent, cell, acid, since, face, price, mice, nice, dice, vice	gem, gist, gym, gin, egypt, magic, ginger, gentle, giant

Level B	Unit 4 Word Bank

CVCe (long o)	oa	oe	i and o followed by 2 consonants	Consonant blends
go, ago, so, no, also, jo, robe, globe, code, rode, joke, smoke, stroke, hole, whole, stole, dome, home, bone, lone, stone, hope, slope, nose, hose, those, vote, quote, drove, stove	coach, soak, cloak, croak, coal, goal, foal, foam, loan, soap, boast, coast, roast, toast, float, throat, boat, oak, poach, load, road, loaf, groan, oat, moat	toe, goes, woe, joe, doe, poem, poet, aloe, coed, toes, foe, oboe	cold, told, fold, mold, gold, sold, child, hold, old, wild, mild, bold, kind, find, post	gulp, help, kelp, palp, pulp, scalp, whelp, yelp, clasp, crisp, cusp, gasp, grasp, lisp, wasp, wisp, plant, want went belt, melt, tilt, elf, golf, self, gulf, shelf, kept, slept act, fact, tract craft, drift, gift, left, lift, raft, soft, waft

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Level B Teacher Resource Pack

Level B	Unit 5 Word Bank					
CVCe (long u)	**Open syllable**	**Drop the e**	**1-1-1 Rule**	**Plural es**	**Y to i**	
cube, use, cute, mute, fume, huge, tube, rule, tune, flute, June, rude, flume, chute, duke, Luke, puke, dude	Music, pupil, unite, unit, human, unicorn, universe, uniform, cupid, Ruby, truth, tulip, numeral, stupid, rumor, duty, student	hope/ hoped, hike/hiked, bike/biking, give/ giving, dodge/dodging, make/ making, slide/ sliding, ride/riding, close/closing, hike/ hiking	win/ winner/ winning, stop/ stopped/ stopping, trip/ tripping/ tripped, drop/ dropping/ dropped, snap/ snapping, snapped, plan/ planning/ planned, clip/ clipping/ clipped	glass/ glasses, dress/ dresses, bus/ buses, kiss/ kisses wish/ wishes, flash/ flashes, brush/ brushes, dish/ dishes, rash/ rashes lunch/ lunches, inch/ inches, coach/ coaches, speech/ speeches, rich/ riches, arch/ arches, tax/ taxes, fox/foxes, box/ boxes, ax/ axes	family/ families, pony/ ponies, treaty/ treaties, sky/ skies, story/ stories carry/ carried, cry/ cried, dry/ dried, fry/ fried, try/ tried, marry/ married, copy/ copied happy/ happiest, lovely/ loveliest play/ playing, annoy/ annoying	
ue						
blue, true, glue, due, sue						

Level B	Sound Letter Cards (from Level A)

a e i o u

Level B Teacher Resource Pack

Level B	Sound Letter Cards (from Level A)

sh	ch	th
ck	ng	wh
ph	qu	

Level B	Sound Letter Cards

ai	ay	ee
ea	igh	c
g	oa	oe
ue		

Level B	High Frequency Words

be	we	me
he	no	go
so	my	by
want	come	call

Level B | High Frequency Words

small	very	been
who	water	after
work	over	number
where	live (2)	year
little	great	place

Level B | High Frequency Words

little	great	place
any	also	good
do	to	you
new	our	old
find	most	people

Level B | High Frequency Words

only

there

boy

girl

would

around

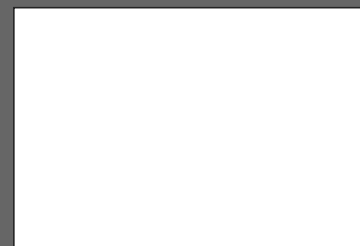through

down

sound

know

before

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Fluency Rubric

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 choppiness, 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.

Adapted from Zutell & Rasinski, 1991.

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	Expression and Volume	Phrasing	Smoothness	Pace	
4	Reads with *good expression and enthusiasm throughout the text*. Varies expression and volume to match his or her interpretation of the passage.	Generally reads with *good phrasing*, mostly in clause and sentence units, with adequate attention to expression.	*Generally reads smoothly* with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at *conversational pace*; appropriate rate throughout reading	
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.	Reads with a *mixture of run-ons*, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.	*Occasionally breaks smooth rhythm* because of difficulties with specific words and/or structures.	Reads with an *uneven mixture of fast and slow pace*	
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.	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.	Experiences *several "rough spots"* in text where extended pauses or hesitations are more frequent and disruptive.	Reads *moderately slowly*.	
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	Reads in a *monotone* with little sense of boundaries; frequently reads *word-by-word*.	Makes frequent *extended pauses, hesitations, false starts, sound-outs*, repetitions, and/or multiple attempts.	Reads *slowly* and *laboriously*.	

Fluency Self-Assessment

Name _____   Date _____

Fluency self-assessment

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

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?*

Comprehension Question Guide (cont.)

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?*

Read Aloud Song

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

Close Reading Process Anchor Chart

1. Fluent Read of entire text for joy of reading and fluency (intonation, expression, and accuracy).

2. Read portions of the text closely for academic vocabulary, deeper understanding of topic, and annotate text.

3. Use annotations and text-dependent questions to collect information and check your own understanding.

4. Use open-ended responses to check your own understanding of the text and how information from this text supports your thoughts on the unit's big ideas/ guiding question.

(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 happened at the beginning, middle, and ending of the story? Is there a central message or lesson in the story?

Beginning	
Middle	
End	

Name:_____ **Date:**_____

Non-Fiction Graphic Organizer

What did the story teach you? How will this information help us answer
our guiding question: How do we know trees are alive?
How are trees alive like you?

Key Detail	Evidence from the text

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Name:_____   **Date:**_____

Compare & Contrast Graphic Organizer

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?

Different	Same	Different

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

Additional Notes:

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

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

Additional Notes:

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COLLABORATIVE

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

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

Additional Notes:

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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!

Writing Process Anchor Chart

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.)

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Opinion Writing Checklist

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

- I have four sentences and/or pictures.
- My first sentence will state my topic.
- My second sentence will give one way to understand your feelings.
- My third sentence will give one more way to understand your feelings.
- My last sentence will give one reason why understanding your feelings will help you make good choices.

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

Informative Writing Checklist

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.)

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Narrative Writing Checklist

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.)

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Name:_____ **Date:**_____

Prewrite Graphic Organizer
Opinion Writing

Opinion Interactive Writing Piece

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

It is a good idea to understand our feelings. I think the best way to understand your feelings is to know when you are sad. I think using your words will help you tell people your feelings. We can make good choices and take care of ourselves when understand our feelings.

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

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Opinion Writing Sentence Starters

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

- It is a good idea to…
- I think the best way to _____ is…
- I think…
- When you _____ …

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

Name:_____   Date:_____

Prewrite Graphic Organizer
Informative Writing

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Informative Interactive Writing Piece

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

Bugs are cool. Some bugs hop. Some bugs flutter. Bugs are an important part of nature, too!

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

Informative Interactive Writing Piece

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

We can learn from other people's lives. We can speak up for what is right. We can help change things with good words. We can learn and grow when we help. We can show we care when we speak up.

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

Informative Writing Sentence Starters

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

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Narrative Interactive Writing Piece

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

One day I went to the beach and I was so happy! I helped my mom pack the car. When we got to the beach we played in the sand. We ate lunch on the beach. We were tired at the end of the day.

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

Narrative Interactive Writing Piece

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

I went to play with my friend. We went to the park. We took turns on the slide. We went to get ice cream. They did not have mine. I was sad. I had fun playing with my friend.

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

Narrative Writing Sentence Starters

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.)

Feedback Criteria Anchor Chart

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.)

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Name:_____   **Date:**_____

_____

Showcase of Learning Prompts

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.)