

# Curriculum Level

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











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## Daily Message

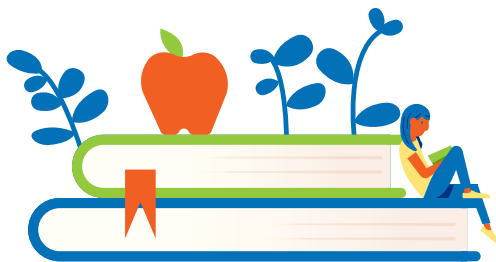
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### **Print and digital use instructions:**

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





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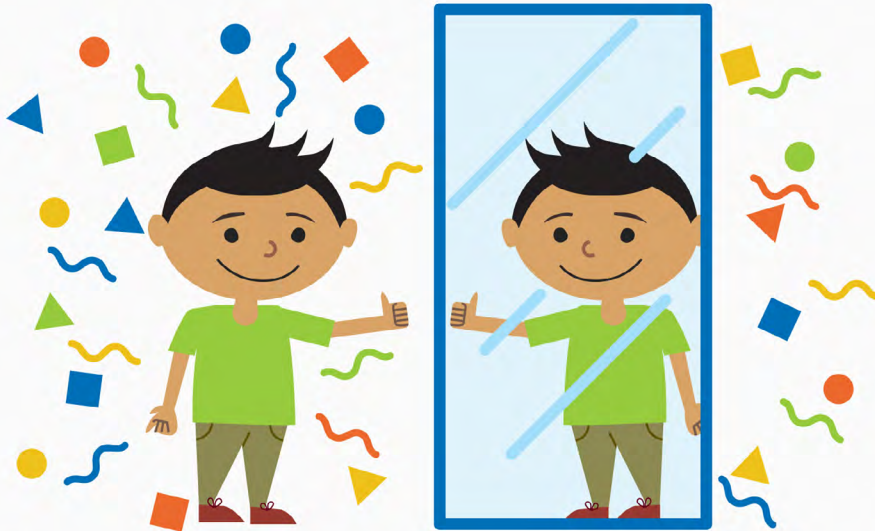
**Welcome,  
Welcome,  
Welcome to you.  
We are beginning.  
We are so happy to see you!**

(Sing with the Good Morning Song tune)





# Self-Awareness



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



# Self-Management



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







# Social-Awareness



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



# Relationship Skills



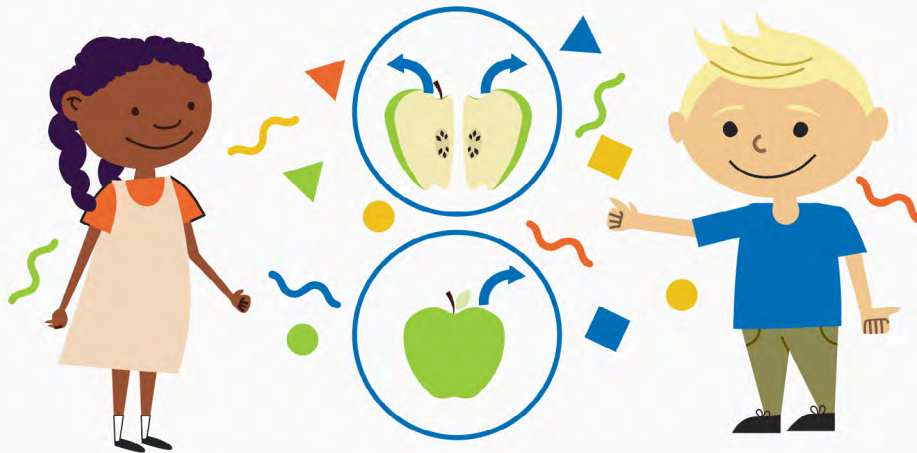
I can make healthy relationships and figure out different situations with others.







# Responsible decision-making



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





## SBC Level A Letter Mat

### Level A Sound Letter Mat

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



<b>a</b>	<b>e</b>	<b>i</b>	<b>o</b>	<b>u</b>
<b>sh</b>	<b>ch</b>	<b>th</b>	<b>ck</b>	<b>ng</b>
<b>wh</b>	<b>ph</b>	<b>qu</b>		

### 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



ai	ay	ee	ea	igh
c	g	oa	oe	ue

**Phonics skills**

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

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



## SBC Level C Letter Mat

### Level C Sound Letter Mat

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



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

### Phonics skills

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

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



Double Decker Elkonin Boxes (6 Boxes)




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 C Unit 1

Teacher

Student

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

**Say:** *“Please write your name and the date on your paper. We’ve been working hard to become stronger readers and writers. In this last unit, you learned **how to read and write words with the long a sound from the spelling patterns eigh, ei, and ey. You also learned how to read and write words with ar.** Right now you have the opportunity to show me how much you’ve learned.”*

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

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

Students pick up their pencils.

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

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

**Say:** *“**Number 1. barn. barn. The barn is red. barn.**  
**Number 2. smart. smart. You are smart. smart.**  
**Number 3. eight. eight. I have eight cats. eight.**  
**Number 4. weight. weight. The doctor took my weight. weight.**  
**Number 5. vein. vein. My vein takes blood back to my heart. vein.**  
**Number 6. their. their. Their door is open. their.**  
**Number 7. they. they. They work hard. they.**  
**Number 8. obey. obey. My dog does not obey. obey.**  
**Number 9. apron. apron. I wore an apron in the kitchen. apron.**  
**Number 10. halo. halo. The sun behind you looks like a halo. halo.”***

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 7 different ways you learned to spell the long a 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

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

Level C Unit 1 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

What are 7 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:

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

#### B. Analyze the phoneme spelling:

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

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

**For example,** the word “vein” is spelled v-e-i-n and sounds like /v/ /ā/ /n/.

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

Did the student use a letter to represent the /ā/ sound and was it correctly an “e-i”?

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

Use the middle column to record.

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

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

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

**For example,** the word “vein” has three sounds, /v/ /ā/ /n/. The student spelled the word, v-a-n-e.

In the middle column, the teacher circled the /ā/ because the student didn’t use the correct spelling to make the long a sound for this word in this sentence.

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?

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

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

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

- 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	barn	/b/ /ar/ /n/	0 1 2 3
2	smart	/s/ /m/ /ar/ /t/	0 1 2 3 4
3	eight	/ā/ /t/	0 1 2
4	weight	/w/ /ā/ /t/	0 1 2 3
5	vein	/v/ /ā/ /n/	0 1 2 3
6	their	/th/ /ā/ /r/	0 1 2 3
7	they	/th/ /ā/	0 1 2
8	obey	/ō/ /b/ /ā/	0 1 2 3
9	apron	/ā/ /p/ /r/ /ō/ /n/	0 1 2 3 4 5
10	halo	/h/ /ā/ /l/ /ō/	0 1 2 3 4
	_____/10 words	<i>“A” at the end of a syllable, bossy e (CVCe), ai, ay, eigh, ei, and ey, all make the long a sound.</i>	
Unit key points		Strengths	Areas of growth
<ul style="list-style-type: none"> <li>• ar</li> <li>• “A” at the end of a syllable, bossy e (CVCe), ai, ay, eigh, ei, and ey, can all make the long a sound.</li> </ul>			
Responsive teaching plan: This student needs me to <u>(how)</u> <u>(areas of growth)</u> , during <u>(when)</u> , using <u>(what)</u> .			
How	When	What	
<input type="checkbox"/> Reteach <input type="checkbox"/> Review <input type="checkbox"/> Spiral <input type="checkbox"/> Move on to the next unit	<input type="checkbox"/> Whole-class RR&P time <input type="checkbox"/> Small Groups <input type="checkbox"/> Future units	<input type="checkbox"/> Teacher Resource Pack <input type="checkbox"/> Raz-Plus <input type="checkbox"/> RR&P lesson plan	

# Sample student work analysis: Level C Unit 1

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

C.1

1. barn ✓

2. smart ✓

3. eight ✓

4. weight ✓

5. vane

6. there

7. they ✓

8. obey

9. aprin

10. hallow

Student work analysis worksheet: Level C Unit 1 formative assessment

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

	Spelling	Correct phoneme spelling	Phoneme spelling
1.	barn ✓	/b/ /ar/ /n/	{ <del>ar</del> 0 1 2 3
2.	smart ✓	/s/ /m/ /ar/ /t/	{ <del>ar</del> 0 1 2 3 4
3.	eight ✓	/ā/ /t/	{ <del>igh</del> 0 1 2
4.	weight ✓	/w/ /ā/ /t/	{ <del>igh</del> 0 1 2 3
5.	vein <i>vane</i>	/v/ /ā/ /n/	{ <del>ei</del> 0 1 2 3
6.	their <i>there</i>	/th/ /ā/ /r/	{ <del>ei</del> 0 1 2 3 <i>their vs there</i>
7.	they ✓	/th/ /ā/	{ <del>ei</del> 0 1 2 <i>Got one eye but not both</i>
8.	obey <i>obay</i>	/ō/ /b/ /ā/	{ <del>ei</del> 0 1 2 3
9.	apron <i>aprin</i>	/ā/ /p/ /r/ /ā/ /n/	{ <del>ei</del> 0 1 2 3 4 5 <i>got open syllable</i>
10.	halo <i>hallow</i>	/h/ /ā/ /l/ /ō/	{ <del>ei</del> 0 1 2 3 4 <i>open syllable</i>
	<u>5</u> /10 words	"A" at the end of a syllable, bossy e (CVCe), ai, ay, eigh, ei, and ey, all make the long a sound.	
Unit key points		Strengths	Areas of growth
<ul style="list-style-type: none"> <li>ar</li> <li>"A" at the end of a syllable, bossy e (CVCe), ai, ay, eigh, ei, and ey, can all make the long a sound.</li> </ul>		<ul style="list-style-type: none"> <li>ar</li> <li>eigh</li> <li>open syllable</li> <li>long a</li> </ul>	<ul style="list-style-type: none"> <li>ei</li> <li>ey</li> </ul>
Responsive teaching plan: This student needs me to (how) (areas of growth), during ( ), using (what).			
How	When	What	
<input checked="" type="checkbox"/> Reteach <input type="checkbox"/> Review <input type="checkbox"/> Spiral <input type="checkbox"/> Move on to the next unit	<input type="checkbox"/> Whole-class RR&P time <input checked="" type="checkbox"/> Small Groups <input type="checkbox"/> Future units	<input checked="" type="checkbox"/> Teacher Resource Pack <i>word lists</i> <input type="checkbox"/> Raz-Plus <input checked="" type="checkbox"/> RR&P lesson plan <i>review script and rules</i>	



# Class analysis worksheet: Level C Unit 1 formative assessment



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

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

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

# Sample class analysis worksheet: Level C Unit 1

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

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

Class trends			
<b>Celebrations</b>	<ul style="list-style-type: none"> <li>• Spelling ar words</li> <li>• Spelling open syllable long a words!</li> </ul>		
<b>Misunderstandings</b>	<ul style="list-style-type: none"> <li>• Spelling ei words</li> <li>• Spelling ey words</li> </ul>		
Class misunderstandings			
Misunderstandings	Description	Student(s)	Responsive teaching plan notes
<b>Misunderstanding 1</b>	ei	6/15 Students	Reteach in small groups using script from RRP lesson plans and word lists from the Teacher Resource Packs to practice spelling.
<b>Misunderstanding 2</b>	ey	5/15 Students	Reteach in small groups using script from RRP lesson plans and word lists from the Teacher Resource Packs to practice spelling.
<b>Misunderstanding 3</b>	N/A		
<b>Misunderstanding 4</b>	N/A		
Class responsive teaching plan			
<b>Targeted instructional areas</b>	<p>My students are able to show proficiency with spelling ar words and open syllable long a words.</p> <p>When I teach the next unit, I am going to focus on my students' areas of growth listed below:</p> <ul style="list-style-type: none"> <li>• Reading and spelling ei words</li> <li>• Reading and spelling ey words</li> </ul> <p>Responsive teaching plan:</p> <p>This class needs me to <u>(how)</u> <u>(areas of growth)</u>, during <u>(when)</u>, using <u>(what)</u>.</p> <p>The class needs me to <u>use Elkonin boxes</u> to <u>reteach ei and ey sound spelling</u> during <u>the next unit and 1:1 or small group instruction</u> using <u>the ei and ey word lists in the Teacher Resource Book.</u></p>		

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

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- Each student needs a pencil.
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### 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 C Unit 2

Teacher

Student

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

**Say:** *“Please write your name and the date on your paper. We’ve been working hard to become stronger readers and writers. In this last unit, you learned **how to read and write words with the long e sound from the spelling patterns consonant y, ie, and ei. You also learned how to read and write words with er.** 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.”*

**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. perm. perm. I have a perm in my hair. perm.**  
**Number 2. finger. finger. I broke my finger. finger.**  
**Number 3. candy. candy. The dentist says no to candy. candy.**  
**Number 4. copy. copy. I made a copy of the paper. copy.**  
**Number 5. niece. niece. My niece is ten years old. niece.**  
**Number 6. shriek. shriek. We heard the baby shriek. shriek.**  
**Number 7. ceiling. ceiling. They painted the ceiling black. ceiling.**  
**Number 8. either. either. We can go either to the park or the museum. either.**  
**Number 9. ego. ego. They have a big ego. ego.**  
**Number 10. recess. recess. When is recess? recess.”***

**Say:** *“Now that we have finished writing our words, take a couple minutes to answer the last question. **What are 7 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.

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

Students pick up their pencils.

Students write the words as they are dictated.

Students answer the last question.

Students pass in their Answer forms.



# Student Answer Form

Level C Unit 2 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. Scoring and analyzing the formative assessment

#### Formative assessment analysis protocol:

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

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

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

#### B. Analyze the phoneme spelling:

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

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

**For example**, the word “niece” is spelled n-i-e-c-e and sounds like /n/ /ē/ /s/.

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

Did the student use a letter to represent the /ē/ sound and was it correctly an “i-e”?

Did the student use a letter to represent the /s/ sound and was it correctly a “c-e” (e following c to make it a “soft c”)?

Use the middle column to record.

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

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

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

**For example**, the word “niece” has three sounds, /n/ /ē/ /s/. The student spelled the word, n-e-e-s.

In the middle column, the teacher circled the /ē/ because the student didn’t use the correct spelling to make the long e sound. The teacher circled the /s/ because the student didn’t use the correct spelling to make the /s/ sound for this word.

Now, in the final column, the teacher circled the “1”. This student spelled one 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?**

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

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

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

- 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 work analysis worksheet: Level C Unit 2 formative assessment

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

	Spelling	Correct phoneme spelling	Phoneme score
1	perm	/p/ /er/ /m/	0 1 2 3
2	finger	/f/ /ɪ/ /n/ /g/ /er/	0 1 2 3 4 5
3	candy	/k/ /ă/ /n/ /d/ /ē/	0 1 2 3 4 5
4	copy	/k/ /ö/ /p/ /ē/	0 1 2 3 4
5	niece	/n/ /ē/ /s/	0 1 2 3
6	shriek	/sh/ /r/ /ē/ /k/	0 1 2 3 4
7	ceiling	/s/ /ē/ /l/ /ɪ/ /ng/	0 1 2 3 4 5
8	either	/ē/ /th/ /er/	0 1 2 3
9	ego	/ē/ /g/ /ō/	0 1 2 3
10	recess	/r/ /ē/ /s/ /ě/ /s/	0 1 2 3 4 5
	_____/10 words	<i>“E” at the end of a syllable, bossy e (CVCe), ea, ee, consonant y, ie, and ei, all make the long e sound.</i>	
Unit key points		Strengths	Areas of growth
<ul style="list-style-type: none"> <li>er</li> <li>“E” at the end of a syllable, bossy e (CVCe), ea, ee, consonant y, ie, and ei, all make the long e sound.</li> </ul>			
Responsive teaching plan: This student needs me to <u>(how)</u> <u>(areas of growth)</u> , during <u>(when)</u> , using <u>(what)</u> .			
How	When	What	
<input type="checkbox"/> Reteach <input type="checkbox"/> Review <input type="checkbox"/> Spiral <input type="checkbox"/> Move on to the next unit	<input type="checkbox"/> Whole-class RR&P time <input type="checkbox"/> Small Groups <input type="checkbox"/> Future units	<input type="checkbox"/> Teacher Resource Pack <input type="checkbox"/> Raz-Plus <input type="checkbox"/> RR&P lesson plan	

# Sample student work analysis: Level C Unit 2

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

C.2

1. perm
2. finger
3. candy
4. copy
5. neese
6. shreek
7. celing
8. ether
9. ego
10. resses

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

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

	Spelling	Correct phoneme spelling	Phoneme score
1.	perm ✓	/p/ /er/ /m/	er 0 1 2 (3)
2.	finger ✓	/f/ /i/ /n/ /g/ /er/	er 0 1 2 3 4 (5)
3.	candy ✓	/k/ /ä/ /n/ /d/ /ē/	er 0 1 2 3 4 (5)
4.	copy ✓	/k/ /ö/ /p/ /ē/	y 0 1 2 3 (4)
5.	niece neese	/n/ /ē/ /s/	ie (soft c) 0 (1) 2 3
6.	shriek shreek	/sh/ /r/ /ē/ /k/	ie 0 1 2 (3) 4
7.	ceiling celing	/s/ /ē/ /l/ /i/ /ng/	ei 0 1 2 3 (4) 5
8.	either ether	/ē/ /th/ /er/	ei 0 1 (2) 3
9.	ego ✓	/ē/ /g/ /ō/	open syllable 0 1 2 (3)
10.	recess resses	/r/ /ē/ /s/ /ē/ /s/	(soft c) double final s 0 1 2 (3) 4 5
		<u>5</u> /10 words	"E" at the end of a syllable, bossy e (CVCe), ea, ee, consonant y, ie, and ei, all make the long e sound.
Unit key points		Strengths	Areas of growth
<ul style="list-style-type: none"> <li>er</li> <li>"E" at the end of a syllable, bossy e (CVCe), ea, ee, consonant y, ie, and ei, all make the long e sound.</li> </ul>		<ul style="list-style-type: none"> <li>er</li> <li>Consonant y</li> <li>e at the end of a syllable</li> </ul>	<ul style="list-style-type: none"> <li>ie</li> <li>ei</li> <li>(soft c)</li> </ul>
<b>Responsive teaching plan:</b> This student needs me to (how) (areas of growth), during ( ), using (what).			
How	When	What	
<input type="checkbox"/> Reteach <input checked="" type="checkbox"/> Review <input type="checkbox"/> Spiral <input type="checkbox"/> Move on to the next unit	<input type="checkbox"/> Whole-class RR&P time <input checked="" type="checkbox"/> Small Groups <input type="checkbox"/> Future units	<input checked="" type="checkbox"/> Teacher Resource Pack word lists <input type="checkbox"/> Raz-Plus <input type="checkbox"/> RR&P lesson plan	

(soft c isn't a unit key point, but it has been previously taught)



# Class analysis worksheet: Level C Unit 2 formative assessment

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

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

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

# Sample class analysis worksheet: Level C Unit 2

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

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

Class trends			
<b>Celebrations</b>	<ul style="list-style-type: none"> <li>• Spelling er words</li> <li>• Spelling open syllable long e words!</li> </ul>		
<b>Misunderstandings</b>	<ul style="list-style-type: none"> <li>• Spelling ei words</li> <li>• Spelling ie words</li> <li>• Spelling soft c words - not a unit key point, but I notice students need a review.</li> </ul>		
Class misunderstandings			
Misunderstandings	Description	Student(s)	Responsive teaching plan notes
<b>Misunderstanding 1</b>	ei	5/15 Students	Reteach in small groups using script from RRP lesson plans and word lists from the Teacher Resource Packs to practice spelling.
<b>Misunderstanding 2</b>	ie	7/15 Students	Reteach in small groups using script from RRP lesson plans and word lists from the Teacher Resource Packs to practice spelling.
<b>Misunderstanding 3</b>	Soft c	4/15 Students	Reteach in small groups using script from RRP lesson plans and word lists from the Teacher Resource Packs to practice spelling.
<b>Misunderstanding 4</b>	N/A		
Class responsive teaching plan			
<b>Targeted instructional areas</b>	<p>My students are able to show proficiency with spelling er words and open syllable long e words.</p> <p>When I teach the next unit, I am going to focus on my students' areas of growth listed below:</p> <ul style="list-style-type: none"> <li>• Reading and spelling ei words</li> <li>• Reading and spelling ie words</li> <li>• Reading and spelling soft c words</li> </ul> <p>Responsive teaching plan:</p> <p>This class needs me to <u>(how)</u> <u>(areas of growth)</u>, during <u>(when)</u>, using <u>(what)</u>.</p> <p>The class needs me to <u>use Elkonin boxes</u> to <u>reteach ei, ie, and soft c sound spelling</u> during the next unit and <u>1:1 or small group instruction</u> using <u>the ei, ie, and soft c word lists in the Teacher Resource Book.</u></p>		



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

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

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

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

### 1. Preparing to administer the formative assessment

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

### 2. Administering the formative assessment

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

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



# Administration directions: Level C 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 with the long i sound from the spelling patterns consonant y, ie, and y consonant e. You also learned how to read and write words with ir.** 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.*”

**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. smirk. smirk. The sneaky kid had a smirk on their face. smirk.**

**Number 2. birch. birch. The birch tree is white. birch.**

**Number 3. shy. shy. I am not shy. shy.**

**Number 4. sly. sly. The fox is sly. sly.**

**Number 5. pie. pie. I eat pie for lunch. pie.**

**Number 6. untie. untie. Untie your shoes so it is easier to put them on again. untie.**

**Number 7. type. type. Type the final draft on the computer. type.**

**Number 8. spider. spider. The spider web is strong. spider.**

**Number 9. pilot. pilot. The pilot flies the plane. pilot.**

**Number 10. polite. polite. You are polite and use manners. polite.”**

**Say:** “Now that we have finished writing our words, take a couple minutes to answer the last question. **What are 6 different ways you learned to spell the long i 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.

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

Students pick up their pencils.

Students write the words as they are dictated.

Students answer the last question.

Students pass in their Answer forms.



# Student Answer Form

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

Level C Unit 3 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

#### B. Analyze the phoneme spelling:

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

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

**For example,** the word “birch” is spelled b-i-r-c-h and sounds like /b/ /er/ /ch/.  
 Did the student use a letter to represent the /b/ sound and was it correctly a “b”?  
 Did the student use a letter to represent the /er/ sound and was it correctly an “i-r”?  
 Did the student use a letter to represent the /ch/ sound and was it correctly a “c-h”?  
 Use the middle column to record.

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

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

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

**For example,** the word “birch” has three sounds, /b/ /er/ /ch/. The student spelled the word, b-e-r-c-h.  
 In the middle column, the teacher circled the /er/ because the student didn’t use the correct spelling to make the /er/ sound for this word.  
 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?**

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

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

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

- 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	smirk	/s/ /m/ /er/ /k/	0 1 2 3 4
2	birch	/b/ /er/ /ch/	0 1 2 3
3	shy	/sh/ /ī/	0 1 2
4	sly	/s/ /l/ /ī/	0 1 2 3
5	pie	/p/ /ī/	0 1 2
6	untie	/ū/ /n/ /t/ /ī/	0 1 2 3 4
7	type	/t/ /ī/ /p/	0 1 2 3
8	spider	/s/ /p/ /ī/ /d/ /er/	0 1 2 3 4 5
9	pilot	/p/ /ī/ /l/ /ě/ /t/	0 1 2 3 4 5
10	polite	/p/ /ō/ /l/ /ī/ /t/	0 1 2 3 4 5
	_____/10 words	<i>“l” at the end of a syllable, bossy e (CVCe), igh, consonant y, ie, and y consonant e, all make the long i sound.</i>	
Unit key points		Strengths	Areas of growth
<ul style="list-style-type: none"> <li>“l” at the end of a syllable, bossy e (CVCe), igh, consonant y, ie, and y consonant e, all make the long i sound.</li> </ul>			
Responsive teaching plan: This student needs me to <u>(how)</u> <u>(areas of growth)</u> , during <u>(when)</u> , using <u>(what)</u> .			
How	When	What	
<input type="checkbox"/> Reteach <input type="checkbox"/> Review <input type="checkbox"/> Spiral <input type="checkbox"/> Move on to the next unit	<input type="checkbox"/> Whole-class RR&P time <input type="checkbox"/> Small Groups <input type="checkbox"/> Future units	<input type="checkbox"/> Teacher Resource Pack <input type="checkbox"/> Raz-Plus <input type="checkbox"/> RR&P lesson plan	



# Sample student work analysis: Level C Unit 3

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

C3

1. smerk
2. Berch
3. shy
4. sliy
5. pie
6. untie
7. type
8. spiter
9. pilot
10. polit

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

Student Name 1

Date \_\_\_\_\_

	Spelling	Correct phoneme spelling	Phoneme score
1.	smirk <u>smerk</u>	/s/ /m/ <u>(er)</u> /k/	<u>used</u> 0 1 2 <u>(3)</u> 4 <i>er instead of ir</i>
2.	birch <u>berch</u>	/b/ <u>(er)</u> /ch/	0 1 <u>(2)</u> 3
3.	shy ✓	/sh/ /i/	<u>consonant-y</u> 0 1 <u>(2)</u>
4.	sly <u>sliy</u>	/s/ /l/ <u>(i)</u>	<u>student got one wrong</u> 0 1 <u>(2)</u> 3
5.	pie ✓	/p/ /i/	<u>* ie</u> 0 1 <u>(2)</u>
6.	untie ✓	/ü/ /n/ /t/ /i/	<u>* ie</u> 0 1 2 3 <u>(4)</u>
7.	type ✓	/t/ /i/ /p/	<u>* y consonant e</u> 0 1 2 <u>(3)</u>
8.	spider <u>spiter</u>	/s/ /p/ /i/ /d/ /er/	<u>* open syllable long i</u> 0 1 2 3 <u>(4)</u> 5
9.	pilot ✓	/p/ /i/ /l/ /ə/ /t/	0 1 2 3 4 <u>(5)</u>
10.	polite <u>polit</u>	/p/ /o/ /l/ /i/ /t/	<u>* bossye</u> 0 1 2 3 4 5
	<u>5</u> /10 words	"i" at the end of a syllable, bossy e (CVCe), igh, consonant y, ie, and y consonant e, all make the long i sound.	

Unit key points	Strengths	Areas of growth
<ul style="list-style-type: none"> <li>ir</li> <li>"i" at the end of a syllable, bossy e (CVCe), igh, consonant y, ie, and y consonant e, all make the long i sound.</li> </ul>	<ul style="list-style-type: none"> <li>ie</li> <li>y consonant e</li> <li>open syllable long i</li> </ul>	<ul style="list-style-type: none"> <li>ir</li> </ul>

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

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

# Class analysis worksheet: Level C Unit 3 formative assessment



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

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

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



## Sample class analysis worksheet: Level C Unit 3

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

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

Class trends			
<b>Celebrations</b>	<ul style="list-style-type: none"> <li>• Spelling ie words</li> </ul>		
<b>Misunderstandings</b>	<ul style="list-style-type: none"> <li>• Open syllable long i</li> <li>• Spelling ir words</li> </ul>		
Class misunderstandings			
Misunderstandings	Description	Student(s)	Responsive teaching plan notes
<b>Misunderstanding 1</b>	Open syllable long i	2/15 Students	Review in small groups using script from RRP lesson plans and word lists from the Teacher Resource Packs to practice spelling.
<b>Misunderstanding 2</b>	ir	7/15 Students	Review in small groups using script from RRP lesson plans and word lists from the Teacher Resource Packs to practice spelling.
<b>Misunderstanding 3</b>	N/A		
<b>Misunderstanding 4</b>	N/A		
Class responsive teaching plan			
<b>Targeted instructional areas</b>	<p>My students are able to show proficiency with spelling ie words.</p> <p>When I teach the next unit, I am going to focus on my students' areas of growth listed below:</p> <ul style="list-style-type: none"> <li>• Reading and spelling open syllable long i words</li> <li>• Reading and spelling ir words</li> </ul> <p>Responsive teaching plan:</p> <p>This class needs me to <u>(how)</u> <u>(areas of growth)</u>, during <u>(when)</u>, using <u>(what)</u>.</p> <p>The class needs me to <u>use Elkonin boxes</u> to <u>reteach open syllable long i sound spelling and ir sound spelling</u> during <u>the next unit and 1:1 or small group instruction</u> using <u>the open syllable long i word and ir word lists in the Teacher Resource Book.</u></p>		

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

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

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

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

### 1. Preparing to administer the formative assessment

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

### 2. Administering the formative assessment

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

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

# Administration directions: Level C Unit 4

Teacher

Student

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

**Say:** *“Please write your name and the date on your paper. We’ve been working hard to become stronger readers and writers. In this last unit, you learned **how to read and write words with the long o sound from the spelling patterns ow, ou, and ough. You also learned how to read and write words with or and 3 letter consonant blends.** 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.”*

**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. hornet. hornet. The hornet stung me. hornet.**  
**Number 2. porch. porch. The package was left on the porch. porch.**  
**Number 3. mow. mow. I need to mow the lawn. mow.**  
**Number 4. throw. throw. You throw the ball to me. throw.**  
**Number 5. four. four. My sister is four years old. four.**  
**Number 6. though. though. I like basketball, though my sister prefers soccer. though.**  
**Number 7. focus. focus. Focus on the sounds. focus.**  
**Number 8. banjo. banjo. We listened to the musician play the banjo. banjo.**  
**Number 9. strong. strong. Your legs are strong. strong.**  
**Number 10. split. split. Please split the cookie with your friend. split.”***

**Say:** *“Now that we have finished writing our words, take a couple minutes to answer the last question. **What are 7 different ways you learned to spell the long o 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.

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

Students pick up their pencils.

Students write the words as they are dictated.

Students answer the last question.

Students pass in their Answer forms.



# Student Answer Form

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

Level C Unit 4 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

What are 7 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:

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

#### B. Analyze the phoneme spelling:

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

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

**For example,** the word “four” is spelled f-o-u-r and sounds like /f/ /ō/ /r/.

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 /ō/ sound and was it correctly an “o-u”?

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

Use the middle column to record.

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

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

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

**For example,** the word “four” has three sounds, /f/ /ō/ /r/. The student spelled the word, f-o-r-e.

In the middle column, the teacher circled the /ō/ because the student didn’t use the correct spelling to make the /ō/ sound for this word in this sentence.

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?**

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

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

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

- 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 work analysis worksheet: Level C Unit 4 formative assessment

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

	Spelling	Correct phoneme spelling	Phoneme score
1	hornet	/h/ /or/ /n/ /ě/ /t/	0 1 2 3 4 5
2	porch	/p/ /or/ /ch/	0 1 2 3
3	mow	/m/ /ō/	0 1 2
4	throw	/th/ /r/ /ō/	0 1 2 3
5	four	/f/ /ō/ /r/	0 1 2 3
6	though	/th/ /ō/	0 1 2
7	focus	/f/ /ō/ /k/ /ü/ /s/	0 1 2 3 4 5
8	banjo	/b/ /ă/ /n/ /j/ /ō/	0 1 2 3 4 5
9	strong	/s/ /t/ /r/ /ō/ /ng/	0 1 2 3 4 5
10	split	/s/ /p/ /l/ /i/ /t/	0 1 2 3 4 5
	_____/10 words	<i>“O” at the end of a syllable, bossy e (CVCe), oa, oe, ow, ou, and ough, all make the long o sound.</i>	
Unit key points		Strengths	Areas of growth
<ul style="list-style-type: none"> <li>• or</li> <li>• “O” at the end of a syllable, bossy e (CVCe), oa, oe, ow, ou, and ough, all make the long o sound.</li> <li>• 3-letter consonant blends</li> </ul>			
Responsive teaching plan: This student needs me to <u>(how)</u> <u>(areas of growth)</u> , during <u>(when)</u> , using <u>(what)</u> .			
How	When	What	
<input type="checkbox"/> Reteach <input type="checkbox"/> Review <input type="checkbox"/> Spiral <input type="checkbox"/> Move on to the next unit	<input type="checkbox"/> Whole-class RR&P time <input type="checkbox"/> Small Groups <input type="checkbox"/> Future units	<input type="checkbox"/> Teacher Resource Pack <input type="checkbox"/> Raz-Plus <input type="checkbox"/> RR&P lesson plan	



# Sample student work analysis: Level C Unit 4

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

C.4

1	hornet
2	porch
3	mow
4	throw
5	four
6	though
7	focus
8	banjo
9	strong
10	split

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

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

	Spelling	Phonetic spelling	Phoneme spelling
1.	hornet ✓	/h/ /or/ /n/ /è/ /t/	{ * or 0 1 2 3 4 5
2.	porch ✓	/p/ /or/ /ch/	2 0 1 2 3
3.	mow ✓	/m/ /ò/	{ * ow 0 1 2
4.	throw ✓	/th/ /r/ /ò/	(formation of o) 0 1 2 3
5.	four fore	/f/ /ò/ /r/	.ou 0 1 2 3
6.	though thoue	/th/ /jə/	.ough 0 1 2
7.	focus faces	/f/ /ò/ /k/ /jə/ /s/	/ü/ sound * open syllable 0 1 2 3 4 5
8.	banjo ✓	/b/ /ə/ /n/ /j/ /ò/	* open syllable 0 1 2 3 4 5
9.	strong ✓	/s/ /t/ /r/ /ò/ /ŋ/	{ * 3 letter blends 0 1 2 3 4 5
10.	split ✓	/s/ /p/ /l/ /l/ /t/	0 1 2 3 4 5
7 / 10 words		"O" at the end of a syllable, bossy e (CVCe), oa, oe, ow, ou, and ough, all make the long o sound.	
Unit key points		Strengths	Areas of growth
<ul style="list-style-type: none"> <li>or</li> <li>"O" at the end of a syllable, bossy e (CVCe), oa, oe, ow, ou, and ough, all make the long o sound.</li> <li>3-letter consonant blends</li> </ul>		<ul style="list-style-type: none"> <li>. or</li> <li>. ow</li> <li>. 3 letter blends</li> <li>. open syllable</li> </ul>	<ul style="list-style-type: none"> <li>. ou</li> <li>. ough</li> </ul>
<b>Responsive teaching plan:</b> This student needs me to (how) (areas of growth), during ( ), using (what).			
How	When	What	
<input type="checkbox"/> Reteach <input checked="" type="checkbox"/> Review <input type="checkbox"/> Spiral <input type="checkbox"/> Move on to the next unit	<input type="checkbox"/> RR&P time <input checked="" type="checkbox"/> Small Groups <input type="checkbox"/> Future units	<input checked="" type="checkbox"/> Teacher Resource Pack <i>word lists</i> <input checked="" type="checkbox"/> Raz-Plus <i>decodables</i> <input type="checkbox"/> RR&P lesson plan	



# Class analysis worksheet: Level C Unit 4 formative assessment

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

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

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

# Sample class analysis worksheet: Level C Unit 4

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

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

Class trends			
<b>Celebrations</b>	<ul style="list-style-type: none"> <li>• Spelling or words</li> <li>• Spelling ow words</li> <li>• Spelling words with 3 letter consonant blends</li> <li>• Spelling open syllable long o words</li> </ul>		
<b>Misunderstandings</b>	<ul style="list-style-type: none"> <li>• Spelling ou and ough words</li> </ul>		
Class misunderstandings			
Misunderstandings	Description	Student(s)	Responsive teaching plan notes
<b>Misunderstanding 1</b>	Spelling ou and ough words	6/15 Students	Review in small groups using script from RRP lesson plans and word lists from the Teacher Resource Packs to practice spelling. Consider decodables too.
<b>Misunderstanding 2</b>	N/A		
<b>Misunderstanding 3</b>	N/A		
<b>Misunderstanding 4</b>	N/A		
Class responsive teaching plan			
<b>Targeted instructional areas</b>	<p>My students are able to show proficiency with spelling ow words, words with 3 letter consonant blends, and open syllable long o words.</p> <p>When I teach the next unit, I am going to focus on my students' areas of growth listed below:</p> <ul style="list-style-type: none"> <li>• Reading and spelling ou and ough words</li> </ul> <p>Responsive teaching plan:</p> <p>This class needs me to <u>(how)</u> <u>(areas of growth)</u>, during <u>(when)</u>, using <u>(what)</u>.</p> <p>The class needs me to <u>use Elkonin boxes</u> to <u>reteach ou and ough sound spelling</u> during the next unit and <u>1:1 or small group instruction</u> using <u>the ou and ough word lists in the Teacher Resource Book.</u></p>		

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

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### 1. Preparing to administer the formative assessment

- Read this document in its entirety.
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- Locate the “Student answer form”. Ensure there is one answer form for each student.
- Each student needs a pencil.
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- 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 C Unit 5

Teacher

Student

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

**Say:** *“Please write your name and the date on your paper. We’ve been working hard to become stronger readers and writers. In this last unit, you learned **how to read and write words with the long u sound from the spelling patterns ew, ui, and eu. You also learned how to read and write words with ur.** Right now you have the opportunity to show me how much you’ve learned.”*

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

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

Students pick up their pencils.

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

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

**Say:** *“Number 1. murky. murky. The river water is murky. murky.  
Number 2. blurb. blurb. I read the blurb in the news. blurb.  
Number 3. flew. flew. The hawk flew to its nest. flew.  
Number 4. renew. renew. You must renew your library card. renew.  
Number 5. Europe. Europe. Europe is across the Atlantic Ocean. Europe.  
Number 6. feud. feud. The brothers were in a huge feud. feud.  
Number 7. juice. juice. I drink juice with breakfast. juice.  
Number 8. fruit. fruit. Apples are my favorite fruit. fruit.  
Number 9. pupil. pupil. Pupil is another word for student. pupil.  
Number 10. human. human. You are a kind human. human.”*

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 6 different ways you learned to spell the long u 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

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

Level C Unit 5 Formative Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

#### B. Analyze the phoneme spelling:

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

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

**For example**, the word “feud” is spelled f-e-u-d and sounds like /f/ /ū/ /d/.

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 /ū/ sound and was it correctly an “e-u”?

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.

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

**For example**, the word “feud” has three sounds, /f/ /ū/ /d/. The student spelled the word, f-e-w-d.

In the middle column, the teacher circled the /ū/ because the student didn’t use the correct spelling to make the /ū/ sound for this word in this sentence.

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?

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

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

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

- 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	murky	/m/ /er/ /k/ /ē/	0 1 2 3 4
2	blurb	/b/ /l/ /er/ /b/	0 1 2 3 4
3	flew	/f/ /l/ /ew/	0 1 2 3
4	renew	/r/ /ē/ /n/ /ew/	0 1 2 3 4
5	Europe	/ū/ /r/ /ō/ /p/	0 1 2 3 4
6	feud	/f/ /ū/ /d/	0 1 2 3
7	juice	/j/ /ū/ /s/	0 1 2 3
8	fruit	/f/ /r/ /ū/ /t/	0 1 2 3 4
9	pupil	/p/ /ū/ /p/ /ī/ /l/	0 1 2 3 4 5
10	human	/h/ /ū/ /m/ /ă/ /n/	0 1 2 3 4 5
	_____/10 words	<i>“U” at the end of a syllable, bossy e (CVCe), ue, ew, ui, and eu, all make the long u sound.</i>	
Unit key points		Strengths	Areas of growth
<ul style="list-style-type: none"> <li>ur</li> <li>“U” at the end of a syllable, bossy e (CVCe), ue, ew, ui, and eu, all make the long u sound.</li> </ul>			
Responsive teaching plan: This student needs me to <u>(how)</u> <u>(areas of growth)</u> , during <u>(when)</u> , using <u>(what)</u> .			
How	When	What	
<input type="checkbox"/> Reteach <input type="checkbox"/> Review <input type="checkbox"/> Spiral <input type="checkbox"/> Move on to the next unit	<input type="checkbox"/> Whole-class RR&P time <input type="checkbox"/> Small Groups <input type="checkbox"/> Future units	<input type="checkbox"/> Teacher Resource Pack <input type="checkbox"/> Raz-Plus <input type="checkbox"/> RR&P lesson plan	

# Sample student work analysis: Level C Unit 5

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

C.5

1. mercey
2. blurb
3. flew
4. renew
5. europe
6. fewd
7. juice
8. fruit
9. pupil
10. human

Student work analysis worksheet: Level C Unit 5 formative assessment

Student Name l Date \_\_\_\_\_

	Spelling	Correct phoneme spelling	Phoneme score
1.	murky <i>mercey</i>	/m/ <i>(er)</i> <i>(k)</i> <i>(ē)</i>	• ur 0 <i>(1)</i> 2 3 4
2.	blurb ✓	/b/ /l/ /er/ /b/	* ur 0 1 2 3 <i>(4)</i>
3.	flew ✓	/f/ /l/ /ew/	{ *ew 0 1 2 <i>(3)</i>
4.	renew ✓	/r/ /ē/ /n/ /ew/	{ *ew 0 1 2 3 <i>(4)</i>
5.	Europe ✓	/ū/ /r/ /ō/ /p/	* eu 0 1 2 3 <i>(4)</i>
6.	feud <i>fewd</i>	/f/ <i>(ū)</i> /d/	• eu 0 1 2 <i>(3)</i>
7.	juice ✓	/j/ /ū/ /s/	{ *ui 0 1 2 <i>(3)</i>
8.	fruit ✓	/f/ /r/ /ū/ /t/	{ *ui 0 1 2 3 <i>(4)</i>
9.	pupil ✓	/p/ /ū/ /p/ /i/ /l/	{ *open 0 1 2 3 4 <i>(5)</i>
10.	human ✓	/h/ /ū/ /m/ /ā/ /n/	{ syllable 0 1 2 3 4 <i>(5)</i>
<u>8</u> /10 words		"U" at the end of a syllable, bossy e (CVCe), ue, ew, ui, and eu, all make the long u sound.	

Unit key points	Strengths	Areas of growth
<ul style="list-style-type: none"> <li>• ur</li> <li>• "U" at the end of a syllable, bossy e (CVCe), ue, ew, ui, and eu, all make the long u sound.</li> </ul>	<ul style="list-style-type: none"> <li>* ew</li> <li>* ui</li> <li>* open syllable</li> </ul>	<ul style="list-style-type: none"> <li>• ur</li> <li>• eu</li> </ul>

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

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

# Class analysis worksheet: Level C Unit 5 formative assessment



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

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

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

## Sample class analysis worksheet: Level C Unit 5

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

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

Class trends			
<b>Celebrations</b>	<ul style="list-style-type: none"> <li>• Spelling ew words</li> <li>• Spelling open syllable long u words</li> </ul>		
<b>Misunderstandings</b>	<ul style="list-style-type: none"> <li>• Spelling ur words</li> <li>• Spelling eu words</li> <li>• Spelling ui words</li> </ul>		
Class misunderstandings			
Misunderstandings	Description	Student(s)	Responsive teaching plan notes
<b>Misunderstanding 1</b>	ur	6/15 Students	Spiral in at the beginning of RRP time using word lists from the Teacher Resource Packs to practice spelling. Consider decodables too.
<b>Misunderstanding 2</b>	eu	7/15 Students	Spiral in at the beginning of RRP time using word lists from the Teacher Resource Packs to practice spelling. Consider decodables too.
<b>Misunderstanding 3</b>	ui	5/15 Students	Review in small groups using word lists from the Teacher Resource Packs to practice spelling. Consider decodables too.
<b>Misunderstanding 4</b>	N/A		
Class responsive teaching plan			
<b>Targeted instructional areas</b>	<p>My students are able to show proficiency with spelling ew words and open syllable long u words.</p> <p>When I teach the next unit, I am going to focus on my students' areas of growth listed below:</p> <ul style="list-style-type: none"> <li>• Reading and spelling ur words</li> <li>• Reading and spelling eu words</li> <li>• Reading and spelling ui words</li> </ul> <p>Responsive teaching plan:</p> <p>This class needs me to <u>(how)</u> <u>(areas of growth)</u>, during <u>(when)</u>, using <u>(what)</u>.</p> <p>The class needs me to <u>use Elkonin boxes</u> to <u>reteach ur, ui, and eu sound spelling</u> during the next unit and <u>1:1 or small group instruction</u> using <u>the ur, ui, and eu word lists in the Teacher Resource Book.</u></p>		



Level C Teacher Resource Pack



Level C	Level Overview			
<b>Unit 1</b> Long /a/ (eigh, ei, ey) R-controlled vowel (ar)	<b>Unit 2</b> Long /e/ (y, ie, ei) R-controlled vowel (er)	<b>Unit 3</b> Long /i/ (y, ie, y_e) R-controlled vowel (ir)	<b>Unit 4</b> Long /o/ (ow, ou, ough) R-controlled vowel (or) 3 letter consonant blends	<b>Unit 5</b> Long /u/ (ew, eu, ui) R-controlled vowel (ur)
<b>Lesson 1:</b> R-controlled (ar) <b>Lesson 2:</b> eigh <b>Lesson 3:</b> ei (long a) <b>Lesson 4:</b> ey <b>Lesson 5:</b> Two syllable word, open syllable (long a) <b>Lesson 6:</b> Long a	<b>Lesson 1:</b> R-controlled (er) <b>Lesson 2:</b> y (long e) <b>Lesson 3:</b> ie (long e) <b>Lesson 4:</b> ei (long e) <b>Lesson 5:</b> Two syllable word, open syllable (long e) <b>Lesson 6:</b> Long e	<b>Lesson 1:</b> R-controlled (ir) <b>Lesson 2:</b> y (long i) <b>Lesson 3:</b> ie (long i) <b>Lesson 4:</b> Y_e (long i) <b>Lesson 5:</b> Two syllable word, open syllable (long i) <b>Lesson 6:</b> Long i	<b>Lesson 1:</b> R-controlled (or) <b>Lesson 2:</b> ow (long o) <b>Lesson 3:</b> ou (long o) <b>Lesson 4:</b> ough (long o) <b>Lesson 5:</b> Two syllable word, open syllable (long o) <b>Lesson 6:</b> 3 letter blends <b>Lesson 7:</b> 3 letter blends <b>Lesson 8:</b> Long o and 3 letter blends	<b>Lesson 1:</b> R-controlled (ur) <b>Lesson 2:</b> ew <b>Lesson 3:</b> ui <b>Lesson 4:</b> eu <b>Lesson 5:</b> Two syllable word, open syllable (long u) <b>Lesson 6:</b> Long u





<b>Level C</b>	<b>Level C Sound Letter Mat</b>
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### Level C Sound Letter Mat

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



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

### Phonics skills

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

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





Level C Teacher Resource Pack



Level C		Unit 1 Word Bank		
ar	eigh	ei (says ā)	ey (says ā)	Open Syllable
bar, car, far, jar, tar, art, arm, scar, spar, star, ajar, hard, farm, barn, yard, card, chart, mark, park, bark, dark, harm, charm, harp, sharp, part, start, carve, starve, arch, march, smart, marble, target, large, barge, costar, guitar, party	eight, freight, weight, sleigh, eighth, neigh, eighty, neighbor, weigh, eighteen	rein, reindeer, veil, vein, heir, their, beige	they, grey, prey, hey, obey	paper, baby, data, fatal, apron, lady, basic, naval, bacon, halo, afraid

Level C		Unit 2 Word Bank		
er	-y (says ē)	ie (says ē)	ei (says ē)	Open Syllable
her, fern, perm, perk, verb, pert, jerk, herb, term, river, never, amber, anger, under, otter, offer, stern, perch, after, nerve, serve, verse, finger	baby, funny, lucky, bunny, family, study, sunny, sticky, candy, jelly, berry, belly, happy, puppy, carry, only, penny, pretty, very, fluffy, mommy, itchy, handy, lady, piggy, chilly, dolly, holly, daddy, silly, furry, worry, ivy, copy, tiny, crazy, jelly, windy, sorry, daisy, busy	chief, brief, piece, niece, grief, field, yield, fierce, belief, thief, believe, shield, shriek, pier, priest, siege, tier	ceiling, either, conceit, receipt, deceive, protein, caffeine	even, ego, evil, equal, hero, vegan, egypt, recess, veto



Level C Teacher Resource Pack

Level C	Unit 3 Word Bank			
ir	y (says ī)	ie (says ī)	y_e	Open Syllable
fir, sir, stir, chirp, bird, third, irk, quirk, shirk, smirk, first, squirm, dirt, flirt, shirt, skirt, squirt, girl, swirl, twirl, whirl, birth, thirst, firm, birch	fly, my, cry, by, try, shy, dry, fry, why, deny, rely, spy, July, guy, sly	lie, tie, pie, die, untie	thyme, rhyme, type, style	silo, tiny, shiny, spider, silent, final, idea, item, iron, iris, idol, pilot, polite

Level C	Unit 4 Word Bank				
or	ow (says ō)	ou (says ō)	ough	Open Syllable	3 Letter Blends
horn, born, cord, corn, cork, dorm, for, fork, fort, form, forth, forty, forgot, glory, hornet, horrid, horse, north, or, orbit, organ, port, pork, porch, sort, short, snort, stork, storm, story, sword, resort, torn, thorn, worn	bow, row, low, mow, own, tow, bowl, arrow, below, fellow, follow, hollow, window, snow, show, grow, yellow, tow, slow, glow, blow, flow, crow, throw, pillow	four, pour, court, course, soul	though, although	pony, bony, rosy, donut, focus, bonus, piano, banjo, locate, coma, yogurt, moment	screen, scam, scrub, scrape, scrapbook, scroll, screw, scrawny, screech, scrap, scratch, skyscraper shrug, shred, shrimp, shrill, shrunk, shrine, shrewd, shrub, shrank, shrink, shriek strip, straw, street, strand, strange, strum, strong, straight, stretch, strict, string, strap, struck, stream, strength, stress, stripe splat, splice, split, splay, spleen, splash, splinter, splendid spray, sprite, spree, spring, sprout, sprinkler, spread, sprig, spread, sprain, thread, three, throb, throw, thrift, thriller, threat, throne, throat, thrust, thrush



Level C Teacher Resource Pack



Level C	Unit 5 Word Bank			
ur	ew	eu	ui	Open Syllable
burn, surf, burger, turn, lurk, curl, fur, hurt, spurt, burst, churn, urchin, burlap, curly, blur, furry, sturdy, murky, slurp, turnip, disturb, hurry, burp, turtle, curb, nurse, urn, turn, church, blurb, curve	few, dew, chew, flew, new, stew, blew, crew, drew, grew, threw, cashew, Andrew, shrewd, news, screw, renew, pew, spew, brew, strewn, news	Europe, feud, eulogy, feudal	juice, bruise, suit, fruit, fluid, cruise	music, pupil, unite, unit, human, cupid, bugle

Level C	Sound Letter Cards (from Level A)
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a	e	i
o	u	



Level C

Sound Letter Cards (from Level A)

sh

ch

th

ck

ng

wh

ph

qu



Level C

Sound Letter Cards (from Level B)

ai

ay

ee

ea

igh

c

g

oa

oe

ue



Level C

Sound Letter Cards

ar

eigh

ei

ey

er

y

ie

ir

y\_e

or

o

ou



Level C

Sound Letter Cards

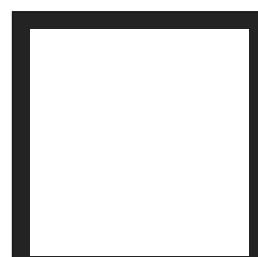
ough

ur

ew

ui

eu







Level C

High Frequency Words

large

they

head

put

was

what

on

again

under

father

after

another



Level C

High Frequency Words

different

letter

mother

answer

every

country

away

does

been

below

between

even



Level C

High Frequency Words

because

earth

learn

kind

most

find

said

picture

animal

world

before

could



Level C

High Frequency Words

should

through

thought

one

move

house

school

people

there

where

who

two



## Decoding Unknown Words Anchor Chart

When you decode a word, follow this routine:

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

(Note: Write this Decoding Unknown Words routine on chart paper or on the board.)



## Multidimensional Fluency Scale

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

### EXPRESSION AND VOLUME

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

### PHRASING

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

### SMOOTHNESS

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

### PACE

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

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



Fluency Rubric (cont.)

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





Fluency Self-Assessment



Name \_\_\_\_\_ Date \_\_\_\_\_

**Fluency self-assessment**

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

One thing I will work to improve: \_\_\_\_\_

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## Comprehension Question Guide

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

### Literal questions

#### Example literal question stems – fiction:

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

#### Example literal question stems – nonfiction:

Consider the following when leading an instructional session:

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

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

### Inferential questions

#### Example inferential question stems – fiction:

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



### Example inferential question stems – nonfiction:

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

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

### Evaluative questions

#### Example evaluative question stems – fiction:

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

#### Example inferential question stems – nonfiction:

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



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





1. Fluent Read of entire text for joy of reading and fluency (intonation, expression, and accuracy).
2. Read portions of the text closely for academic vocabulary, deeper understanding of topic, and annotate text.
3. Use annotations and text-dependent questions to collect information and check your own understanding.
4. Use open-ended responses to check your own understanding of the text and how information from this text supports your thoughts on the unit's big ideas/ guiding question.

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



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

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

## Retelling Graphic Organizer

**Directions:** Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: What are some of the things the characters did to protect the water? Use key details and evidence from the story to support your thinking.

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



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

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

## Non-Fiction Graphic Organizer

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

How do animal's physical features help them survive?

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

Key Detail	Evidence from the text





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

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

## Speaking & Listening Checklist

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

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

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

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

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

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

**Additional Notes:**



**Who wants to write?**

**We do!**

**Who wants to share their thoughts?**

**We do!**

**Who wants to use their words to share their thinking?**

**We do!**

**Ok, get ready, set, begin!**





**1. Prewrite**

**2. Compose**

**3. Share**

**4. Feedback**

**5. Polish Writing**

**6. Final Draft**

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





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

- I have six sentences in a paragraph.
- My first sentence will state my topic.
- My second sentence will give one way to understand your feelings.
- My third sentence will give one more way to understand your feelings.
- My fourth sentence will give one way a person can take care of themselves.
- My fifth sentence will give one more way a person can take care of themselves.
- My last sentence will give one reason why understanding your feelings will help you make good choices.

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



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

- I have six sentences in a paragraph.
- My first sentence will state my topic.
- My second sentence will give some information about the topic.
- My third sentence will give some more information about the topic.
- My fourth sentence will give some more information about the topic.
- My fifth sentence will give some more information about the topic.
- My last sentence will give one reason why the topic is important.

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



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

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

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



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

## Prewrite Graphic Organizer Anchor Chart


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



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

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

## Prewrite Graphic Organizer Opinion Writing




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

It is a good idea to understand our feelings. I think the best way to understand your feelings is to know how you are feeling. When we understand our feelings we can take care of ourselves. I think a person can know when they are sad or angry by paying attention to the way they feel. I think a person can take a deep breath when they are uncomfortable. We can make good choices and take care of ourselves when we understand our feelings.

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



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

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

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





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

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

## Prewrite Graphic Organizer Informative Writing




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

I can learn many things from other people's lives. It is important to speak up and help other people. When we speak up for other people we are being kind. We can learn how to live and what we should do from other people's lives. Anyone can learn ways to make their life better. We learn how to have more fun and be nicer from inspiring stories.

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



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

I can learn all about animals.

A hippopotamus is a great swimmer.

A hippopotamus stays cool in the water and only comes out to eat at night. They can close their nostrils to sleep in the water. A hippopotamus will fight to keep their babies safe. A hippopotamus can use their physical features to stay safe.

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



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

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

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



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

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

## Prewrite Graphic Organizer Narrative Writing




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

I had so much fun working together as a team. I played a game of soccer with my neighbors. My dad bought me a new soccer ball and my neighbors came over to play. We decided to play a game of soccer. We ran up and down the yard trying to score. We helped each other try to score.

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



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

I had to make a good choice when I was upset. I went to the movies with my family. We bought some snacks. I was sad because they were out of my favorite snack. I chose a different snack instead. I was happy I made a good choice.

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





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

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

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



**Read and review your partners writing.**

**Think about one thing your partner did that matches the criteria list.**

**Think of one thing your partner can do better to match the criteria list even better!**

**Be ready to share with your partner!**

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



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

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

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**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.)