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Curriculum Level

Teacher's Resource Book:

-Supporting Resources
-Teacher and Family Resources

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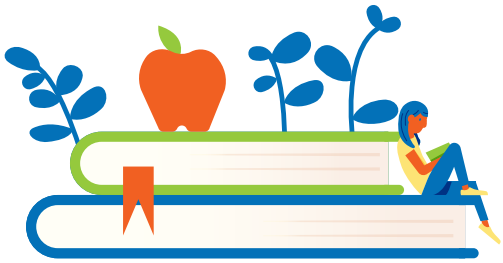

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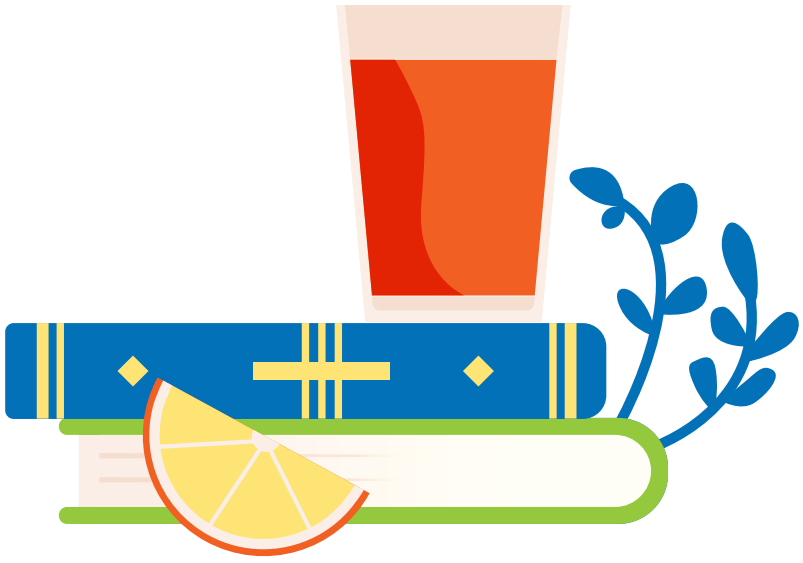
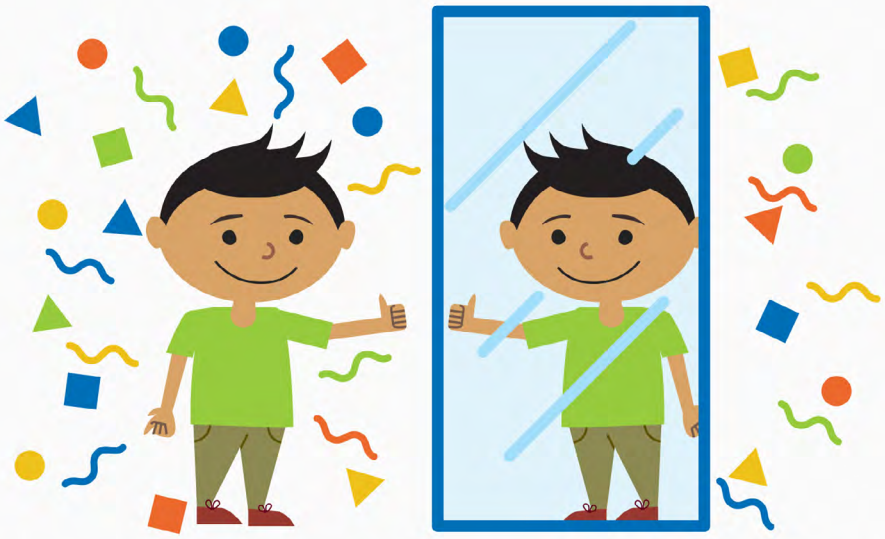
Welcome Song

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.

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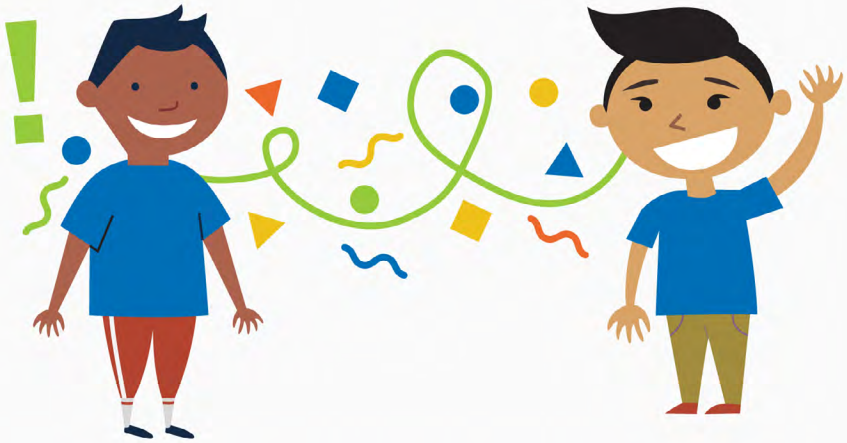
Relationship Skills



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

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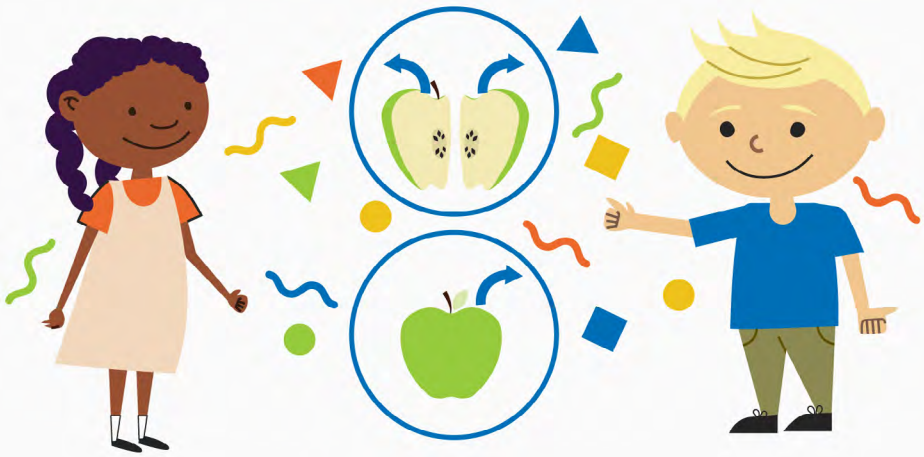
Responsible decision-making



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

SBC Level A and B Letter Mats

Level A Sound Letter Mat

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

a	e	i	o	u
sh	ch	th	ck	ng
wh	ph	qu		

Phonics skills

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

- Reading vowel consonant words
- Reading consonant vowel consonant words
- Reading double final consonant words
- Reading words with beginning consonant blends
- Reading words with consonant digraphs

Level B Sound Letter Mat

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

ai	ay	ee	ea	igh
c	g	oa	oe	ue

Phonics skills

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

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

SBC Level C and D Letter Mats

Level C Sound Letter Mat

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

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

Phonics skills

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

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

Level D Sound Letter Mat

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

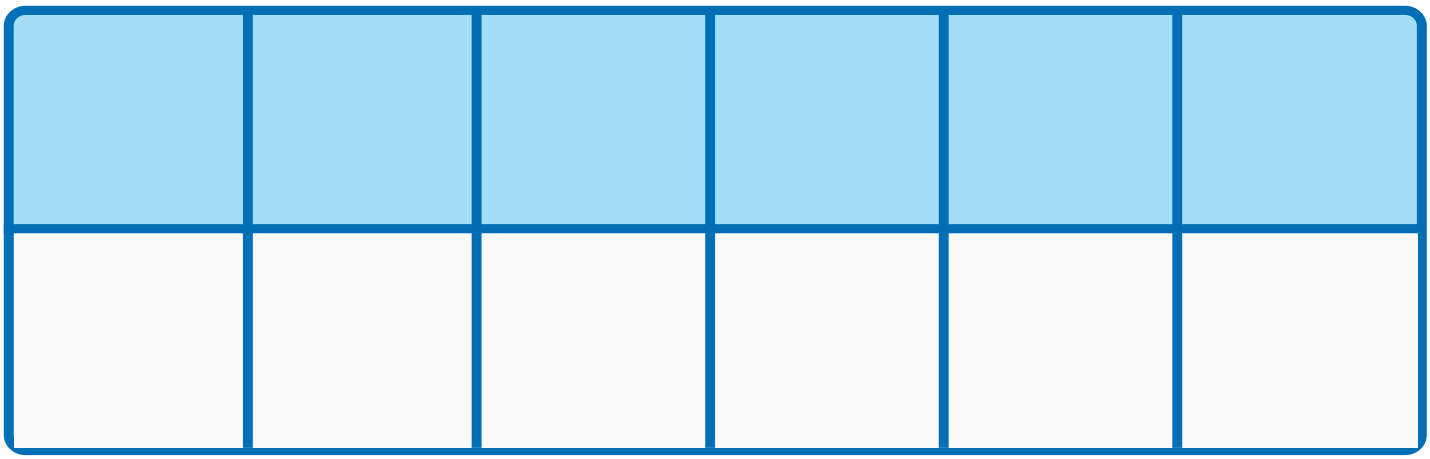
oi	oy	au	aw	wor
ear	gu	gue	kn	gn
wr	ti	ci	si	

Phonics skills

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

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

Double Decker Elkonin Boxes (6 Boxes)



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 D 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 diphthongs like oi and oy, au and aw, ou and ow.*** *Right now you have the opportunity to show me how much you've learned."*	Students write their name and date on their "Student answer form".
Say: *"I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. in. in. I go in the store. in."* **Do:** Model writing "in" on the line as students are expected to by sounding out short i and /n/. **Say:** *"That was an example. Now it's your turn. Put your finger on number one and pick up your pencil. Here we go!"*	Students pick up their pencils.
Say: ***"Number 1. point. point. The pencil has a sharp point. point.*** ***Number 2. toilet. toilet. Please flush the toilet. toilet.*** ***Number 3. coy. coy. He was acting coy with the new person. coy.*** ***Number 4. employ. employ. They employ 300 people. employ.*** ***Number 5. faucet. faucet. Turn off the faucet while brushing your teeth. faucet.*** ***Number 6. jaunt. jaunt. We took a little jaunt to the farm. jaunt.*** ***Number 7. hawk. hawk. The hawk soars above the trees. hawk.*** ***Number 8. crown. crown. The queen adjusted her crown. crown.*** ***Number 9. shout. shout. I had to shout over the noise. shout.*** ***Number 10. amount. amount. What amount of spinach do I add for the smoothie? amount."***	Students write the words as they are dictated.
Say: *"Now that we have finished writing our words, take a couple minutes to answer the last question.* ***What is the difference between a digraph and a diphthong?"*** **Do:** Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.	Students answer the last question.
Say: *"Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"* **Do:** Collect students' Answer forms.	Students pass in their Answer forms.

Student Answer Form

Student name: _____

Level D Unit 1 Formative Assessment

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

What is the difference between a digraph and a diphthong?

_____

_____

_____

3. Scoring and analyzing the formative assessment

Formative assessment analysis protocol:

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

A. Check the spelling of the 10 words:

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

B. Analyze the phoneme spelling:

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

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

For example, the word "jaunt" is spelled j-a-u-n-t and sounds like /j/ /aw/ /n/ /t/.
Did the student use a letter to represent the /j/ sound and was it correctly a "j"?
Did the student use a letter to represent the /aw/ sound and was it correctly an "a-u"?
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 /t/ sound and was it correctly a "t"?
Use the middle column to record.

C. Draw conclusions about the student's spelling:

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

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

For example, the word "jaunt" has four sounds, /j/ /aw/ /n/ /t/. The student spelled the word, j-o-n-t.
In the middle column, the teacher circled the /aw/ because the student didn't use the correct spelling to make the /aw/ sound for this word in this sentence.
Now, in the final column, the teacher circled the "3". This student spelled three of four sounds correctly for this word in the context of the sentence.

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 themself the following questions:

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

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

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

a. Consider the student's score out of 10 on total words spelled correctly and the following quick guidance below. What does the quick guidance suggest for this student?
   - Proficiency: 80% or higher -> student moves to the next unit; spiral key points.
   - Reteach: 60% - 80% -> reteach and review the unit's key points.
   - Intervention: 50% or lower -> reteach and determine skill review needed from previous level(s).

b. The teacher will consider the above quick guidance and their own analysis. The teacher will determine what the student needs and when the teacher will provide the support.
c. Write a responsive teaching plan: This student needs me to **(how)** **(areas of growth)**, during **(when)**, using **(what)**.

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

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

G. Whole class analysis:

Use one "Class analysis worksheet" per unit.

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

Student work analysis worksheet: Level D Unit 1 formative assessment

Student name: _____ **Date:** _____

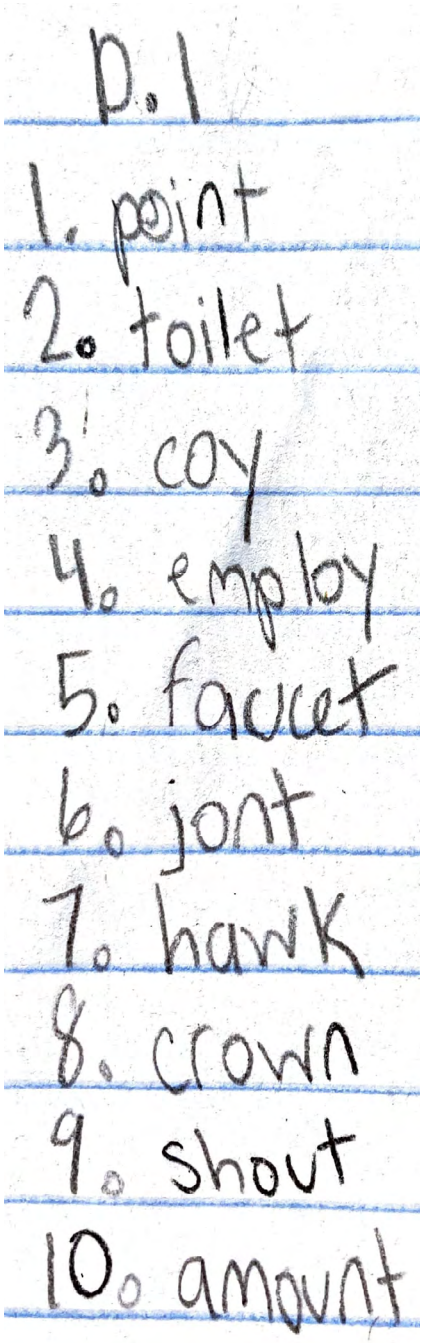
	Spelling	Correct phoneme spelling	Phoneme score
1	point	/p/ /oi/ /n/ /t/	0 1 2 3 4
2	toilet	/t/ /oi/ /l/ /ĕ/ /t/	0 1 2 3 4 5
3	coy	/k/ /oi/	0 1 2
4	employ	/ĕ/ /m/ /p/ /l/ /oi/	0 1 2 3 4 5
5	faucet	/f/ /aw/ /s/ /ĕ/ /t/	0 1 2 3 4 5
6	jaunt	/j/ /aw/ /n/ /t/	0 1 2 3 4
7	hawk	/h/ /aw/ /k/	0 1 2 3
8	crown	/k/ /r/ /ow/ /n/	0 1 2 3 4
9	shout	/sh/ /ow/ /t/	0 1 2 3
10	amount	/ă/ /m/ /ow/ /n/ /t/	0 1 2 3 4 5
	_____/10 words	*Digraphs are made up of consonants that, together, make one sound. Diphthongs can be a vowel consonant or vowel team that makes a unique sound that changes from beginning to end.*	

Unit key points	Strengths	Areas of growth
• Diphthongs: oi, oy, au, aw, ow, ou		

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

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

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


D.1
1. point
2. toilet
3. coy
4. employ
5. faucet
6. jont
7. hawk
8. crown
9. shout
10. amount

Student work analysis worksheet: Level D Unit 1 formative assessment

Student Name Q Date

	Spelling	Correct phoneme spelling	Phoneme score
1.	point ✓	/p/ /oi/ /n/ /t/	* oi 0 1 2 3 4
2.	toilet ✓	/t/ /oi/ /l/ /ĕ/ /t/	0 1 2 3 4 5
3.	coy ✓	/k/ /oi/	* oy 0 1 2
4.	employ ✓	/ĕ/ /m/ /p/ /l/ /oi/	0 1 2 3 4 5
5.	faucet ✓	/f/ /aw/ /s/ /ĕ/ /t/	* au 0 1 2 3 4 5
6.	jaunt jont	/j/ ~~/aw/~~ /n/ /t/	. au 0 1 2 3 4
7.	hawk ✓	/h/ /aw/ /k/	* aw 0 1 2 3
8.	crown ✓	/k/ /r/ /ow/ /n/	* ow 0 1 2 3 4
9.	shout ✓	/sh/ /ow/ /t/	* ou 0 1 2 3
10.	amount ✓	/ă/ /m/ /ow/ /n/ /t/	0 1 2 3 4 5
	9 /10 words	*Digraphs are made up of consonants that, together, make one sound. Diphthongs can be a vowel consonant or vowel team that makes a unique sound that changes from beginning to end.*	

Unit key points	Strengths	Areas of growth
• Diphthongs: oi, oy, au, aw, ow, ou	* oi, oy, aw, ow, ou	. au

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

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

Class analysis worksheet: Level D 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			
Celebrations			
Misunderstandings			
Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1			
Misunderstanding 2			
Misunderstanding 3			
Misunderstanding 4			
Class responsive teaching plan			
Targeted instructional areas			

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

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

Class trends	
Celebrations	• Spelling oy words • Spelling ow words • Spelling ou words
Misunderstandings	• Spelling au words

Class misunderstandings

Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1	oi	2/15 Students	Focus on in small groups using word lists from the Teacher Resource Packs and decodables from Raz.
Misunderstanding 2	au and aw	7/15 Students	Focus on in small groups using word lists from the Teacher Resource Packs and decodables from Raz.
Misunderstanding 3	N/A		
Misunderstanding 4	N/A		

Class responsive teaching plan

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

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

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

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

Teacher	Student
Do: Pass out a "Student answer form" and a pencil to each student. **Say:** *"Please write your name and the date on your paper. We've been working hard to become stronger readers and writers. In this last unit, you learned* ***how to read and write words with r controlled vowels like ar, wor, and ear.*** *Right now you have the opportunity to show me how much you've learned."*	Students write their name and date on their "Student answer form".
Say: *"I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. in. in. I go in the store. in."* **Do:** Model writing "in" on the line as students are expected to by sounding out short i and /n/. **Say:** *"That was an example. Now it's your turn. Put your finger on number one and pick up your pencil. Here we go!"*	Students pick up their pencils.
Say: ***"Number 1. lantern. lantern. The lantern ran out of oil. lantern.*** ***Number 2. circus. circus. The circus is under the big top. circus.*** ***Number 3. murmur. murmur. Her voice was a little more than a murmur. murmur.*** ***Number 4. backward. backward. I like to walk backward. backward.*** ***Number 5. tractor. tractor. The tractor broke down. tractor.*** ***Number 6. worship. worship. We worship the love of our family and friends. worship.*** ***Number 7. worry. worry. Don't worry. worry.*** ***Number 8. learn. learn. We can learn how r changes a vowel. learn.*** ***Number 9. earth. earth. The Earth rotates. earth.*** ***Number 10. appear. appear. I'm waiting for the moon to appear. appear."***	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 happens when a "r" comes after a vowel?"*** **Do:** Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.	Students answer the last question.
Say: *"Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"* **Do:** Collect students' Answer forms.	Students pass in their Answer forms.

Student Answer Form

Student name: _____

Level D Unit 2 Formative Assessment

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

_____

_____

_____

3. Scoring and analyzing the formative assessment

Formative assessment analysis protocol:

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

A. Check the spelling of the 10 words:

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

B. Analyze the phoneme spelling:

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

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

For example, the word "murmur" is spelled m-u-r-m-u-r and sounds like /m/ /er/ /m/ /er/.
Did the student use a letter to represent the /m/ sound and was it correctly a "m"?
Did the student use a letter to represent the /er/ sound and was it correctly a "u-r"?
Did the student use a letter to represent the /m/ sound and was it correctly a "m"?
Did the student use a letter to represent the /er/ sound and was it correctly a "u-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.

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

For example, the word "murmur" has four sounds, /m/ /er/ /m/ /er/. The student spelled the word, m-e-r-m-e-r.
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 in this sentence.
Now, in the final column, the teacher circled the "2". This student spelled two of four 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 themself the following questions:

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

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

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

a. Consider the student's score out of 10 on total words spelled correctly and the following quick guidance below. What does the quick guidance suggest for this student?
   - Proficiency: 80% or higher -> student moves to the next unit; spiral key points.
   - Reteach: 60% - 80% -> reteach and review the unit's key points.
   - Intervention: 50% or lower -> reteach and determine skill review needed from previous level(s).

b. The teacher will consider the above quick guidance and their own analysis. The teacher will determine what the student needs and when the teacher will provide the support.
c. Write a responsive teaching plan: This student needs me to **(how)** **(areas of growth)**, during **(when)**, using **(what)**.

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

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

G. Whole class analysis:

Use one "Class analysis worksheet" per unit.

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

Student name: _____ **Date:** _____

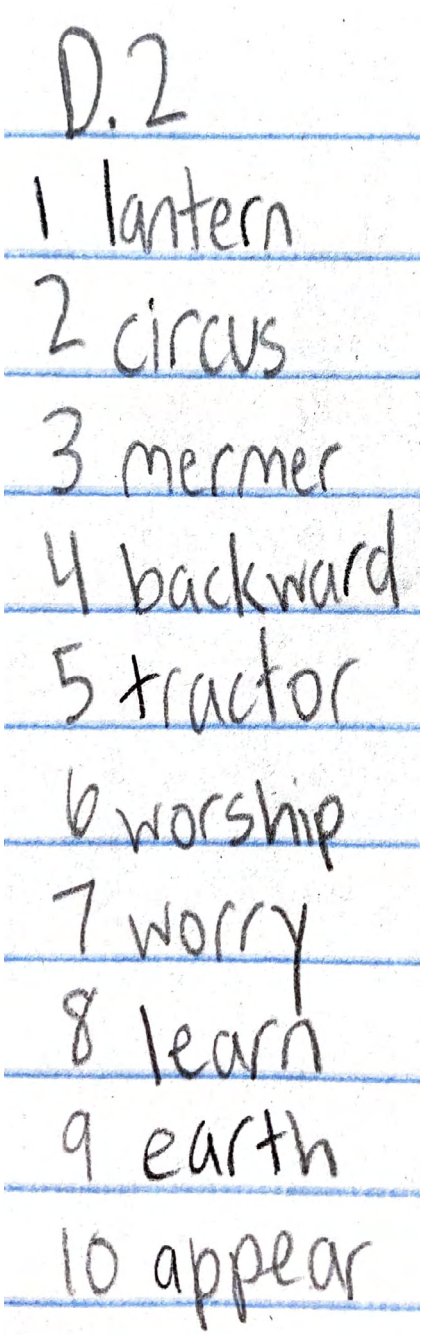
	Spelling	Correct phoneme spelling	Phoneme score
1	lantern	/l/ /ă/ /n/ /t/ /er/ /n/	0 1 2 3 4 5 6
2	circus	/s/ /er/ /k/ /ŭ/ /s/	0 1 2 3 4 5
3	murmur	/m/ /er/ /m/ /er/	0 1 2 3 4
4	backward	/b/ /ă/ /k/ /w/ /ar/ /d/	0 1 2 3 4 5 6
5	tractor	/t/ /r/ /ă/ /k/ /t/ /or/	0 1 2 3 4 5 6
6	worship	/w/ /er/ /sh/ /ĭ/ /p/	0 1 2 3 4 5
7	worry	/w/ /er/ /ē/	0 1 2 3
8	learn	/l/ /er/ /n/	0 1 2 3
9	earth	/er/ /th/	0 1 2
10	appear	/ă/ /p/ /p/ /ē/ /er/	0 1 2 3 4 5
	_____/10 words	*When a r comes after a vowel, it changes the sound of the vowel.*	

Unit key points	Strengths	Areas of growth
• When a r comes after a vowel, it changes the sound of the vowel. • er, ir, ur, ar, or, wor, ear		

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

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

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


D.2
1 lantern
2 circus
3 mermer
4 backward
5 tractor
6 worship
7 worry
8 learn
9 earth
10 appear

Student work analysis worksheet: Level D Unit 2 formative assessment

Student Name I **Date** _____

	Spelling	Correct phoneme spelling	Phoneme score
1.	lantern ✓	/l/ /ă/ /n/ /t/ /er/ /n/	★ er 0 1 2 3 4 5 (6)
2.	circus ✓	/s/ /er/ /k/ /ŭ/ /s/	★ ir 0 1 2 3 4 (5)
3.	murmur mermer	/m/ (/er/) /m/ (/er/)	• ur 0 1 (2) 3 4
4.	backward ✓	/b/ /ă/ /k/ /w/ /ar/ /d/	★ ar 0 1 2 3 4 5 (6)
5.	tractor ✓	/t/ /r/ /ă/ /k/ /t/ /or/	★ or 0 1 2 3 4 5 (6)
6.	worship ✓	/w/ /er/ /sh/ /ĭ/ /p/	★ or 0 1 2 3 4 (5)
7.	worry ✓	/w/ /er/ /ē/	★ wor 0 1 2 (3)
8.	learn ✓	/l/ /er/ /n/	★ ear 0 1 2 (3)
9.	earth ✓	/er/ /th/	★ ear 0 1 (2)
10.	appear ✓	/ă/ /p/ /p/ /ē/ /er/	★ ear 0 1 2 3 4 (5)
	9 /10 words	*When a r comes after a vowel, it changes the sound of the vowel.*	

Unit key points	Strengths	Areas of growth
• When a r comes after a vowel, it changes the sound of the vowel. • er, ir, ur, ar, or, wor, ear	★ er, ir, ar, or, wor, ear	• ur

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

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

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

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

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

Sample class analysis worksheet: Level D Unit 2

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

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

Class trends	
Celebrations	• Spelling er words • Spelling ar words
Misunderstandings	• Spelling ur words

Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1	ur	8/15 Students	Spiral "ur" into the beginning of RRP time with a couple of examples from the word list in the Teacher Resource Pack.
Misunderstanding 2	ir, or, wor, ear	3/15 Students	Focus in small groups on using word lists from the Teacher Resource Packs and decodables from Raz.
Misunderstanding 3	N/A		
Misunderstanding 4	N/A		

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

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

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

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

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

1. Preparing to administer the formative assessment

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

2. Administering the formative assessment

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

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

Administration directions:
Level D 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 silent letters like the patterns kn, wr, and gu. You also learned to read and write multisyllabic words with consonant le spellings.*** *Right now you have the opportunity to show me how much you've learned."*	Students write their name and date on their "Student answer form".
Say: *"I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. in. in. I go in the store. in."* **Do:** Model writing "in" on the line as students are expected to by sounding out short i and /n/. **Say:** *"That was an example. Now it's your turn. Put your finger on number one and pick up your pencil. Here we go!"*	Students pick up their pencils.
Say: ***"Number 1. guess. guess. Don't guess; sound it out. guess.*** ***Number 2. tongue. tongue. I can curl my tongue. tongue.*** ***Number 3. known. known. I should have known better. known.*** ***Number 4. gnash. gnash. It is about to gnash its teeth. gnash.*** ***Number 5. wrench. wrench. Can you help me find the wrench? wrench.*** ***Number 6. scribble. scribble. The baby made a scribble on the paper. scribble.*** ***Number 7. dimple. dimple. She has a dimple on her cheek. dimple.*** ***Number 8. shuffle. shuffle. We had to shuffle in the gym. shuffle.*** ***Number 9. throttle. throttle. The engines were at full throttle. throttle.*** ***Number 10. wrestle. wrestle. I had to wrestle the dog to put the leash on. wrestle."***	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.* ***How do you break a word into syllables that has a "le" at the end?"*** **Do:** Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.	Students answer the last question.
Say: *"Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"* **Do:** Collect students' Answer forms.	Students pass in their Answer forms.

Student Answer Form

Student name: _____

Level D Unit 3 Formative Assessment

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

_____

_____

_____

3. Scoring and analyzing the formative assessment

Formative assessment analysis protocol:

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

A. Check the spelling of the 10 words:

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

B. Analyze the phoneme spelling:

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

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

For example, the word "gnash" is spelled g-n-a-s-h and sounds like /n/ /ă/ /sh/.
Did the student use a letter to represent the /n/ sound and was it correctly a "g-n"?
Did the student use a letter to represent the /ă/ sound and was it correctly an "a"?
Did the student use a letter to represent the /sh/ sound and was it correctly a "s-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.

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

For example, the word "gnash" has three sounds, /n/ /ă/ /sh/. The student spelled the word, k-n-a-s-h.
In the middle column, the teacher circled the /n/ because the student didn't use the correct spelling to make the /n/ 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 themself the following questions:

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

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

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

a. Consider the student's score out of 10 on total words spelled correctly and the following quick guidance below. What does the quick guidance suggest for this student?
   - Proficiency: 80% or higher -> student moves to the next unit; spiral key points.
   - Reteach: 60% - 80% -> reteach and review the unit's key points.
   - Intervention: 50% or lower -> reteach and determine skill review needed from previous level(s).

b. The teacher will consider the above quick guidance and their own analysis. The teacher will determine what the student needs and when the teacher will provide the support.
c. Write a responsive teaching plan: This student needs me to **(how)** **(areas of growth)**, during **(when)**, using **(what)**.

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

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

G. Whole class analysis:

Use one "Class analysis worksheet" per unit.

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

Student work analysis worksheet: Level D Unit 3 formative assessment

Student name: _____ **Date:** _____

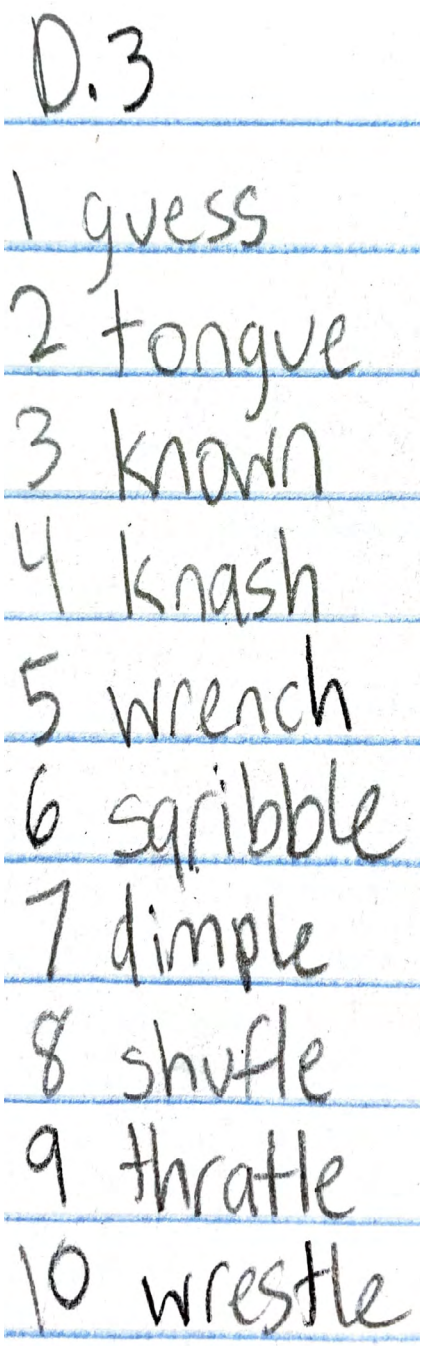
	Spelling	Correct phoneme spelling	Phoneme score
1	guess	/g/ /ĕ/ /s/	0 1 2 3
2	tongue	/t/ /ŭ/ /n/ /g/	0 1 2 3 4
3	known	/n/ /ō/ /n/	0 1 2 3
4	gnash	/n/ /ă/ /sh/	0 1 2 3
5	wrench	/r/ /ĕ/ /n/ /ch/	0 1 2 3 4
6	scribble	/s/ /k/ /r/ /ĭ/ /b/ /l/	0 1 2 3 4 5 6
7	dimple	/d/ /ĭ/ /m/ /p/ /l/	0 1 2 3 4 5
8	shuffle	/sh/ /ŭ/ /f/ /l/	0 1 2 3 4
9	throttle	/th/ /r/ /ŏ/ /t/ /l/	0 1 2 3 4 5
10	wrestle	/r/ /ĕ/ /s/ /l/	0 1 2 3 4
	_____/10 words	*Break the word before the consonant le, so that the consonant le is its own syllable.*	

Unit key points	Strengths	Areas of growth
• Silent letters: gu, gue, kn, gn, wr • Consonant le words		

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

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

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


D.3

1 guess
2 tongue
3 known
4 knash
5 wrench
6 saribble
7 dimple
8 shufle
9 thratle
10 wrestle

Student work analysis worksheet: Level D Unit 3 formative assessment

Student Name I _____ **Date** _____

	Spelling	Correct phoneme spelling	Phoneme score
1.	guess ✓	/g/ /ĕ/ /s/	* gu 0 1 2 (3)
2.	tongue ✓	/t/ /ŭ/ /n/ /g/	* gue 0 1 2 3 (4)
3.	known ✓	/n/ /ō/ /n/	* kn 0 1 2 (3)
4.	gnash knash	(/n/) /ă/ /sh/	• gn 0 1 (2) 3
5.	wrench ✓	/r/ /ĕ/ /n/ /ch/	* wr 0 1 2 3 (4)
6.	scribble sqribble	/s/ ~~/k/~~ /r/ /ĭ/ /b/ /l/	• sc 0 1 2 3 4 (5) 6
7.	dimple ✓	/d/ /ĭ/ /m/ /p/ /l/	* Concinant le 0 1 2 3 4 (5)
8.	shuffle shufle	/sh/ /ŭ/ (/f/) /l/	• forgot to double the f 0 1 2 (3) 4
9.	throttle thratle	/th/ /r/ ~~/ŏ/~~ (/t/) /l/	• double t 0 1 2 (3) 4 5
10.	wrestle ✓	/r/ /ĕ/ /s/ /l/	* wr and Consonant le 0 1 2 3 (4)
	6 /10 words	*You break the word before the consonant le, so that the consonant le is its own syllable.*	

Unit key points	Strengths	Areas of growth
• Silent letters: gu, gue, kn, gn, wr • Consonant le words	* gu * gue * kn	• gn • Consonant le

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

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

Class analysis worksheet: Level D Unit 3 formative assessment

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

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

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

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

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

Class trends	
Celebrations	• Spelling kn words
Misunderstandings	• Spelling gn words • Spelling consonant le words

Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1	gn	6/15 Students	Spiral "gn" into the beginning of RRP time with a couple of examples from the word list in the Teacher Resource Pack. Pull decodables with "gn" and "kn" words from Raz.
Misunderstanding 2	Consonant le (double consonant before le)	8/15 Students	Spiral words with the double consonant before "le" into RRP lessons. Start a class list of words that have the double consonant to help orthographically map.
Misunderstanding 3	Silent letters: gu, gue, wr	4/15 Students	Review in small groups using word lists from the Teacher Resource Pack and decodables from Raz.
Misunderstanding 4	N/A		

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

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

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1. Preparing to administer the formative assessment

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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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2. Administering the formative assessment

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

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

Teacher	Student
Do: Pass out a "Student answer form" and a pencil to each student. **Say:** *"Please write your name and the date on your paper. We've been working hard to become stronger readers and writers. In this last unit, you learned* ***how to read and write words with prefixes like re, un, and dis.*** *Right now you have the opportunity to show me how much you've learned."*	Students write their name and date on their "Student answer form".
Say: *"I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. in. in. I go in the store. in."* **Do:** Model writing "in" on the line as students are expected to by sounding out short i and /n/. **Say:** *"That was an example. Now it's your turn. Put your finger on number one and pick up your pencil. Here we go!"*	Students pick up their pencils.
Say: ***"Number 1. reattach. reattach. I need to reattach the buckle. reattach.*** ***Number 2. uncommon. uncommon. That is an uncommon name; I like it. uncommon.*** ***Number 3. unequal. unequal. It was an unequal amount of ice cream. unequal.*** ***Number 4. disobey. disobey. Do not disobey the traffic sign. disobey.*** ***Number 5. informal. informal. The party is informal. informal.*** ***Number 6. impossible. impossible. The puzzle is impossible. impossible.*** ***Number 7. nonstop. nonstop. She likes to read nonstop. nonstop.*** ***Number 8. misbehave. misbehave. I told the sitter you would not misbehave. misbehave.*** ***Number 9. preview. preview. I like to preview the books before I give them to my students. preview.*** ***Number 10. postwar. postwar. There was confusion postwar. postwar."***	Students write the words as they are dictated.
Say: *"Now that we have finished writing our words, take a couple minutes to answer the last question.* ***What is a prefix? How does it change a word?"*** **Do:** Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.	Students answer the last question.
Say: *"Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"* **Do:** Collect students' Answer forms.	Students pass in their Answer forms.

Student Answer Form

Student name: _____

Level D Unit 4 Formative Assessment

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

_____

_____

_____

3. Scoring and analyzing the formative assessment

Formative assessment analysis protocol:

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

A. Check the spelling of the 10 words:

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

B. Analyze the phoneme spelling:

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

a. For any sound represented with the correct spelling, do nothing.
b. Circle any sounds that do make the appropriate sound, but are spelled incorrectly based on the meaning of the word in the context of the sentence and the phonetic rule (e.g. only spelling the word with one "t" instead of two "t"s).
c. Cross out any sounds that are incorrect or not represented in the student's spelling.
d. Add any insertions using a carrot mark.

For example, the word "reattach" is spelled r-e-a-t-t-a-c-h and sounds like /r/ /ē/ /ă/ /t/ /ă/ /ch/.
Did the student use a letter to represent the /r/ sound and was it correctly a "r"?
Did the student use a letter to represent the /ē/ sound and was it correctly an "e"?
Did the student use a letter to represent the /ă/ sound and was it correctly an "a"?
(Keep going.)
Use the middle column to record.

C. Draw conclusions about the student's spelling:

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

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

For example, the word "reattach" has six sounds, /r/ /ē/ /ă/ /t/ /ă/ /ch/. The student spelled the word, r-e-a-t-a-c-h.
In the middle column, the teacher circled the /t/ because the student didn't double the consonant t.
Now, in the final column, the teacher circled the "5". This student spelled five of six sounds correctly for this word following the spelling rule.

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 themself the following questions:

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

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

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

a. Consider the student's score out of 10 on total words spelled correctly and the following quick guidance below. What does the quick guidance suggest for this student?
   - Proficiency: 80% or higher -> student moves to the next unit; spiral key points.
   - Reteach: 60% - 80% -> reteach and review the unit's key points.
   - Intervention: 50% or lower -> reteach and determine skill review needed from previous level(s).

b. The teacher will consider the above quick guidance and their own analysis. The teacher will determine what the student needs and when the teacher will provide the support.
c. Write a responsive teaching plan: This student needs me to **(how)** **(areas of growth)**, during **(when)**, using **(what)**.

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

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

G. Whole class analysis:

Use one "Class analysis worksheet" per unit.

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

Student name: _____ **Date:** _____

	Spelling	Correct phoneme spelling	Phoneme score
1	reattach	/r/ /ē/ /ă/ /t/ /ă/ /ch/	0 1 2 3 4 5 6
2	uncommon	/ŭ/ /n/ /k/ /ŏ/ /m/ /ŏ/ /n/	0 1 2 3 4 5 6 7
3	unequal	/ŭ/ /n/ /ē/ /kw/ /ă/ /l/	0 1 2 3 4 5 6
4	disobey	/d/ /ĭ/ /s/ /ō/ /b/ /ā/	0 1 2 3 4 5 6
5	informal	/ĭ/ /n/ /f/ /or/ /m/ /ă/ /l/	0 1 2 3 4 5 6 7
6	impossible	/ĭ/ /m/ /p/ /ŏ/ /s/ /ĭ/ /b/ /l/	0 1 2 3 4 5 6 7 8
7	nonstop	/n/ /ŏ/ /n/ /s/ /t/ /ŏ/ /p/	0 1 2 3 4 5 6 7
8	misbehave	/m/ /ĭ/ /s/ /b/ /ē/ /h/ /ā/ /v/	0 1 2 3 4 5 6 7 8
9	preview	/p/ /r/ /ē/ /v/ /ē/ /w/	0 1 2 3 4 5 6
10	postwar	/p/ /ō/ /s/ /t/ /w/ /ar/	0 1 2 3 4 5 6
	_____/10 words	*A prefix is a group of letters before a word that changes the word's meaning.*	

Unit key points	Strengths	Areas of growth
• Prefixes: re, un, dis, in, im, non, mis, pre, post		

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

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

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

D.4

1 reatach

2 uncomin

3 unequal

4 disobey

5 informal

6 impossible

7 nonstop

8 misbehave

9 preview

10 postwar

Student work analysis worksheet: Level D Unit 4 formative assessment

Student Name 1 **Date** _____

	Spelling	Correct phoneme spelling	Phoneme score
1.	reattach reatach	/r/ /ē/ /ă/ /t/ /ă/ /ch/	double t 0 1 2 3 4 (5) 6
2.	uncommon uncomin	/ŭ/ /n/ /k/ /ŏ/ /m/ /p/ /n/	double m instead of p 0 1 2 3 4 (5) 6 7
3.	unequal ✓	/ŭ/ /n/ /ē/ /kw/ /ă/ /l/	0 1 2 3 4 5 (6)
4.	disobey ✓	/d/ /ĭ/ /s/ /ō/ /b/ /ā/	0 1 2 3 4 5 (6)
5.	informal ✓	/ĭ/ /n/ /f/ /or/ /m/ /ă/ /l/	0 1 2 3 4 5 6 (7)
6.	impossible ✓	/ĭ/ /m/ /p/ /ŏ/ /s/ /ĭ/ /b/ /l/	0 1 2 3 4 5 6 7 (8)
7.	nonstop ✓	/n/ /ŏ/ /n/ /s/ /t/ /ŏ/ /p/	0 1 2 3 4 5 6 (7)
8.	misbehave ✓	/m/ /ĭ/ /s/ /b/ /ē/ /h/ /ā/ /v/	0 1 2 3 4 5 6 7 (8)
9.	preview ✓ ✓	/p/ /r/ /ē/ /v/ /ē/ /w/	0 1 2 3 4 5 (6)
10.	postwar	/p/ /ō/ /s/ /t/ /w/ /ar/	0 1 2 3 4 5 (6)
	8 /10 words	*A prefix is a group of letters, before a word, that changes the word's meaning.*	

Unit key points	Strengths	Areas of growth
• Prefixes: re, un, dis, in, im, non, mis, pre, post	All the prefixes!	(double consonants)

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

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

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

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

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

Sample class analysis worksheet: Level D 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	
Celebrations	• Spelling words with all the prefixes! (un-, pre-, re-)
Misunderstandings	• Spelling words with im- • Spelling words with mis-

Class misunderstandings

Misunderstandings	Description	Student(s)	Responsive teaching plan notes
Misunderstanding 1	im	3/15 Students	Check in to make sure the students can identify the difference between the prefixes in and im.
Misunderstanding 2	mis	2/15 Students	Review in small groups using word lists from the Teacher Resource Pack and decodables from Raz.
Misunderstanding 3	N/A		
Misunderstanding 4	N/A		

Class responsive teaching plan

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

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

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

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

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

1. Preparing to administer the formative assessment

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

2. Administering the formative assessment

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

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

Teacher	Student
Do: Pass out a "Student answer form" and a pencil to each student. **Say:** *"Please write your name and the date on your paper. We've been working hard to become stronger readers and writers. In this last unit, you learned* ***how to read and write words with suffixes like ly, tion, and less.*** *Right now you have the opportunity to show me how much you've learned."*	Students write their name and date on their "Student answer form".
Say: *"I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. in. in. I go in the store. in."* **Do:** Model writing "in" on the line as students are expected to by sounding out short i and /n/. **Say:** *"That was an example. Now it's your turn. Put your finger on number one and pick up your pencil. Here we go!"*	Students pick up their pencils.
Say: ***"Number 1. completion. completion. Do your homework to completion. completion.*** ***Number 2. duration. duration. What is the duration of the movie? duration.*** ***Number 3. confusion. confusion. Is there any confusion over the directions? confusion.*** ***Number 4. expansion. expansion. The office is going through an expansion. expansion.*** ***Number 5. magician. magician. The magician pulled a bunny out of a hat. magician.*** ***Number 6. musician. musician. The musician plays piano. musician.*** ***Number 7. brightly. brightly. The lights glittered brightly. brightly.*** ***Number 8. thankful. thankful. I am thankful for you. thankful.*** ***Number 9. fearless. fearless. The athlete looks fearless. fearless.*** ***Number 10. forgiveness. forgiveness. We should all practice forgiveness. forgiveness."***	Students write the words as they are dictated.
Say: *"Now that we have finished writing our words, take a couple minutes to answer the last question.* ***What is a suffix? How does it change a word?"*** **Do:** Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.	Students answer the last question.
Say: *"Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"* **Do:** Collect students' Answer forms.	Students pass in their Answer forms.

Student Answer Form

Student name: _____

Level D Unit 5 Formative Assessment

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

_____

_____

_____

3. Scoring and analyzing the formative assessment

Formative assessment analysis protocol:

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

A. Check the spelling of the 10 words:

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

B. Analyze the phoneme spelling:

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

a. For any sound represented with the correct spelling, do nothing.
b. Circle any sounds that do make the appropriate sound, but are spelled incorrectly based on the meaning of the word in the context of the sentence and the phonetic rule (e.g. using "er" instead of "ur" in "duration").
c. Cross out any sounds that are incorrect or not represented in the student's spelling.
d. Add any insertions using a carrot mark.

For example, the word "duration" is spelled d-u-r-a-t-i-o-n and sounds like /d/ /er/ /ā/ /sh/ /ŏ/ /n/.
Did the student use a letter to represent the /d/ sound and was it correctly a "d"?
Did the student use a letter to represent the /er/ sound and was it correctly an "u-r"?
Did the student use a letter to represent the /ā/ sound and was it correctly an "a"?
(Keep going.)
Use the middle column to record.

C. Draw conclusions about the student's spelling:

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

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

For example, the word "duration" has six sounds, /d/ /er/ /ā/ /sh/ /ŏ/ /n/. The student spelled the word, d-e-r-a-t-i-o-n.
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 "5". This student spelled five of six 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 themself the following questions:

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

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

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

a. Consider the student's score out of 10 on total words spelled correctly and the following quick guidance below. What does the quick guidance suggest for this student?
   - Proficiency: 80% or higher -> student moves to the next unit; spiral key points.
   - Reteach: 60% - 80% -> reteach and review the unit's key points.
   - Intervention: 50% or lower -> reteach and determine skill review needed from previous level(s).

b. The teacher will consider the above quick guidance and their own analysis. The teacher will determine what the student needs and when the teacher will provide the support.
c. Write a responsive teaching plan: This student needs me to **(how)** **(areas of growth)**, during **(when)**, using **(what)**.

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

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

G. Whole class analysis:

Use one "Class analysis worksheet" per unit.

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

Student work analysis worksheet: Level D Unit 5 formative assessment

Student name: _____ **Date:** _____

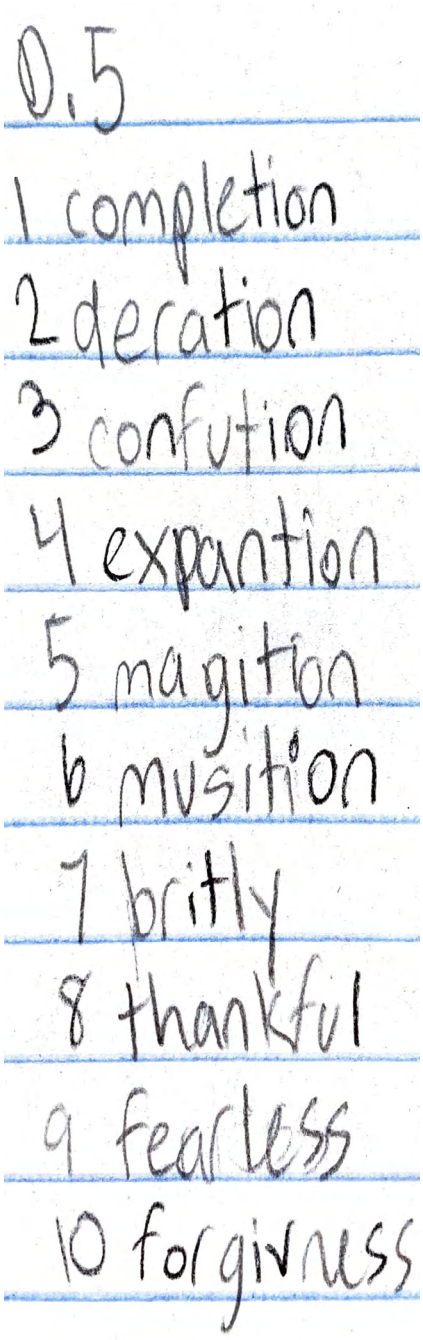
	Spelling	Correct phoneme spelling	Phoneme score
1	completion	/k/ /ŏ/ /m/ /p/ /l/ /ē/ /sh/ /ŏ/ /n/	0 1 2 3 4 5 6 7 8 9
2	duration	/d/ /er/ /ā/ /sh/ /ŏ/ /n/	0 1 2 3 4 5 6
3	confusion	/k/ /ŏ/ /n/ /f/ /ū/ /sh/ /ŏ/ /n/	0 1 2 3 4 5 6 7 8
4	expansion	/ĕ/ /ks/ /p/ /ă/ /n/ /sh/ /ŏ/ /n/	0 1 2 3 4 5 6 7 8
5	magician	/m/ /ă/ /j/ /ĭ/ /sh/ /ă/ /n/	0 1 2 3 4 5 6 7
6	musician	/m/ /ū/ /s/ /ĭ/ /sh/ /ă/ /n/	0 1 2 3 4 5 6 7
7	brightly	/b/ /r/ /ī/ /t/ /l/ /ē/	0 1 2 3 4 5 6
8	thankful	/th/ /ă/ /n/ /k/ /f/ /ŭ/ /l/	0 1 2 3 4 5 6 7
9	fearless	/f/ /ē/ /r/ /l/ /ĕ/ /s/	0 1 2 3 4 5 6
10	forgiveness	/f/ /or/ /g/ /ĭ/ /v/ /n/ /ĕ/ /s/	0 1 2 3 4 5 6 7 8
	_____/10 words	*A suffix is a group of letters after a word that changes the word's meaning.*	

Unit key points	Strengths	Areas of growth
• Suffixes: tion, sion, cian, ly, ful, less, ness		

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

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

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



Student work analysis worksheet: Level D Unit 5 formative assessment

Student Name 2 **Date** _____

	Spelling	Correct phoneme spelling	Phoneme score
1.	completion ✓	/k/ /ŏ/ /m/ /p/ /l/ /ē/ /sh/ /ŏ/ /n/	0 1 2 3 4 5 6 7 8 (9)
2.	duration deration	/d/ (er/) /ā/ /sh/ /ŏ/ /n/ *tion	0 1 2 3 4 (5) 6
3.	confusion confution	/k/ /ŏ/ /n/ /f/ /ū/ (sh/) ti /ŏ/ /n/	0 1 2 3 4 5 6 (7) 8
4.	expansion expantion	/ĕ/ /ks/ /p/ /ă/ /n/ (sh/) ti /ŏ/ /n/	0 1 2 3 4 5 6 (7) 8
5.	magician magition	/m/ /ă/ /j/ /i/ (sh/) ti /ă/ /n/ 0	0 1 2 3 4 (5) 6 7
6.	musician musition	/m/ /ū/ /s/ /i/ (sh/) ti /ă/ /n/ 0	0 1 2 3 4 (5) 6 7
7.	brightly britly	/b/ /r/ /i/ /t/ /l/ /ē/	*igh 0 1 2 3 4 (5) 6
8.	thankful ✓	/th/ /ă/ /n/ /k/ /f/ /ŭ/ /l/	0 1 2 3 4 5 6 (7)
9.	fearless ✓	/f/ /ē/ /r/ /l/ /ĕ/ /s/	0 1 2 3 4 5 (6)
10.	forgiveness forgivness	/f/ /or/ /g/ /i/ (/v/) /n/ /ĕ/ /s/ *forgot the e after the v	0 1 2 3 4 5 6 (7) 8
	3 /10 words	*A suffix is a group of letters after a word that changes the word's meaning.*	

Unit key points	Strengths	Areas of growth
• Suffixes: tion, sion, cian, ly, ful, less, ness	*ful *less	• tion • cian • sion

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

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

Class analysis worksheet: Level D 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			
Celebrations			
Misunderstandings			
Class misunderstandings			
Misunderstandings	**Description**	**Student(s)**	**Responsive teaching plan notes**
Misunderstanding 1			
Misunderstanding 2			
Misunderstanding 3			
Misunderstanding 4			
Class responsive teaching plan			
Targeted instructional areas			

Sample class analysis worksheet: Level D 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	
Celebrations	• Spelling words with the suffix -ful
Misunderstandings	• Spelling words with the suffixes -tion, -cian, and -sion • Spelling words with the suffixes -less and -ness

Class misunderstandings

Misunderstandings	Description	Student(s)	Responsive teaching plan notes
Misunderstanding 1	tion, cian, sion	7/15 Students	Reteach during RR&P time using the lesson plans and additional words found in the Teacher Resource Pack.
Misunderstanding 2	less, ness	7/15 Students	Reteach during RR&P time using the lesson plans and additional words found in the Teacher Resource Pack.
Misunderstanding 3	N/A		
Misunderstanding 4	N/A		

Class responsive teaching plan

Targeted instructional areas	My students are able to show proficiency with spelling words with the suffix -ful. When I teach the next unit, I am going to focus on my students' areas of growth listed below: • Reading and spelling words with the suffixes -tion, -cian, and -sion • Reading and spelling words with the suffixes -less and -ness Responsive teaching plan: This class needs me to (how) (areas of growth), during (when), using (what). The class needs me to use Elkonin boxes to reteach -tion, -cian, -sion, -less, and -ness suffixes during the next unit and 1:1 or small group instruction using the -tion, -cian, -sion, -less, and -ness suffix word lists in the Teacher Resource Book.

Level D	Level Overview

Unit 1 Diphthongs (oi, oy, ou, ow, au, aw)	Unit 2 R-controlled vowels (wor, ear)	Unit 3 Silent Letters (gn, kn, wr, gu/ gue) Consonant -le	Unit 4 Prefixes (re, un, dis, non, im, in, mis, pre, post)	Unit 5 Suffixes (ly, ful, ness, less, tion, cion, sion)
Lesson 1: oi **Lesson 2**: oy **Lesson 3**: au **Lesson 4**: aw **Lesson 5**: ow **Lesson 6**: ou **Lesson 7**: Diphthongs	**Lesson 1**: er, ir, ur **Lesson 2**: ar, or **Lesson 3**: wor **Lesson 4**: ear **Lesson 5**: R- controlled vowels	**Lesson 1**: gu/ gue **Lesson 2**: kn and gn **Lesson 3**: wr **Lesson 4**: Consonant l-e **Lesson 5**: Consonant l-e **Lesson 6**: Silent letters and Consonant l-e	**Lesson 1**: Prefixes **Lesson 2**: re **Lesson 3**: un, dis, non **Lesson 4**: im, in, mis **Lesson 5**: pre, post **Lesson 6**: Prefixes	**Lesson 1**: Suffixes **Lesson 2**: ly **Lesson 3**: ful, ness **Lesson 4**: less **Lesson 5**: tion, cion, sion **Lesson 6**: Suffixes

Level D	Level D Sound Letter Mat

Level D Sound Letter Mat

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

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

Phonics skills

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

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

Level D	Unit 1 Word Bank

oi	oy	au	aw	ow (like cow)	ou (like out)
join, spoil, point, boil, coin, voice, oil, soil, choice, avoid, appoint, noisy, broil, foil, oink, hoist, rejoice, toilet, noise, turmoil	toy, ahoy, annoy, boy, cowboy, coy, decoy, deploy, destroy, employ, enjoy, joy, loyal, oyster, ploy, royal, soy, Troy, voyage	audio, audit, auburn, August, author, autumn, applaud, auction, applause, astronaut, audience, audition, automatic, automobile, because, cause, clause, exhaust, fraud, faucet, gauze, haul, haunt, launch, laundry, jaunt, pause, sauna, saucer, trauma	awesome, brawl, awful, bawl, claw, crawfish, dawn, draw, drawn, fawn, flaw, hawk, jaw, law, lawn, paw, pawn, raw, rawhide, saw, sawdust, scrawl, scrawny, shawl, slaw, spawn, sprawl, squawk, straw, thaw, yawn	cow, how, now, vow, wow, chow, plow, gown, down, town, brown, drown, clown, frown, crown, owl, crowd	out, mouse, loud, found, out, about, house, shout, cloud, sour, flour, mouth, count, mountain, hour, amount, bounce, our, proud, sound, doubt, ouch, found

Level D	Unit 2 Word Bank

er	ir	ur	ar	or	wor	ear
different, slender, grocer, blister, merger, lobster, preferred, lantern, desert	circular, circus, mirth, squirm, squirrel	Thursday, Saturday, return, burglar, juror, murmur, further, occurred, blurt, sturdy, purple, nursery	harbor, popular, vinegar, cheddar, regular, barber, garden, cedar, backward	equator, author, mayor, visitor, humor, major, ancestor, tractor, mirror, flavor, labor, honor, elevator, export, stubborn, neighbor	worm, word, world, workbench, worship, fireworks, worry, worth	heard, learn, pearl, search, earn, earth, yearn, earl

Level D	Unit 3 Word Bank

gu/ gue	kn	gn	wr	Consonant le	
guard, gulf, guess, guy, guide, guiding, plague, rogue, league, tongue, language, intrigue	know, knob, known, knuckle, knack, knead, knelt, knotty, knowledge, knight, knitting, kneecap, knock, knee, knife, kneading, knack, knocking, knoll	gnaw, gnat, gnarl, gnome, sign, reign, gnash	write, wrist, wring, wren, wreck, wrap, wrong, wreath, wrench, wrecks, wrath	scribble, hobble, wobble, trouble, scrabble, gamble, tumble, grumble, warble, circle, uncle, article, icicle, cubicle, vehicle, miracle, obstacle, tentacle Maple, staple, steeple, cripple, ripple, topple, ample, sample, trample, example, temple, dimple, simple, crumple, people, purple cradle, ladle, doodle, noodle, poodle, needle, paddle, fiddle, middle, riddle, cuddle, huddle, muddle, puddle, candle, handle,	rifle, stifle, baffle, sniffle, shuffle little, beetle, battle, cattle, rattle, kettle, brittle, skittle, throttle, gentle, startle, hurtle, turtle eagle, bugle, jungle, giggle, jiggle, wiggle, single, tingle, juggle snuggle, struggle, gurgle castle, bristle, wrestle crackle, shackle, tackle, spracle, freckle, heckle, speckle, fickle, pickle, tickle, crinkle, sprinkle, twinkle, wrinkle, buckle frazzle, drizzle, fizzle, nozzle, guzzle, muzzle, puzzle

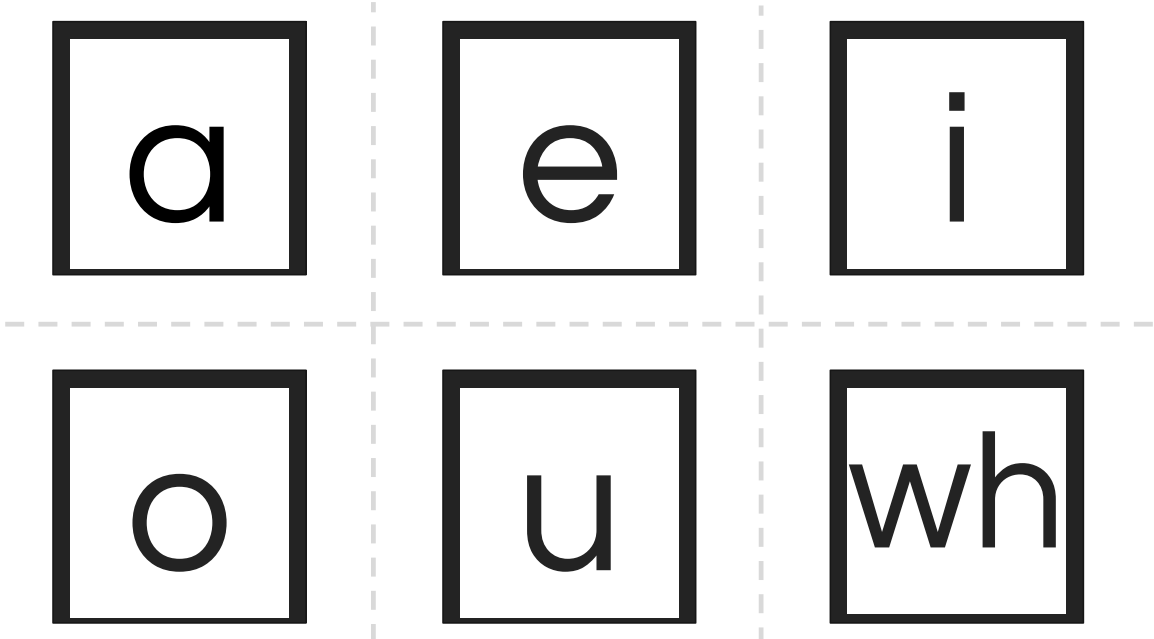
Level D	Unit 4 Word Bank

re	un	dis	in	im
rewind, repaint, reappear, reshape, replace, rearrange, recheck, reattach	unusual, unbroken, unclean, unhappy, unable, unload, unafraid, uncommon, unzipped, unbelievable, undecided, uncertain, unequal, unlikely, unforeseen, undressed, unpredictable, unprofessional, unnecessary, unbreakable	discontinue, diable, disbelieve, disobey, disappear, disagree, dishonest, disloyal, disapprove, discolored, discontent, disrespectful, discard, displease, discomfort, disservice	incomplete, inconvenient, inedible, ineffective, inefficient, informal, invisible, inability, inactive, inattentive, indefinite, injustice, invalid	impossible, impolite, imbalance, immature, immobile, immoral, impatient, impartial, improbably
non	**mis**	**pre**	**post**	
nonsense, nonstop, nonexistent, nonstandard, nonconformist, nonfiction, nondescript	misconduct, misuse, misconstrue, miscalculate, miscalibrate, misfeed, misfire, misunderstood, misadventure, misbehave, mistrust, misfortune	premix, prewrite, preview, pretreat, preload, preread	postgraduate, postwar, postscript, postmortem	

Level D — Unit 5 Word Bank

ly	ful	tion	sion	cian
lonely, angrily, quickly, strangely, boldly, brightly, quietly, sweetly, bravely	cheerful, spiteful, painful, watchful, helpful, mouthful, fearful, stressful, hopeful, delightful, joyful, thankful	option, question, station, addition, ambition, attention, attraction, completion, connection, consumption, description, distinction, duration, election, equation, formation, infection, inflation, location, pollution, position, production, promotion, reaction, selection, sensation, solution, tradition, transition, suggestion	admission, commission, conclusion, confusion, conversion, depression, dimension, discussion, division, exclusion, expansion, explosion, expression, occasion, permission, profession, recession	magician, politician, technician, electrician, mathematician, musician, physician
less	**ness**			
useless, pointless, endless, fearless, jobless, thankless, selfless, hopeless, homeless, careless, tasteless	shyness, quietness, closeness, kindness, forgiveness, rudeness, sadness, happiness, boldness, greatness, darkness, thankfulness			

Level D — Sound Letter Cards (from Level A)



Level D	Sound Letter Cards (from Level A)

sh	ch	th
ck	ng	wh
ph	qu	

Level D | Sound Letter Cards (from Level B)

ai	ay	ee
ea	igh	c
g	oa	oe
ue		

Level D | Sound Letter Cards (from Level C)

ar	eigh	ei
ey	er	y
ie	ir	y_e
or	o	ou

Level D | Sound Letter Cards (from Level C)

ough	ur	ew
ui	eu	

Level D | Sound Letter Cards

oi	oy	au
aw	wor	ear

Level D | Sound Letter Cards

gu	gue	kn
gn	wr	ti
ci	si	

Level D | Prefix Cards

re	un	dis
non	im	in
mis	pre	post

Level D | Suffix Cards

ful	less	ness
ly		

Level D | High Frequency Words

enough	laugh	eight
carry	because	before
people	along	about
always	almost	would

Level D | High Frequency Words

together	important	don't
goes	live (2)	were
their	very	give
above	know	write

Level D | High Frequency Words

talk	example	something
sometimes	children	idea
been	kind	both
put	pull	done

Level D | High Frequency Words

thanks	from	some
leave	really	please
family	buy	often
many	once	want

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 choppiness, reasonable stress and intonation.
4. Generally reads with *good phrasing*, mostly in clause and sentence units, with adequate attention to expression.

SMOOTHNESS

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

PACE

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

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

Adapted from Zutell & Rasinski, 1991.

Fluency Rubric (cont.)

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

Fluency Self-Assessment

Name _____ **Date** _____

Fluency self-assessment

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

One thing I will work to improve:_____

_____

Comprehension Question Guide

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

Literal questions

Example literal question stems – fiction:

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

Example literal question stems – nonfiction:

Consider the following when leading an instructional session:

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

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

Inferential questions

Example inferential question stems – fiction:

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

Comprehension Question Guide (cont.)

Example inferential question stems – nonfiction:

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

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

Evaluative questions

Example evaluative question stems – fiction:

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

Example inferential question stems – nonfiction:

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

Read Aloud Song

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

Close Reading Process Anchor Chart

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

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

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

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

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

Name:_____ **Date:**_____

Retelling Graphic Organizer

Directions: Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: How did the characters in the story understand their feelings and thoughts when they experienced different things in their lives? Use key details and evidence from the story to support your thinking.

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

Name:_____ **Date:**_____

Non-Fiction Graphic Organizer

Directions: Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: What information can we learn from the text about the solar system? Use key details and evidence from the story to support your thinking.

Key Detail	Evidence from the text

Name:_____ **Date:**_____

Speaking & Listening Checklist

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

Level	Unit	Standard	Met the Target!	Almost there!
D	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
D	1	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
D	1	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

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!
D	2	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
D	2	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
D	2	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

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!
D	3	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
D	3	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
D	3	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

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!
D	4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
D	4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
D	4	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

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!
D	5	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
D	5	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
D	5	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

Additional Notes:

Writing Time Chant

Who wants to write?
We do!
Who wants to share their thoughts?
We do!
Who wants to use their words to share their thinking?
We do!
Ok, get ready, set, begin!

Writing Process Anchor Chart

1. Prewrite

2. Compose

3. Share

4. Feedback

5. Polish Writing

6. Final Draft

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

Opinion Writing Checklist

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

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

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

Informative Writing Checklist

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

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

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

Narrative Writing Checklist

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

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

(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

Opinion Interactive Writing Piece

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

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 feeling 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.)

Opinion Writing Sentence Starters

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

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

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

Name:_____ **Date:**_____

Prewrite Graphic Organizer
Informative Writing

Informative Interactive Writing Piece

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

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.)

Informative Interactive Writing Piece

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

The planets in the solar system help people understand the universe. When we understand things about the planets, it helps us feel safe on earth. The eight planets in the solar system are mysteries that astronomers work to explore.
It is important to study the planets and solar system so we can understand the universe. When we take the time to explore planets and the solar system we can learn more about the best place for human beings to live. It is important for people to learn fascinating facts about the solar system.

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

Informative Writing Sentence Starters

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

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

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

Name:_____ **Date:**_____

Prewrite Graphic Organizer
Narrative Writing

Narrative Interactive Writing Piece

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

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.)

Narrative Interactive Writing Piece

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

I had so much fun after making a responsible choice. I went to the movies with my family. My mom let us buy snacks to eat during the movie. We decided to work together to carry all of the snacks. We laughed at the funny parts of the movie. We decided to help each other by staying together as a family.

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

Narrative Writing Sentence Starters

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

- My story is about...
- First...
- Next...
- I felt _____ about...

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

Feedback Criteria Anchor Chart

Read and review your partners writing.

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

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

Be ready to share with your partner!

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

Name: _____ **Date:** _____

Showcase of Learning Prompts

What topic did you learn about?

What did you learn about the topic?

What did you include about the topic in your writing piece?

What did you learn about yourself?

What would you do differently?

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