

BEING A READER™

SECOND EDITION

UNIT 3 ASSESSMENTS (A) CONTENTS

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Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 3			
▪ Are the students able to discuss the story elements of plot, setting, and character (without necessarily using these terms)?			
▪ Are they giving evidence from the text to explain their thinking?			
Other observations:			
Word Study, Day 4			
▪ Are the students able to read the words?			
▪ Do they recognize suffixes in the words?			
▪ Are partners able to work together to sort the words?			
▪ Are they able to record the sort in their <i>Word Study Notebooks</i> ?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If **all or most students** are discussing the story elements of plot, setting, and character using evidence from the text, proceed with the lesson.
- If **about half of the students** or **only a few students** are discussing the story elements of plot, setting, and character using evidence from the text, signal for the students' attention and reread chapters 6 and 7 aloud. After each chapter ask questions such as:

Q *What happens in this chapter? How would you describe the plot?*

Q *What is the setting, or time and place, in this chapter?*

Q *What more did you learn about the main character, Bat, in this chapter?*

WORD STUDY

- If many students are struggling with the procedure for completing the sort, signal for the students' attention and complete the sort as a whole class.

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 4			
▪ Are the students able to identify important events in the story?			
▪ Are they giving evidence from the text to explain their thinking?			
Other observations:			
Word Study, Day 3			
▪ Were the students able to recognize base words and prefixes?			
▪ Were they able to use word-part clues to think about the meaning of the words?			
▪ Were they able to read the words?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If **all or most students** are identifying important events and using evidence from the text to discuss the story, proceed with the lesson.
- If **about half of the students** are identifying important events and using evidence from the text to discuss the story, refer to places in the story where you placed self-stick notes to support the students' thinking.
- If **only a few students** are identifying important events and using evidence from the text to discuss the story, signal for the students' attention and reread chapters 13 and 14 aloud. After each chapter ask questions such as:

Q *What happened in this chapter?*

Q *In this chapter, [Janie chose the name Thor for the kit]. Why might that be an important event?*

WORD STUDY

- If many students are struggling, you may wish to repeat the activity using different words.

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 3			
▪ Do the students' jots demonstrate the ability to articulate their thinking about the read-aloud?			
▪ Are they using their jots to discuss the story?			
Other observations:			
Word Study, Day 4			
▪ Were the students able to recognize words in the same word family?			
▪ Were they able to identify the words that do not belong in the word family?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If **all or most students** demonstrate the ability to articulate their thinking about the read-aloud and are using their jots to discuss the story, proceed with the lesson.
- If **about half of the students** or **only a few students** demonstrate the ability to articulate their thinking about the read-aloud, signal for the students' attention and reread chapters 18 and 19 aloud. Stop every couple of pages and ask:
 - Q *What are you thinking about the part you just heard?*
 - Q *What is a sentence you could write to remember that thought?*
- If **about half of the students** or **only a few students** are using their jots to discuss the story, stimulate pairs' interaction by asking them questions such as:
 - Q *How are your jots similar to or different from your partner's?*
 - Q *What do your partner's jots make you think about?*

WORD STUDY

- Support any students who struggle by guiding them to identify the prefixes, suffixes, and base words.

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 2			
▪ Are the students identifying which of their questions have been answered?			
▪ Are they able to say whether their questions were answered directly or indirectly through clues?			
Other observations:			
Word Study, Day 5			
▪ Are the students able to visualize parts of the poem?			
▪ Do they recognize personification in the poem?			
▪ Do they use the text of the poem to support their thinking?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If **all or most students** are identifying which of their questions have been answered and are able to say whether their questions were answered directly or indirectly through clues, proceed with the lesson.
- If **about half of the students** or **only a few students** are identifying which of their questions have been answered and are able to say whether their questions were answered directly or indirectly through clues, signal for the students' attention and reread chapters 22 and 23 aloud. Stop every couple of pages and ask:

Q What is a question you had written down? Was it answered in this chapter? What in the story makes you say that?

Q [If a question was answered] Was it answered directly, or indirectly through clues? Which clues?

WORD STUDY

- If many students are struggling, you may wish to discuss the poem in greater detail with the class. You might also review personification by revisiting the poem in Week 3, Day 5 or doing the extension activity on that day.

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 1			
Are the students able to discuss what Bat is feeling at the end of the story?			
Are they able to support their thinking with evidence from the story?			
Other observations:			
Word Study, Day 4			
Are the students able to recognize word parts (base words and affixes)?			
Are they able to divide words between syllables?			
Are they able to read the words?			
Do the students' responses show that they are thinking about what the words mean?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If **all or most students** are able to identify what Bat is feeling and support their thinking with evidence from the story, proceed with the lesson.
- If **about half of the students** or **only a few students** are able to identify what Bat is feeling and support their thinking with evidence from the story, you might provide more practice with identifying main characters' feelings and other characteristics using the Unit 3 reteaching text before starting Unit 4.

WORD STUDY

- If the students continue to struggle to read words by syllables, identify their points of confusion and reteach needed content. You may wish to select polysyllabic words from the students' content-area reading and guide the students through reading them using the word-analysis process.

Conference Record 3 ■ Unit 3

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1. Check In About the Student's Goals and Activity	Notes												
Have the student open to the "My Reading Goals" page in their <i>Student Response Book</i> and read aloud their goals. Ask: ▪ <i>Do you think these are still the right goals for you? Why?</i> If necessary, agree on new goals and have the student record them. Have the student tell you about the activity they did and show you what they recorded in their reading journal. Jot the student's words and phrases and your own thinking. 2. Listen to the Student Read Aloud Ask: ▪ <i>What are you reading right now?</i> ▪ <i>Why did you choose this book?</i> ▪ <i>What has happened in the book since the last time we talked about it?</i> Have the student read aloud a few pages from where they currently are in the book. As the student reads, note your observations. Does the student: <table border="1"><thead><tr><th></th><th>Yes</th></tr></thead><tbody><tr><td>▪ Attend to meaning?</td><td></td></tr><tr><td>▪ Read fluently?</td><td></td></tr><tr><td>▪ Pause and reread if having difficulty?</td><td></td></tr><tr><td>▪ Read most words accurately?</td><td></td></tr><tr><td>▪ Try to make sense of unfamiliar language?</td><td></td></tr></tbody></table>		Yes	▪ Attend to meaning?		▪ Read fluently?		▪ Pause and reread if having difficulty?		▪ Read most words accurately?		▪ Try to make sense of unfamiliar language?		
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▪ Attend to meaning?													
▪ Read fluently?													
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3. Explore the Student's Thinking

Ask:

- *What are you thinking about this book?*

Listen for the most interesting thing the student says, ask probing questions, and jot words and phrases they use.

Repeat back to the student the thinking they are doing that seems most interesting or new. Ask them if you understand their thinking correctly. Then ask:

- *What is another place in your book where [you found yourself thinking . . .]?*

As the student shares, listen for the most interesting thing they say, and ask probing questions to encourage them to expand on their thoughts. Jot down words and phrases they use. As the student responds, consider what reading strategies or behaviors they are using or beginning to use. Tell the student what they are doing in language that can be applied to other texts.

4. Determine an Activity and Practice It

Suggest an activity that will help the student build on the reading strategy or behavior you noticed in Step 3. Give the student a chance to respond.

Have the student practice the activity in the part of the book they have read. If necessary, model the activity using an example from a familiar read-aloud text.

Together determine how many times the student will do the activity before their next conference. Explain how they will document and reflect on the activity. Have them repeat the activity back to you.

5. Wrap Up the Conference

Have the student write the activity on the "My Reading Goals" page in the "Reading Journal" section of their *Student Response Book*, below their previous activity. Remind the student how this activity will help them with their goals.

(continues)

6. Conference Summary

Ask yourself:

- What more did I learn about this reader?
- What am I wondering about this reader now?
- Possible next steps are . . .

If in Step 2 you noticed the student struggling to read and/or comprehend the text and the student decided to keep reading it, plan to check in with them in the next day or two. Before then, revisit the observations you made during the retelling and oral reading, and determine what barriers to comprehension the student might be experiencing. At your next check-in, decide whether to help the student continue reading this book with added support or to help them find a different book. For additional support see “Suggestions for Supporting Readers” in the Assessment section of the *Implementation Handbook*.

Completing the Word Study Assessment

As you teach the Word Study lessons, a Word Study Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

- ✓ Print “Word Study Student Record 3” from the Learning Portal or copy it from pages 307–309. Or, access the assessment on ClassView Pro. Make one copy for each student you plan to assess and an additional copy to show the students.
- ✓ Print “Word Study Assessment Class Record 3” from the Learning Portal or copy it from pages 310–311.
- ✓ You might choose to conduct the assessment in a small-group format for your English Language Learners so that you are able to read the words aloud to the students in Part 1 of the assessment. Prepare an area and time for this to take place.

CONDUCTING THE ASSESSMENT

1. Distribute “Word Study Student Record 3” to each student.
2. Show “Word Study Student Record 3” and direct the students’ attention to Part 1. Tell the students that they will think more about the word parts they have learned using “Which Word Am I?” Explain that the students will hear clues about a word and the students will circle the word that fits the clues. Explain that you will model completing a sample together as a class. Ask the students to follow along as you read the example clues aloud twice, slowly and clearly. Read the three answer choices (*mistake, incorrect, unmoving*), pointing to each word as you say it. As a class, briefly discuss each clue, crossing out words that do not fit the clue from the choices. Explain that now you will read the clues for number 1 aloud and the students will circle the word that fits the clues on their own. Ask the students to follow along as you read the clues for number 1 aloud twice, slowly and clearly (do not read the answer choices aloud). Give the students time to read the answer choices and circle their answers. Follow the same procedure for the remaining items.
3. Direct the students’ attention to Part 2 of the record. Tell the students that they will think more about the word parts they have been learning by spelling several words with prefixes and suffixes. Explain that they will listen for the word they will spell and then write the whole word on the line next to the number. Point out that the base word for each spelling word is provided next to the number. The base word will help them spell.

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4. For each of the following words:

- Say the word.
- Use the word in a sentence.
- Have the students say the word.
- Have the students write the word.

1. *artist* The artist's painting is displayed in a museum.
2. *untidy* The classroom library becomes untidy when the books are not put away.
3. *preteen* When you are a preteen, you are almost a teenager.
4. *imperfect* We all make mistakes because we are imperfect.
5. *forearm* The part of an arm that is between the wrist and the elbow is called a forearm.
6. *nonstop* My phone was ringing nonstop all day.
7. *traveler* The traveler visited ten different cities around the United States.
8. *dislike* I dislike the taste of raw onions, so I avoid eating them.
9. *unclean* After he spilled his drink, the floor was unclean.
10. *miscount* When I miscounted my money, the cashier corrected me.

INTERPRETING THE ASSESSMENT RESULTS

After the assessment, review the students' responses and analyze their ability to use word-part clues to determine the meaning of and spell words. Indicate errors on "Word Study Student Record 3." Transfer the results from the students' record sheets to "Word Study Assessment Class Record 3." You can use the compiled information to determine whether a student or group of students needs reteaching of certain word study strategies, such as how to use the meanings of word parts to help them read and understand a word or how to spell words with prefixes and suffixes. You may wish to refer to a student's assessment record and analyze the student's errors to guide reteaching and support.

Word Study Student Record 3 ■ Unit 3

Name: _____ Date: _____

Part 1: Which Word Am I?

Listen to the clues. Then circle the word that fits the clues.

Sample: This word has three syllables. It has a prefix that means “not.” When the student gave the wrong answer, the teacher said the answer was [_____].

- a. mistake b. incorrect c. unmoving

1. This word has two syllables. It has a prefix that means “before.” When you bake cookies, you should _____ the oven before you put the cookie dough in the oven to bake.

- a. warm up b. prepay c. preheat

2. This word has two syllables. It has a suffix that means “most.” Jorge showed that he was the _____ runner when he won the race.

- a. warmest b. fastest c. quicker

3. This word has three syllables. It has a prefix that means “not.” Rocks and shells are _____ because they are not alive.

- a. nonliving b. dead c. unhappy

4. This word has three syllables. It has a prefix that means “not.” As my cousins drove away, I watched their car _____ around the corner.

- a. disrespect b. nonactive c. disappear

5. This word has two syllables. It has a prefix that means “before.” My sister drew a beautiful picture with green grass in the _____, in front of some mountains.

- a. preview b. foreground c. foretelling

(continues)

Word Study Student Record 3 ■ Unit 3 *(continued)*

Name: _____ Date: _____

6. This word has two syllables. It has a suffix that means “a person who.” This person knows how to operate a boat.

a. driver b. wetter c. sailor

7. This word has two syllables. It has a prefix that means “not.” When he didn’t get a chance to throw the ball, he felt the coach was being _____.

a. unlucky b. dishonest c. unfair

8. This word has two syllables. The suffix means “a person who.” This word describes someone who shows you how to do something.

a. teacher b. visitor c. coach

9. This word has two syllables. It has a prefix that means “not.” Guard dogs are trained to _____ strangers.

a. misbehave b. careless c. mistrust

10. This word has three syllables. It has a prefix that means “not.” When I forget to use good manners, I am being _____.

a. unkind b. impolite c. thankful

Selected the correct word: ____/10

(continues)

Word Study Student Record 3 ■ Unit 3 *(continued)*

Name: _____ Date: _____

Part 2: Spelling

art 1. _____

tidy 2. _____

teen 3. _____

perfect 4. _____

arm 5. _____

stop 6. _____

travel 7. _____

like 8. _____

clean 9. _____

count 10. _____

Spelled correctly: ____/10

Part 1: Which Word Am I?

Item Number and Answer	STUDENT NAMES											
1 preheat												
2 fastest												
3 nonliving												
4 disappear												
5 foreground												
6 sailor												
7 unfair												
8 teacher												
9 mistrust												
10 impolite												

(continues)

Part 2: Spelling

Item Number and Answer	STUDENT NAMES													
1 artist														
2 untidy														
3 preteen														
4 imperfect														
5 forearm														
6 nonstop														
7 traveler														
8 dislike														
9 unclean														
10 miscount														

Completing the Student Progress Assessment

Before starting the next unit, take this opportunity to review the students' work and evaluate their progress. The Student Progress Assessment for Unit 3 includes a section for this unit's Reading and Word Study instruction and a summary section. Locate "Student Progress Assessment Record 2" and prepare to complete one for each student. In addition to the items listed in each section below, collect this unit's Class Assessment Records to refer to when completing section 2 of the assessment. You might also refer to the Unit 3 scope and sequence located in the Planning Resources section of the *Implementation Handbook*.

COMPLETING SECTION 1: READING

Section 1 of the Student Progress Assessment assesses the students' use of reading strategies, their comprehension of texts read independently, and their work and progress in small-group reading and student-led book clubs (if applicable). There are two parts to this section:

- Part A helps you to assess whether a student is able to use a reading strategy when prompted to in a lesson.
- Part B helps you to assess a student's overall comprehension of self-selected texts read during IDR and assigned texts during small-group reading or student-led book clubs (if applicable) as well as their attitude toward reading. The assessment will also help you to identify reading skills in which students might need additional instruction or practice (for example, comprehension, or word-analysis strategies).

Follow these steps to complete this section:

1. Collect the following:
 - *Student Response Book* from each student (pages 32, 34, 40, 43, 47, and 218)
 - the completed "Conference Record 3" for each student
 - if applicable, data acquired during small-group reading instruction or student-led book clubs such as a Group Assessment Record, response journals, and other anecdotal notes
2. Familiarize yourself with the rubrics in Parts A and B on "Student Progress Assessment Record 2."
3. Complete Part A. Read the student responses from the unit's *Student Response Book* activities and then circle the score in the rubric that best indicates the degree to which the student meets the expectation for each activity.
4. Complete Part B. Think about the student's participation during class discussions and IDR time by reviewing the student's "Conference Record 3" and any observations recorded

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Student Progress Assessment ■ Unit 3 (continued)

in the Reading section of this unit's Class Assessment Records. Circle the score in the rubric that best indicates the degree to which the student meets the expectation for each reading behavior. If the target behavior has not been observed or taught yet, place a checkmark in the "Not evident" column.

5. Calculate the scores for each part using the formulas provided.

COMPLETING SECTION 2: WORD STUDY

Section 2 of the Student Progress Assessment will help you evaluate whether individual students may need additional support with certain word study strategies such as using word parts to read and understand words and spelling words with prefixes and suffixes.

1. Collect the following:
 - *Word Study Notebook* for each student
 - two to three representative writing samples for each student from their independent writing
2. Review any observations documented in the Word Study section of this unit's Class Assessment Records and any additional observations you made during the lessons.
3. Complete Part A. Review the student's Word Study Assessment. Circle the score in the rubric that best indicates the degree to which the student meets the expectation for each target.
4. Complete Part B. Review the student's responses from the unit's *Word Study Notebook* activities and look for evidence of the instruction in the student's writing samples. Circle the score in the rubric that best indicates the degree to which the student meets the expectation for each target.
5. Calculate the score for the section using the formula provided.

COMPLETING SECTION 3: SUMMARY

The summary provides an overall picture of the student's progress with the instruction in a unit and can be referenced when preparing report cards or when communicating with parents or guardians about their child's progress. Follow these steps to complete the summary:

1. Record the scores for sections 1 and 2. Note that the formula for generating the overall Reading score for section 1 gives equal weight to strategy use (Part A) and independent reading (Part B). You might wish to adapt the formula to align with your school's or district's grading system.
2. If applicable, review the student's progress in small-group reading lessons or student-led book clubs.
3. Use the reflection questions to help you determine next steps for the student's Reading and Word Study instruction.

Student's name: _____ Date: _____

Section 1: Reading

PART A: STRATEGY USE

3 = Meets expectations for target (demonstrates understanding and can perform the target with no or minimal assistance)

2 = Partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)

1 = Does not meet expectations for target (does not demonstrate understanding or cannot perform functions of the target, even with assistance)

	Meets expectations	Partially meets expectations	Does not meet expectations
"Stop and Ask Questions About A Boy Called Bat 3" The student is able to generate at least one question at each stop. The questions indicate that the student is thinking about the text as they listen.	3	2	1
"Double-Entry Journal About My Independent Reading Book" The student is able to record several important events that happen in their text and write what each event made them think. Their thoughts might connect to the story or their own lives.	3	2	1
"Stop and Jot About My Independent Reading Book" The student is able to record at least one idea at each stop. Their writing indicates that the student is noticing what they are thinking about the text as they read.	3	2	1
"Writing About a Reading Strategy" The student is able to write about a reading strategy they used and how using the strategy helped them better understand something about the text.	3	2	1

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Student Progress Assessment Record 2 ■ Unit 3 (continued)

Student's name: _____ Date: _____

	Meets expectations	Partially meets expectations	Does not meet expectations
"Story Arc for My Independent Reading Book" The student is able to identify events from the book they are reading and explain where they would place it on a story arc and why.	3	2	1
"Summary of <i>A Boy Called Bat</i>" In the first paragraph of the summary, the student included information for each of the items on "What to Include in Your First Paragraph in <i>A Boy Called Bat</i> ." In the second paragraph, the student identified one theme from the story and wrote about it. There is a sentence to conclude the summary.	3	2	1
Subtotals			

Part A score (sum of subtotals/number of items scored): _____

(continues)

Student Progress Assessment Record 2 ■ Unit 3 (continued)

Student's name: _____ Date: _____

PART B: INDEPENDENT READING

Not evident = Behavior cannot be evaluated because it was not demonstrated or developmentally appropriate

3 = Meets expectations for target (demonstrates understanding and can perform the target with no or minimal assistance)

2 = Partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)

1 = Does not meet expectations for target (does not demonstrate understanding or cannot perform functions of the target, even with assistance)

	Not evident	Meets expectations	Partially meets expectations	Does not meet expectations
The student attends to meaning when reading.		3	2	1
The student reads fluently.		3	2	1
The student pauses and rereads if having difficulty.		3	2	1
The student reads most words accurately.		3	2	1
The student tries to make sense of unfamiliar language when reading.		3	2	1
The student demonstrates that they comprehend the text by explaining what they think about it and answering probing questions, if necessary.		3	2	1
Subtotals				

Part B score (sum of subtotals/number of items scored): _____

(continues)

Student Progress Assessment Record 2 ■ Unit 3 (continued)

Student's name: _____ Date: _____

Section 2: Word Study

PART A: WORD STUDY ASSESSMENT

3 = Meets expectations for target (identifies/spells 8–10 words correctly)

2 = Partially meets expectations for target (identifies/spells 5–7 words correctly)

1 = Does not meet expectations for target (identifies/spells 4 or fewer of the words correctly)

	Meets expectations	Partially meets expectations	Does not meet expectations
The student demonstrates the ability to use word-part clues to get an idea of words' meanings.	3	2	1
The student is able to use word parts to spell words.	3	2	1
Subtotals			

Part A score (sum of subtotals/number of items scored): _____

PART B: INDEPENDENT APPLICATION

3 = Meets expectations for application (consistent use of the concept in independent reading and writing)

2 = Partially meets expectations for application (some evidence of using the concept in independent reading and writing)

1 = Does not meet expectations for application (no evidence of using the concept in independent reading and writing)

	Meets expectations	Partially meets expectations	Does not meet expectations
The student demonstrates an understanding of word part meanings (affixes, roots, and base words) when prompted in lessons.	3	2	1
The student applies the concepts taught in their independent reading and writing.	3	2	1
Subtotals			

Part B score (sum of subtotals/number of items scored): _____

(continues)

Student Progress Assessment Record 2 ■ Unit 3 (continued)

Student's name: _____ Date: _____

Section 3: Summary

READING

Part A score: _____

Part B score: _____

Overall Reading score: _____ (Part A score + Part B score)/2

If applicable, record the student's progress through the small-group reading lessons or student-led book clubs.

Instructional Focus	Titles of Texts Taught

Reflection

- In what ways is the student demonstrating independence when discussing and writing about texts (for example, generating, sharing, and supporting their own ideas about texts with limited or no prompting)?

Next Steps*

* For additional support, see "MTSS Guidance" found on the Learning Portal and "Suggestions for Supporting Readers" in the Assessment section of the *Implementation Handbook*.

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Student Progress Assessment Record 2 ■ Unit 3 *(continued)*

Student's name: _____ Date: _____

WORD STUDY

Part A Score: _____

Part B Score: _____

Overall Word Study score: _____ (Part A score + Part B score)/2

Reflection

- What do you notice about how the Word Study instruction from this unit is informing the student's reading and spelling progress?

Next Steps*

* For additional support, see the Word Study section in this unit's Class Assessment Records.

Grading Support ■ Unit 3

In this unit the students have the opportunity to produce the following written artifacts. You may use these artifacts as additional data points to determine grades for reporting purposes.

Strand	Title	Lesson
Reading	"Stop and Ask Questions About A Boy Called Bat 1"	Week 2, Day 1
	"Stop and Ask Questions About A Boy Called Bat 2"	Week 2, Day 2
	"Stop and Ask Questions About A Boy Called Bat 3"*	Week 2, Day 3
	"My Connection to Bat's Love for Thor"	Week 2, Day 3, extension
	"Double-Entry Journal About My Independent Reading Book"*	Week 2, Day 4
	"Stop and Jot About A Boy Called Bat 1"	Week 3, Day 1
	"Stop and Jot About A Boy Called Bat 2"	Week 3, Day 2
	"Stop and Jot About A Boy Called Bat 3"	Week 3, Day 3
	"Stop and Jot About My Independent Reading Book"*	Week 3, Day 4
	"Reread and Sketch Part of A Boy Called Bat"	Week 3, Day 4, extension
	"Write About a Reading Strategy"	Week 3, Day 5
	"Story Arc for My Independent Reading Book"*	Week 4, Day 5
	"Summary of A Boy Called Bat"*	Week 5, Day 3
	"Summary of a Fiction Book"	Week 5, Day 3, extension
Word Study	"Spelling Practice 9"	Week 1, Day 1
	"Word Sort 5"	Week 1, Day 4
	"Spelling Practice 10"	Week 2, Day 1
	"Word Sort 6"	Week 2, Day 4
	"Antonym Word Web for the Word _____"	Week 2, Day 5, extension
	"Spelling Practice 11"	Week 3, Day 1
	"Spelling Practice 12"	Week 4, Day 1
	"Word Sort 7"	Week 4, Day 4
	"Good Morning"	Week 4, Day 5
	"Spelling Practice 13"	Week 5, Day 1
	"Word Sort 8"	Week 5, Day 3
	"My Word Collection"	Week 5, Day 5
	"Word Study Student Record 3"***	Week 5, Day 5

* Scored in Student Progress Assessment Section 1: Reading, Part A.

** Scored in Student Progress Assessment Section 2: Word Study, Part A.