First Grade

Language Arts Curriculum Guide
Standards and Instruction
2003 – 2004

• Reading
• Writing
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• Assessments
• Strategy Glossaries
FIRST GRADE
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Reading Standards

• Vocabulary, Word Analysis, and Fluency
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FIRST GRADE: READING STANDARD 1
Vocabulary Word Analysis and Fluency

In VESD Reading, Standard 1 has been divided into the following categories and articulated K – 6. Students are expected to know and use these effectively in their reading and writing as appropriate to their grade level.

1. High Frequency/ Sight Words

2. Content Words in Context

3. Inflectional Endings
   - Prefixes
   - Suffixes

4. Phonics

5. Multiple Meaning Words

6. Identifies/ Generates Synonyms and Antonyms

7. Syllabication/ Phonemic Awareness

8. Recognize, understands and identifies the meaning of contractions through their parts

9. Fluency Rate and Accuracy

10. Student use of resources
What Student Will Know and Read:
- Specific Grade Level Content

### Core Strategies For Teaching Vocabulary (see column 1)
(See Reading Strategy Glossary)

1. High Frequency Word List including common abbreviations.  
   (See Reading Assessment Section)
2. Content words in context  
   Classify categories of words
3. Know/add inflectional endings (-s, -ed, -ing) to base/root words
4. Phonics  
   - Letter sound/patterns  
   - Vowel digraphs  
   - r-controlled words  
   - Compound words
5. Multiple meaning words may have more than one meaning
6. Opposites
7. Phonemic Awareness  
   - Initial, medial and final sounds  
   - Long and short-vowels  
   - Rhyming words  
   - Word families  
   - Blends  
   - Segmenting syllables
8. Reads contractions  
   - I’m, I’ve, I’ll, she’s, he’s, he’ll, she’ll, we’ve, we’re, we’d, isn’t, can’t, it’s
9. Fluency – Read aloud narrative and expository text fluently and accurately with appropriate pacing intonation, and expression.
10. Student Use of Resources  
    - Word Wall  
    - Picture Dictionary  
    - Word Bank

### "In Context" Reading Strategies:
- Read Aloud  
- Think Aloud  
- Shared Reading  
- Guided Reading  
- Book Talk  
- Independent Reading  
- Phonemic Awareness Activities (See Resources Page)

### Word Study Activities:
- Word Sorts  
- Word Play  
- Word Wall  
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- Making Words  
- Word Study

### Strategies that Support Reading Through Writing:
- Thinking Maps  
- WFTB (Write From the Beginning) Lessons

### Formal/Informal Assessments For Teaching Vocabulary (see column 1)
(See Reading Assessments)

1. District Assessment Tools
   - VESD Phonemic Awareness Tests
   - Running Records  
     - DRA Running Records  
     - Assessment #13 from Taking A Reading

### Other Assessment Tools
- Houghton Mifflin Assessments
- Identification of words on high frequency list
- Teacher observations  
  - Classroom discussion  
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  - Cloze Tests  
  - Additional teacher developed tests
- Phonemic Awareness Tests  
  - Assessments #4, #5, #6, #7 from Taking A Reading
- Phonics Inventory  
  - Assessments #8, #9, #10, #11 from Taking A Reading
The English language uses 26 alphabetic letters in more than 100 combinations to represent between 44 to 45 speech sounds. Phonics helps new as well as experienced readers make connections between letter patterns and the speech sounds for which they stand. It begins with an awareness and recognition of letters and sounds, then builds connections between them, starting with the most frequent and distinct correspondences.

**Letter Knowledge**
Recognize, name, and distinguish upper- and lower-case letters.

**Word Segmentation**
Recognize individual words within a sentence. Example: "I went to the store." (5 words)

**Syllable Segmentation**
Recognize and separate syllables within words. Examples: Bill-y, Ton-ya, a-bout, talk-ing

**Syllable Blending**
Can listen to simple polysyllabic words spoken in separate syllables and can say the complete blended word. Example: let-ter - letter

**Phonemic Awareness- Consonants**
Upon hearing two similar words with different initial consonants, tell whether the initial sounds are the same or different. Examples: mat-sat; big-beg

**Phonemic Awareness- Vowels**
Upon hearing two similar words with different vowel sounds, tell whether the vowel (medial) is the same or different. Examples: mane-cane; pin-pen

**Phonemic Blending**
Upon hearing separate phonemes, blend them and say the complete word. Example: /t/ /o/ /m/ - Tom

**Phonemic Segmentation**
Upon hearing a complete word, separate and pronounce the individual sounds. Example: cat - /c/ /a/ /t/

**Rhyming**
Recognize and produce rhyming pairs. Examples: tan/pan; big/pig; get/set; sap/tap

Upon hearing a series of onset consonants and a phonogram, blend them to produce rhyming words. Examples: /k/ /ab/ = cab; /d/ /ab/ - = dab; /g/ /ab/ = gab; /j/ /ab/ = jab

A SUGGESTED PLAN FOR TEACHING PHONICS

The following is a suggested order for teaching phonics in the first grade. After first grade, students should be assessed to determine their knowledge and application of phonics. Start with a review of sounds and phonemes, then teach students based on their assessment needs.

<table>
<thead>
<tr>
<th>Letter(s)</th>
<th>Example</th>
<th>Letter(s)</th>
<th>Example</th>
<th>Letter(s)</th>
<th>Example</th>
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<td>tap</td>
<td>l</td>
<td>n</td>
<td>nap</td>
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<td>consonants</td>
<td>c (hard)</td>
<td>cat</td>
<td>r</td>
<td>p</td>
<td>pat</td>
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<tr>
<td></td>
<td>m</td>
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<td>dog</td>
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<td></td>
<td>s</td>
<td>sat</td>
<td>v</td>
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<td>Short Vowels</td>
<td>a</td>
<td>cat</td>
<td>e</td>
<td>let</td>
<td>i</td>
</tr>
<tr>
<td></td>
<td>o</td>
<td>hot</td>
<td>u</td>
<td>cut</td>
<td>bit</td>
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<tr>
<td>Long Vowels</td>
<td>a_e</td>
<td>lake</td>
<td>e_e</td>
<td>here</td>
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<td>“silent e”</td>
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<td>u_e</td>
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<td>o</td>
<td>go</td>
<td></td>
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<td>“open syllable at</td>
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<td>the end of a word”</td>
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<td>Other less</td>
<td>g</td>
<td>got</td>
<td>h</td>
<td>hat</td>
<td>k</td>
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<td>frequent</td>
<td>w</td>
<td>wet</td>
<td>j</td>
<td>job</td>
<td>x (ks)</td>
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<td>y</td>
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<td>th</td>
<td>thin</td>
<td>ch</td>
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<td>Digraphs</td>
<td>wh (hw)</td>
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<td>ship</td>
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<td>_y (i)</td>
<td>my</td>
<td>_y (e)</td>
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<td>c (s)</td>
<td>city</td>
<td>g (j)</td>
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<td>or second sound</td>
<td>x (gs)</td>
<td>exam</td>
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<td>his</td>
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<td>feet</td>
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<td>spell</td>
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<td>_ow</td>
<td>tow</td>
<td>crop</td>
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<td>step</td>
<td>gr</td>
<td>green</td>
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<td>br</td>
<td>brain</td>
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<td>fl</td>
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<td>sl</td>
<td>slow</td>
<td>pl</td>
<td>play</td>
<td>gl</td>
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<td></td>
<td>cl</td>
<td>clip</td>
<td>tw</td>
<td>twin</td>
<td>bl</td>
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<td></td>
<td>str</td>
<td>street</td>
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<td>Final Consonant</td>
<td>_ld</td>
<td>cold</td>
<td>_nt</td>
<td>ant</td>
<td>_lf</td>
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<td>Blends</td>
<td>_mb</td>
<td>lamb</td>
<td>_st</td>
<td>post</td>
<td>_mp</td>
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<td></td>
<td>_nk</td>
<td>ink</td>
<td></td>
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<td>shelf</td>
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<td>R-Vowels</td>
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<td>er</td>
<td>her</td>
<td>ir</td>
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<tr>
<td></td>
<td>or</td>
<td>for</td>
<td>ur</td>
<td>fur</td>
<td>sir</td>
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<td>SUGGESTED PHONICS PLAN (pg. 2)</td>
<td>Letter(s)</td>
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<td>Letter(s)</td>
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<td>Broad “o” Vowels</td>
<td>aw</td>
<td>dawn</td>
<td>au</td>
<td>auto</td>
<td>al (awl)</td>
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<tr>
<td></td>
<td>o (aw)</td>
<td>off</td>
<td></td>
<td></td>
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<tr>
<td>Other Vowel Diphthongs</td>
<td>ow</td>
<td>owl</td>
<td>ou</td>
<td>out</td>
<td>oi</td>
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<tr>
<td></td>
<td>oy</td>
<td>boy</td>
<td></td>
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<td>Double “o” Vowels</td>
<td>oo</td>
<td>pool</td>
<td>oo</td>
<td>book</td>
<td>u (oo)</td>
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<td></td>
<td>u (oo)</td>
<td>push</td>
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<td>Schwa in Unaccented Syllable</td>
<td>a (uh)</td>
<td>about</td>
<td>e (uh)</td>
<td>the</td>
<td>i (uh)</td>
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<tr>
<td></td>
<td>o (uh)</td>
<td>onion</td>
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<td>Other Spellings / Silent Letters</td>
<td>gn (n)</td>
<td>gnu</td>
<td>ph (f)</td>
<td>phone</td>
<td>kn (n)</td>
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<tr>
<td></td>
<td>wr (r)</td>
<td>write</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other Vowel Spellings</td>
<td>ough (au)</td>
<td>ought</td>
<td>ea</td>
<td>head</td>
<td>igh</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(short e)</td>
<td></td>
<td>(long i)</td>
</tr>
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</table>
First Grade Reading

Standard 2: Reading Comprehension

Standard 3: Response to Literature

Students in first grade will:

- Choose books appropriate to individual reading level
- Read 100 books independently at the appropriate grade level including a variety of fiction and non-fiction genres
- Read fluently and accurately grade level text (95%, at Level 16) with proficient comprehension and retelling
- Have experiences with different genre, including fairy tales, folk tales, poetry, nursery rhymes and other literature
- Differentiate between fiction and non-fiction literature
- Identify in literature, character, setting, plot and sequencing, and beginning, middle, and end
- Organize information on a Thinking Map
- Make connections by relating text to self, text, and to world through prior knowledge
- Make predictions
<table>
<thead>
<tr>
<th>WHAT STUDENTS WILL READ</th>
<th>CORE STRATEGIES FOR TEACHING THE READING STANDARDS FROM COLUMN 1 (See Reading Strategies Glossary)</th>
<th>FORMAL/INFORMAL ASSESSMENTS For Assessing Column 1 (See Reading Assessments)</th>
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<tbody>
<tr>
<td>❖ Fiction</td>
<td></td>
<td>❖ DRA Running Records</td>
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<td>❖ Fairytales</td>
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<td>Other Assessment Tools:</td>
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<td>❖ Folktales</td>
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<td>❖ Houghton Mifflin Assessments</td>
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<td>❖ Poetry – Rhythm, rhyme alliteration</td>
<td></td>
<td>❖ Oral Reading</td>
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<tr>
<td>❖ Nursery Rhymes</td>
<td></td>
<td>❖ To monitor fluency, conventions, and expression</td>
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<td>❖ Predictable/Pattern</td>
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<td>❖ Informal Running Records</td>
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<td>Textual Text:</td>
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<td>Thinking Maps</td>
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<tr>
<td>❖ Non-fiction</td>
<td></td>
<td>❖ To demonstrate comprehension</td>
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<td>Functional Text:</td>
<td>Strategies/Concepts Teachers Teach Students To Apply:</td>
<td>Student Response Worksheets</td>
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<tr>
<td>❖ Environmental Print</td>
<td>Silent reading Independent reading</td>
<td>VESD Power Reading Assessments</td>
</tr>
<tr>
<td>❖ Follow one step directions</td>
<td>Literary Terms: ❖ Characters ❖ Setting ❖ Plot ❖ Sequencing Making connections (Prior Knowledge) ❖ Text to self ❖ Text to text ❖ Text to world Questioning (who, what, when, where, how) Visualizing Drawing Inferences Determining Importance Monitoring Comprehension Synthesizing Concepts about Print Prediction Think aloud Thinking Maps Retelling</td>
<td>Retelling</td>
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<td></td>
<td>❖ See DRA Running Records ❖ Assessment Tool #18 from Taking a Reading</td>
<td>❖ Cloze activities</td>
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<tr>
<td></td>
<td></td>
<td>Test Prep Monitoring Programs such as:</td>
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<tr>
<td></td>
<td></td>
<td>❖ Surpass</td>
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<td></td>
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<td>❖ Accelerated Reading</td>
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<td></td>
<td></td>
<td>❖ Scholastic’s “Reading Counts”</td>
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</table>
GLOSSARY OF TERMS

and

CORE READING STRATEGIES
CORE READING STRATEGIES GLOSSARY
VOCABULARY, READING COMPREHENSION, AND LITERARY RESPONSE AND ANALYSIS

Anticipation Guide: A tool for accessing prior knowledge, regard new information, and find evidence to defend preconceived notions and opinions regarding a subject. Format:
- Choose an important concept to be gained through reading
- Create 4-6 statements (that can’t be easily answered) to support or challenge students’ beliefs regarding the concept chosen
- Create a section for each question where the students’ answer (opinion) can be recorded (usually yes or no). Students share their answers and let both sides of the statement be thoroughly discussed. This is to inspire close reading and look for information to support their side when reading
- After reading, students add the author’s ideas/answers
- Finish with class discussion

Book Talk: A discussion of a current book being read by the teacher or students. A focus is usually established for the discussion. The purpose is to clarify meaning through discussion and to entice others to read the book.

Cloze Activity: This term refers to a variety of sentence completion techniques in which words are strategically left out of a text so that readers can supply the missing words using context only or, sometimes, limited graphophonic cues. Cloze tests can be designed to provide informal diagnostic information.

Concepts About Print: (Clay, 1979). These are concepts about the way print works. Some of the basic concepts about print include: directionality (that readers and writers move from left to right and top to bottom); spacing (used to separate words); recognition of words and letters; sequencing and locating skills; searching for cues from different sources, checking own responses, and correcting errors.

Connections: Using schema to make connections to what is read
- Text-to-self: Relating text to own life
  - That reminds me of...
  - That made me think of the time...
  - I can relate...
- Text-to-text: Relating the text to other texts by comparing characters, their personalities, and actions, and/or comparing story events, plots, lessons, themes, messages, or different versions of familiar stories. This also includes finding common themes, writing styles, or perspectives in the work of a single author, or comparing the elements between authors.
  - This part is just like...
  - That reminds me of...
  - I read another book where...
  - This is similar to...
- Text-to-world: Relating a text to real world situations
  - That reminds me of...
  - This is like...
  - I know about this...but I didn’t know that.
Determining Importance: Proficient readers seek the importance of what they read and to find the essence in information. They use their conclusions about important ideas and/or themes to focus their reading and to exclude peripheral or unimportant details.

DRTA: (Directed Reading-Thinking Activity) This activity helps determine the purpose for reading, develops prediction and inference skills, and helps students to use information from the text to support their predictions/ inferences. Students brainstorm predictions from the title using the title, cover picture, and their schema. Next student (or teacher) reads the first section. Predictions are confirmed, rejected, or modified. Only the student that made a specific prediction can change his/ her answers. More predictions are made and the second section is read. Again students confirm, reject, or modify their predictions based on the new information read. As predictions are confirmed, rejected, or modified, the teacher encourages students to justify their decisions using the new information and prior knowledge. This is helpful in developing critical reading skills and deepens comprehension.

Guided Reading: Guided reading is reading instruction that uses developmentally appropriate texts. Each lesson should focus on direct instruction of a particular reading strategy such as the three cueing systems or reading comprehension.

Independent Reading: Students read books or texts of their choice during free or independent time.

Inferencing: The reader uses prior knowledge and textual information from the text (evidence) to draw conclusions, make predictions, make critical judgments, and form unique interpretations of the text. When the author doesn’t answer the questions a reader may have, the reader must infer. (Examples: Maybe..., I think..., It could be..., It’s because..., I’m guessing..., etc.)

Literary Devices: (Figurative Language)

- **Alliteration** - repetition of the same consonant sound at the beginning of several words of a sentence or line of poetry
- **Cliche** - A phrase or sentence that has been overused. It is often better to find a new way of saying the same thing.
- **Hyperbole** - a deliberate and obvious exaggeration used for effect
- **Idiom** - a common phrase made up of words that can’t be understood by their literal, or ordinary meaning
- **Imagery** - language that appeals to the five senses - sight, hearing, smell, taste, and touch
- **Metaphor** - a direct comparison between two things. It states one thing is another. It does not use the words like or as
- **Onomatopoeia** - the use of words that sound like the noises described
- **Overstatement** - An exaggeration or a stretching of the truth
- **Personification** - A figure of speech in which an animal, object, or idea is given human qualities, such as the ability to cry, feel, talk, and make decisions
- **Simile** - a comparison between two things, using the words like or as
- **Symbolism** - when something is used to stand for something more than just itself
Literary Analysis: (Devices)
- **Author’s Message:** The author’s intended message or lesson for the reader
- **Author’s Purpose:** Authors write for four main purposes: to entertain, to inform, or express their opinions, and to persuade.
- **Characters:** The characters are the people, animal, or things in the story. The main characters are the characters that the story is mostly focused on. Minor characters are the less important characters within the story.
- **Character Traits:** Words that describe a character’s thoughts, feelings, actions, a distinguishing quality of a character
- **Inference:** A guess or conclusions based on known facts and hints of evidence. Sometimes readers use prior knowledge to help make inferences.
- **Mood:** Mood is the atmosphere that indicates in a text the prevailing feeling or frame of mind. For example, at the start of a text, mood is the creation of a sense of expectation (fictional, imaginary, fanciful, romantic, realistic, optimistic, pessimistic, and gloomy).
- **Point of view:** Refers to how a story is narrated. If a story is narrated from the first-person, the narrator is a character in the story and used the first person pronouns I, me, mine, we, and our. If the story is narrated from the third person, the narrator is not part of the story and uses the third-person pronouns he, him, she, her, and them.
- **Plot:** The plot is the sequence of events that happen in the story. The characters in the story have a conflict (problem), and the conflict is explained by a series of events. The plot includes all of the events that take the characters through the conflict to the resolution. (Flow Map, Story Board, Story Map)
- **Prediction:** The use of facts in a story or picture and any other information you know about the world to guess what will happen.
- **Setting:** The setting is the story’s time and place. The time may be the past, present, or future. The setting may be real or imaginary. (Literary Map, Flow Map)
- **Solution:** The turning point in a storyline or plot. It is the part in which a decision or important discovery is made or an important event happens that will solve the story’s problem or end the conflict. The solution is also called the resolution or the climax of the plot.
- **Symbolism:** Something that on the surface is its literal self, but which also has another meaning or even several meanings.
- **Theme:** The theme is the main point of the story, the idea the author wants to get across to the reader.
- **Tone:** The style or manner of expression in speech or writing. Tone is the author’s attitude toward the work, events, characters, or the reader/audience (formal, informal, serious, humorous, amused, angry, playful, gloomy, sad, and cheerful).

**Literature Circles:** Small temporary groups of students reading a book independently. While reading, they make notes and meet regularly to discuss the book. Each member of the group takes specific responsibilities in the upcoming discussion. When a book is finished, the circle members plan a way to share the highlights of their reading with a wider community. Once readers can successfully conduct their own wide-ranging, self-sustaining discussions, formal discussion roles may be dropped.

**Making Words:** An activity in which students are individually given some letters to make words. It is an active, hands-on, manipulative activity in which children discover letter-sound relationships and learn how to look for patterns in words. They also learn that changing just one letter or even just the sequence of letters changes the whole word.
Monitoring Comprehension: Proficient readers monitor their learning flexibly, adapt learning strategies to new situations. They utilize a variety of fix-up strategies to repair comprehension when it breaks down. They select appropriate fix-up strategies from one of the six language systems to best solve a given problem in a given reading situation.

- **Graphophonic**: Letter/sound knowledge (phonics)
- **Lexical**: Visual word knowledge (sight words)
- **Semantic**: Word meanings/associations - Does it make sense?
- **Syntactic**: Language structure at the word, sentence, and text level (verb in place of a verb, noun in place of a noun). Does it sound right?
- **Schematic**: Use of prior knowledge that stores and accesses information needed
- **Pragmatic**: Social construction of meaning, knowledge of purpose, use of other readers as resources (your knowledge + my knowledge makes a greater meaning than before)

Paraphrase: A writer’s own rendition of essential information and ideas expressed by someone else, presented in a new form. It is a more detailed restatement than a summary, which focuses concisely on a single main idea.

Phonemic Awareness: The understanding that word is made up of a series of discrete sounds. **Phonemic Awareness Activities** are exercises that help children hear how sounds are put together (oral blending) and how to separate words into sounds (oral segmentation).

Poems/Poetry Forms: See the Writing Strategies Glossary

Prediction: Inferring subsequent events and outcomes

**Question Stems**: See Reading Across the Curriculum sheet in this guide
- **Initial Understanding** - “Reading the Lines” of text. It is the literal comprehension of what is specifically written in the text. Reader looks for specific details, action, reason, and/or sequence
- **Interpretation** - “Reading Between the Lines of Text”. Information may not be given but it is implied. Readers form an interpretation based on implicit and explicit information. Students may infer the main idea or meaning and use that information to predict what happens next (extended meaning)
- **Critical Analysis** - “Reading Beyond the Lines” of text by synthesizing and evaluating explicit and implicit information

Questioning (See the QAR strategy below) Proficient readers ask questions of themselves, the authors, and the texts they read. They generate thoughtful, probing questions and consider a range of responses. The use questions to clarify and focus their reading. Questioning is done before, during, and after reading. Questions before reading help the reader make connections, set a purpose for reading, and make predictions. Questions during reading help the reader clarify and review, confirm or create new predictions, critically evaluate the story and make personal connections. Questions after reading help reinforce concepts, model ways of thinking through organizing information, encourage critical thinking, and build awareness of common themes and structures in literature. Examples include questions stems below and the QAR Strategy.

- I wonder...
- I was confused when...,
- Why...
QAR: Question, Answer, Response

• **Right There** (In the text) - Questions that ask who, what, where, when, and sometimes why. The answers to the questions are right there in what is being read. The words used in the question and the words used for the answer can usually be found in the same sentences.

• **Think and Search** - The answer is in the text, but the words used in the questions and those used for the answer are not in the same sentence. You need to think about different parts of the text and how ideas can be put together before you can answer the question.

• **On My Own** (In your head) - The text got you thinking, but the answer is inside your head. The author can’t help you much. So think about it, and use what you know already about the question.

• **The Author and Me** - The answer is not in the text. You need to think about what you know, what the author says, and how they fit together.

**Read Aloud**: Reading aloud to students from a variety of texts (usually above their level of reading) to demonstrate fluency and expression, stimulate thinking, build vocabulary, extend their knowledge, and develop an appreciation of reading.

**Reciprocal Teaching**: A conversation between teachers and students, the purpose of which is to come to a shared understanding of the text they are reading. The conversation is organized around the following four strategies used to help the readers construct meaning.

• **Predict** - Students are taught to generate predictions and to provide concrete evidence from the texts to support their reasoning.

• **Clarify** - Students are asked to identify and explain difficult words, phrases, or ideas from a reading selection and to use clarifying strategies.

• **Question** - Rapid reading comprehension is fostered by instruction in question generation. The students are taught to use who, what, when, where, why, and how questions words and to apply inferencing skills.

• **Summarize** - Students are taught to identify the main ideas in a reading selection and to construct clear, concise summaries of what they have read.

**Retelling**: Retelling a story or text (in own words) in a written, oral, or art format to check comprehension in relation to the plot, setting, characters, or any underlying inferences. Sometimes retelling can be followed by questions to elicit further information.

**Shared Reading**: Students read a text with the help of a teacher in an effort to learn to “read by reading.” Shared reading is a step between reading to students and independent reading by students. It takes place in a non-threatening learning environment in which risk-taking, mistakes, and approximations are seen as a normal part of learning, not signs of failure. The purpose is for students to become independent in reading texts that would otherwise be too difficult. Shared reading involves using an enlarged text so that all students can participate. In the intermediate grades, shared reading is using enlarged text (e.g. on the overhead) to teach text features and facilitate the reading of difficult texts such as poetry, content area textbooks, nonfiction texts, directions, etc.

**Silent Reading (SSR-Sustained Silent Reading)**: During SSR time, each student chooses a book or books to read for a designated period of time (typically 15-30) minutes. Everyone, including the teacher, finds a comfortable place for reading without interruption. Students who can read choose a book at their independent level. SSR also provides students with time to practice the decoding and comprehension skills they have learned.
**SQP2RS**: A study strategy to help read and remember content area reading assignments. It contains the following steps.

- **Survey** - Students preview the reading assignments, surveying the title, headings, information by pictures and words in italics
- **Question** - turn the heading into a question before reading the section - generate questions that can be answered after reading
- **Predict** - Student predict one to three things you expect to learn as you read the text
- **Read** - The students then read (alone, with the teacher, a partner, or group) each section so they learn the answer to the question they are asking
- **Respond** - After reading each section, the students respond to the questions and determine which were answered in the text, develop new questions, continue surveying
- **Summary** - After finishing the entire assignment, students summarize the text orally or written

**Summarizing**: A summary is a condensed version of the main ideas of a piece of writing that is written in the writer’s own words. It usually begins with a nutshell statement, or overall summary, then presents the essential points of the writing, not necessarily in the same order as the original. It is a brief restatement of a longer text in fewer words than the original text.

**Synthesizing**: Proficient readers bring together all of their learning strategies to understand and internalize a piece. They can not only retell but also create new meaning for themselves (a synthesis) using all that they know. Examples of synthesis might include a compare and contrast of ideas, assessing and evaluating, verifying the value of evidence, and/or making choices based on a reasoned argument.

**Think Aloud**: The teacher reads aloud a text. As the teacher comes across words or concepts that might be difficult, he/she develops questions to ask themselves out loud. These questions are indicative of the thoughts the teacher has while reading difficult text. The purpose is to engage the reader in a metacognitive dialogue about his/her comprehension of text and the use of all reading strategies. These might include the modeling of:

- **Predicting**: “Judging from that heading, I’ll bet...”
- **Summarizing**: “So, there are different levels of a nervous system.”
- **Questioning**: “I wonder just how complex the human nervous system is?”
- **Assessing prior knowledge**: “I know the nervous system is controlled by the brain.”
- **Making analogies**: “A nervous system is like a system of traffic lights.”
- **Creating imagery**: “I picture a huge oak tree when I think of the nervous system.”
- **Clarifying**: “Wow, I don’t know that word at all, but it’s in bold type, so I bet its meaning is listed in the glossary or the end of the chapter.”

**Thinking Maps**: Thinking Maps are eight visual-verbal tools, each based on a fundamental thinking process and used together as a set of tools for showing relationships.

**Vocabulary Development**:

- **Affix** - Letters are letters added to the beginning or ending of a word to change its meaning or grammatical function.
- **Antonym** - Words with opposite meaning. Cold and hot are antonyms.
- **Etymology** - The in-depth study of the history of words.
- **Homograph** - Words that are spelled the same but have different meanings and different origins. Bat = club, flying animal, or a wink
**Homophone** - Words that sound the same but have different meanings and usually different spellings. (road, rode, rowed)

**Synonym** - Words that mean nearly the same thing. Big and large are synonyms.

**Multiple Meaning Word:** A word that has more than one meaning. Story is a multiple meaning word. It can mean a real or imaginary tale or a level of a building.

**Prefix** - An affix added to the beginning of a word to form a new word. In is a prefix in inaccurate.

**Suffix** - An affix added to the end of a word to change its grammatical form or its meaning. Ness is a suffix in goodness.

**Visualizing:** Proficient readers create mental images to understand information. These images are visual, auditory, or other sensory connections to the text. Proficient readers use these images to deepen understanding of text.

**Word Play:** Games and activities used to develop vocabulary and word knowledge. These can be used in independent center activities or used as lessons and activities to develop vocabulary.

**Examples:**
- **Alliteration** - several words or a sentence that begin with the same letter or sound
- **Hink pink** - One syllable rhyming words that answer a question (What is a chubby feline? - a fat cat)
- **Hinky Pinky** - Two syllable words that answer a question (What would you call a tiny bird from New Zealand? - A peewee kiwi) A hinkety pinkety would be a three syllable rhyming words that answer a question (What would you call a yellow fruit's bright, large handkerchief? A banana bandana)
- **Hyperbole** - a figure of speech that is an extreme exaggeration of the truth
- **Idioms** - A saying whose meaning is different from the usual meanings of the individual words. *To talk a blue streak* is an idiom that means to talk a lot and often quickly.
- **Memory Games** - Example: Concentration
- **Onomatopoeia** - words that imitate or suggest the sounds they describe (meow, crash crack, slurp, twirl, screech)
- **Personification** - a figure of speech that gives a human quality to something nonhuman
- **Portmanteaus** - breakfast + lunch = brunch, and various other vocabulary games
- **Proverbs** - A saying that offers advice or offers an observation about life. *Beauty is in the eyes of the beholder* is a proverb.

**Word Sorts:** Word study activities that draw students' attentions to the patterns in English orthography:
- **Picture sorts** - grouping pictures with similar sound features
- **Word sorts** - grouping word cards with similar sound/spelling features
- **Word hunts** - hunting through text for words with the patterns being studied
- **Closed sorts** - Teacher defines the spelling pattern/category to be sorted
- **Open sorts** - The student creates categories with packs of known words

**Word Study:**
1. An active process in which students categorize words and pictures to learn about words (patterns and structures)
2. Studying synonyms, antonyms, multiple meaning words, prefixes, suffixes, roots (Greek, Latin, etc.), base words, homophones, homographs
**Word Walls:** A word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. The purpose of the word wall is to help children learn to spell high frequency words. The main word wall is large---8 feet wide and 6 feet tall. The words build on the wall by 5 new words each week throughout the school year. Words on the wall are written about 2 inches tall with a black marker on colored construction paper. They are cut out around the shape of the letters. The wall needs to be reachable for the students. They should be able to walk right up to the word wall, and they should be able to touch each word with a pointer. The key to a successful word wall is the word, "interactive." Students need to actively interact with the word wall. Interaction includes cheers and chants for the new words of the week, activities that expand the students' understanding of how words work and the use of the word wall during writing as a primary resource for spelling.
First and Second Grade

Reading Across the Curriculum

Created by Dr. Virginia Boris
Associated Superintendent
Clovis Unified School District

Aligned to VESD Power Reading Tests
<table>
<thead>
<tr>
<th>ALL TEXT: Recreational, Textual &amp; Functional</th>
<th>Link to State Standard</th>
<th>CUSD Standards: Levels of Inquiry</th>
<th>Sample Questions (What we think aloud)</th>
<th>Types of Text Reading</th>
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<td></td>
<td>Reading The Lines</td>
<td>Analysis of Literature; *Compare and contrast plots, setting, characters and different versions of the same story</td>
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<td>Specific Detail</td>
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<td>Literary Terms; *Generate alternative endings</td>
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<td>- Specific Detail</td>
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<td>Poetry; Identify use of rhythm, rhyme and alliteration</td>
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<td>Action, Reason, Sequence</td>
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<td>Text Features</td>
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<td>Titles, Headings, Bold</td>
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<td>Reading Beyond The Lines</td>
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<td>Critical Analysis</td>
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<td>For example, in fact, in conclusion, but, therefore, such as</td>
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<td>- Identify literary terms and devices</td>
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<td>*Graphics</td>
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<td>- Identify resources</td>
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<td>Cause &amp; effect, problem &amp; solution, question &amp; answer, compare &amp; contrast, description &amp; sequence</td>
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</table>

*Created by Dr. Virginia Boris, Associate Superintendent. Clovis Unified School District *Aligned to VESD Power Reading Test’s
READING ASSESSMENTS

First Grade

• Reading Assessment Chart from “Taking a Reading”
  * Phonemic Awareness Assessment
• High Frequency Reading/Vocabulary List
• VESD Power Reading (Link provided)
• Running Records – DRA Running Record Kit
## Taking a Reading Assessment Chart

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Group Size</th>
<th>Kinder</th>
<th>ONE</th>
<th>TWO</th>
<th>THREE</th>
<th>FOUR</th>
<th>FIVE</th>
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<tbody>
<tr>
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<td>Individual</td>
<td>Fall/Winter/Spring</td>
<td>Fall, as needed</td>
<td>As needed</td>
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<td>2 Letter Naming Fluency (DIBELS)</td>
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<td>Fall, as needed</td>
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<td>3 Concepts about print</td>
<td>Individual</td>
<td>Fall, as needed</td>
<td>As needed</td>
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<td>4 Phoneme Awareness</td>
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<td>As needed</td>
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<td>5 Onset Recognition (DIBELS)</td>
<td>Individual</td>
<td>Fall/Winter</td>
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<td>6 Yopp Singer Phoneme Segmentation</td>
<td>Individual</td>
<td>Fall/Winter</td>
<td>As needed</td>
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<td>7 Phoneme Segmentation Fluency</td>
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<td>8 Beginning Phonics Skills Test (BPST)</td>
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<td>Fall/Winter/Spring</td>
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<td>As needed</td>
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<tr>
<td>9 Nonsense Word Fluency (DIBELS)</td>
<td>Individual</td>
<td>Fall/Winter/Spring</td>
<td>Fall/Winter/Spring</td>
<td>As needed</td>
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<td>10 Phonics Inventory</td>
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<td>11 Names Phonics Test</td>
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<td>12 High- Frequency Words</td>
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<td>13 Assessing Accuracy and Fluency</td>
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<td>14 Rapid Word Reading Placement Test</td>
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<td>16 Elementary Spelling Inventory</td>
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<td>17 Vocabulary</td>
<td>Individual &amp; Small group</td>
<td>On going, as needed</td>
<td>On going, as needed</td>
<td>On going, as needed</td>
<td>On going, as needed</td>
<td>On going, as needed</td>
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<tr>
<td>18 Comprehension</td>
<td>Whole Class</td>
<td>Fall/Winter/Spring</td>
<td>Fall/Winter/Spring</td>
<td>Fall/Winter/Spring</td>
<td>Fall/Winter/Spring</td>
<td>Fall/Winter/Spring</td>
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<tr>
<td>19 Organizational Features of Text</td>
<td>Individual</td>
<td>Fall/Winter/Spring</td>
<td>Fall/Winter/Spring</td>
<td>Fall/Winter/Spring</td>
<td>Fall/Winter/Spring</td>
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<td>Fall/Winter/Spring</td>
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<td>20 Reference Skills-Observational Tool</td>
<td>Individual</td>
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"Taking a Reading" A teachers Guide to Reading Assessment Reading Success Network So Calif. Comprehension Assistance Center 562-922-6343
Phonemic-Awareness Assessment
First Grade

Give this assessment orally as follows: Standard 1.8 and 1.9 for the 1st Trimester, 1.6 and 1.7 (add and Delete) the 2nd Trimester and 1.7 (Change target sound) the final semester. Begin by repeating the questions missed previously to see if those concepts have been mastered. Please record incorrect responses.

Standard 1.8 – Blend two to four phonemes into recognizable words

Listen to the sounds and tell me the word it makes. Example: If I say p-i-g. The word you hear is pig.

n-o (2) _______ s-a-y (2) _______ r-u-n (3) _______
c-a-m-e(3) _______ w-e-n-t (4) _______ t-r-i-p (4) _______

Standard 1.9 – Segment single syllable words into their components

Tell me each of the sounds of the word I say. Example: If I say dog. Then you would say d-o-g.

me (2) _______ so (2) _______ pan (3) _______
book (3) _______ just (4) _______ flat (4) _______

Standard 1.6 - Create and state a series of rhyming words, including consonant blends

Tell me a word that rhymes with________: Example: If I said cow a rhyming word could be how.

man _____ try _____ get _____
book _____ play _____ skip _____
Phonemic-Awareness Assessment (continued)

Standard 1.7 – Add, delete or change target sounds to change words.

(Add) Add _____ to the beginning of ______. What is the new word?
Example: If I say add /errrr/ to the beginning of /ug/. What is the new word?
You would say rug.

p (an) _______ f (in) _______ r (ed) _______

n (ot) _______ h (ow) _______ t (ug) _______

(Delete) Say the word ____ but leave off the _____. Example: If I say the word is dog but leave off the /duh/. You would say og.

ten (t)_____ sit (s) _____ rake (r) ______

beep (b) _____ five (f) ______ good (g) _______

(Change) Change the (beginning, middle or end) sound in _____ with _______. What is the new word?
Example: Change the beginning sound in car to /ffff/. The new word is far.
Change the middle sound in man to /eh/. The new word is men.
Change the ending sound in sad to /tuh/. The new word is sat.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>Ending</th>
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<tbody>
<tr>
<td>net (b-bet) _______</td>
<td>log (e-leg) _______</td>
<td>bat (g-bag) _______</td>
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<tr>
<td>cat (m-mat) _______</td>
<td>tub (a-tab) _______</td>
<td>ten (l-tell) _______</td>
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<td>lit (s-sit) _______</td>
<td>pat (o-pot) _______</td>
<td>will (n-win) _______</td>
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<tr>
<td>run (f-fun) _______</td>
<td>set (i-sit) _______</td>
<td>pod (t-pot) _______</td>
</tr>
<tr>
<td>got (l-lot) _______</td>
<td>tag (u-tug) _______</td>
<td>sun (b-sub) _______</td>
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JReece – Sept 2004
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Writing Standards

- Written Expression
- Writing Strategies
- Writing Applications
- Written English Language Conventions
Written Expression: First Grade

Students use the following traits in their writing

Ideas and Content
- Ideas follow the writing topic

Organization
- Ability to group like ideas
- Coordination of text and pictures

Voice
- Individual expression comes through in writing and related pictures
- Writer is aware of writing for a reader

Word Choice
- Use nouns, verbs, and descriptive words correctly and creatively

Sentence Fluency
- Write three or more related sentences that begin in different ways

Conventions
- Write complete coherent sentences
- Use correct punctuation and capitalization
- Use contractions and singular/plural nouns correctly
- Spell correctly 3-4 letter short vowel words and high frequency words

Presentation
- Use appropriate handwriting by printing legibly with appropriate spaces between letters, words, and sentences
- Use appropriate formatting and layout

Writing is taught and assessed based on criteria in the first grade scoring guide
**WRITING**

Standards-Based Classroom

Writing Strategies: 1.0

Writing Application: 2.0

<table>
<thead>
<tr>
<th>What Student will write:</th>
<th>Core Strategies For Teaching Writing (See Column 1)</th>
<th>Formal/ Informal Assessments For Assessing Standards in Column 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Specific Grade Level Content</td>
<td>Strategies Teachers Used to Teach Writing in Direct Instruction</td>
<td></td>
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<tr>
<td></td>
<td>• Write From the Beginning Lessons</td>
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<td></td>
<td>• Interactive Writing</td>
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<td></td>
<td>• Shared Writing</td>
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<td></td>
<td>• Modeled Writing</td>
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<td>• Six Trait Training/Lessons</td>
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<td>Skills Practice</td>
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<td></td>
<td>• Language Experience</td>
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<td>• Author’s Chair</td>
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<td></td>
<td>• Sentence Frames</td>
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<td>• Cloze Activities</td>
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<td>• Guided Writing</td>
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<td>• Collaborative Writing</td>
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<td>• Making Words</td>
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<td>• Writing Process</td>
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<td></td>
<td>&gt; Revising for Content</td>
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<td>&gt; Editing for Conventions</td>
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<tr>
<td></td>
<td>Organization of Writing</td>
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<tr>
<td></td>
<td>• Write From the Beginning</td>
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<td></td>
<td>• Six Trait Scoring guide</td>
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<tr>
<td></td>
<td>Independent Practice</td>
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<td></td>
<td>• Independent Writing</td>
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<td></td>
<td>• Journal Writing</td>
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<td></td>
<td>Use of Tools</td>
<td></td>
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<td></td>
<td>• Thinking Maps</td>
<td></td>
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<td></td>
<td>• Word Wall</td>
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<td></td>
<td>• Scoring Guide</td>
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<td></td>
<td>• Use of literature as models of writing</td>
<td></td>
</tr>
</tbody>
</table>

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**Writing Strategies**

- Students will write clear and coherent sentences and paragraphs
  - Select a clear focus
  - Use descriptive words when writing
  - Print legibly

**Writing Application**

- Students will write compositions
  - Narratives that describe an experience (fictional or autobiographical)
  - Expository descriptions of a real object, person, place, or event using sensory details

**District Assessment**

- 6 Trait Scoring Guide

**Other Assessment Tools**

- Write From the Beginning Scoring Guide (See WFTB notebook)
- Houghton Mifflin
- Portfolios
- Teacher Observations/Notes
- Teacher/Student reflections and goals
What Student will write:
• Specific Grade Level Content

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Core Strategies For Teaching Writing Standards (See Column 1)</th>
<th>Formal/Informal Assessments For Assessing Writing Standards (from column 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write complete coherent sentences</td>
<td>Strategies Teachers Used to Teach Writing in Direct Instruction</td>
<td>District Assessment</td>
</tr>
<tr>
<td>Use singular and plural nouns correctly</td>
<td>• Write From the Beginning Lessons</td>
<td>• 6 Trait Scoring Guide</td>
</tr>
<tr>
<td>Use contractions correctly</td>
<td>• Interactive Writing</td>
<td>Other Assessment Tools</td>
</tr>
<tr>
<td>Use correct punctuation (., ?, !)</td>
<td>• Shared Writing</td>
<td>• WFTB Scoring Guide (see Write From The Beginning notebook)</td>
</tr>
<tr>
<td>Capitalize</td>
<td>• Modeled Writing</td>
<td>• Houghton Mifflin</td>
</tr>
<tr>
<td>First word of a sentence</td>
<td>• Six Trait Training/Lessons</td>
<td>• Portfolios</td>
</tr>
<tr>
<td>Names of people</td>
<td>Skills Practice</td>
<td>• Teacher Observations/Notes</td>
</tr>
<tr>
<td>The pronoun I</td>
<td>• Language Experience</td>
<td>• Teacher/Student reflections and Goals</td>
</tr>
<tr>
<td>Spell 3 and 4 letter short vowel words and grade-level high frequency words</td>
<td>• Author's Chair</td>
<td>• Use of Priority Words in writing (see Rebecca Sitton material)</td>
</tr>
<tr>
<td>Print legibly with correct spacing between letters, words, and sentences (Presentation)</td>
<td>• Sentence Frames</td>
<td></td>
</tr>
</tbody>
</table>
FIVE-STEP EDITING

Revising and Editing Marks

---

Take something away

^ Add something

Circle Check Spelling

---

Capitalize

? Indent the paragraph
Copy Editor’s Symbols

Take it out  I’m a good singer.

Put it in  I’m a singer.

Put in space.  I’m a good singer.

Add a period.  I’m a good singer.

Make this letter a capital.  I’m a good singer.

Adapted from Northwest Regional Educational Laboratory
Other proofreading examples can be found in other Language Arts materials.
WRITING STRATEGIES GLOSSARY

**Author’s Chair/ Share:** A literacy event in which a student reads his writing to an audience. The student is responsible for interpreting that story for the audience. In the discussion period afterwards, the reader has to answer questions about the author’s motives and intentions. He/she listens and responds to class’ reaction to the story.

**Cloze Activity:** This term refers to a variety of sentence completion techniques in which words are strategically left out of a text so that readers can supply the missing words using context only or, sometimes, limited graphophonic cues. Cloze tests can be designed to provide informal diagnostic information.

**Collaborative Writing:** Students work together to compose an essay, report, etc. By composing together, students experience and participate in the complete writing process in a non-threatening environment and create a model text that can be used for future reference.

**Elements of a Story:**
- **Character** – the people or animals who take part in the story
- **Character Development** – the change in a character from the beginning to the end
- **Characterization** – the ways of showing what a character is like (e.g. appearance, speaks, acts, name, sex, nationality, race, traits, age, relationship to others, occupation, opinions, problems, background, personality, importance, emotions, values)
- **Main Character** – The person or animal the story is mostly about. The most important character.
- **Minor Character** – The less important people or animals. They give opinions or pose problems for the main character.
- **Protagonist** – The hero (usually the main character) of the story who is faced with a conflict.
- **Antagonist** – The villain of the story who creates conflict for the main character.
- **Plot** – The events of a story
- **Setting** – Where and when the action takes place in a story. The setting includes the sounds, smells, sights, and tastes a character may be experiencing.
- **Conflict** – a fight or difference of opinion. A struggle between opposing forces. In a story there can be a conflict between a character and nature, a conflict in the mind of a character, or a conflict between protagonist and an antagonist.

**Genres of Writing:**
- **Expository** – Expository writing is based on fact. It provides information to the reader. Its purpose is to define, describe, explain, inform, or expand a concept through example, metaphor, or anecdotes. Expository writing:
  - Tells how or why something is to be done
  - Enlightens the reader
  - Expands a central idea through definitions, examples, details, comparisons, metaphors, analyses, lists of key steps
  - Is based on research (reading, experience, interviews, etc.)
  - May be a personal essay based on personal thoughts and observations
  - Offers factual, unbiased, and expansive information
  - Is engaging and compelling
• **Narrative** – A story that is centered on some question, tension, or conflict. The purpose of a narrative is to share a personal perspective on the world and tell a story. Narratives include personal experience stories, recounts, imaginative stories, etc. Narratives:
  o Have a clearly defined point of view
  o Have strong beginnings
  o Build to a high point
  o Wind down to a resolution of conflict or problem
  o Answers a central question
  o Include a plot, setting, and sense of time
  o Have at least one main character
  o Can be told in the first or third person
  o Are often based on a real event
  o Can take liberties with the truth
  o May include elements of fantasy
  o Have a storyline that can be retold

• **Response to Literature** – Responding in writing to stories or books that students have read focusing the reader on what they see, feel, or think about the text.

• **Descriptive** – Descriptive writing describes in detail a person, place, time, mood or object. It paints a vivid picture by using the senses. Descriptive writing enriches and defines a central impression and goes beyond the obvious or general. The details are bright, significant, and telling. It enables the reader to relive what the author is telling.

• **Persuasive** – Persuasive writing is written in an organizational pattern that is similar to expository writing. In elementary schools, this type of writing usually includes a five paragraph essay which has an introductory paragraph, three interior paragraphs that support the writer’s opinion and are supported by details, and a concluding paragraph. To persuade, writers must:
  o Make a claim
  o Offer reasons for that claim
  o Provide examples or details that illustrate the reasoning, and
  o Address counter arguments

• **Summary** – A brief retelling of a text stating the main idea of the material supported by important details. A summary is written in the writer’s own words – not the words of the author of the original text.

**Guided Writing:** As in guided reading, the teacher’s role in guided writing is to guide students, respond to them, and expand their thinking in the process of composing text. The teacher is the facilitator helping students discover what they want to convey and how to write it meaningfully. The focus is on a skill or strategy that has already been modeled. The student holds the pen and does the writing.

**Independent Writing:** Independent writing is writing students do without help from the teacher. While the genre might be assigned rather than self-selected – for example, students might be asked to write a personal narrative or a book critique – the role of the teacher is to observe, to offer help if asked and reinforce their accomplishments. Independent writing is a culmination of all learned strategies applied to real world writing.

**Interactive Writing:** Child and teacher share the pen. The teacher reads a story aloud to the class several times and then they discuss together the text to be written on large chart paper. Individual children write the letters/words they hear/know on the chart with a colorful marker. The teacher uses a different color marker and provides the letter/words the children don’t know, so the writing becomes a cooperative effort between the children and teacher. When the story rewrite is finished, the chart is put on the classroom wall and used as a text for students to read.
Journal Writing: Journal writing is a medium for students to develop writing, reading, and thinking skills. Depending on its purpose, a journal can provide a place to reflect personal thoughts, record independent reading, write or illustrate a response to literature, establish a private dialogue, or write down ideas. Journals are **not** evaluated. Students can feel free to write, explore, construct meaning, and gain valuable insights about themselves. Examples include:

- **Diary** – ongoing record of student’s thoughts, feelings, and observations
- **Response Journal** – Students record responses to literature (predictions, personal reactions, comments, questions, connections, a character analysis, evaluation of the author’s writing).
- **Dialogue Journal** – The teacher regularly responds in writing to students’ entries, reacting, sharing, and asking, or answering questions. It becomes a personal line of communication with each student.
- **Learning log** – In a learning log, students summarize or respond to lessons, record observations about class activities or experiences, and link what they have learned with prior knowledge.
- **Double-Entry Journal** – Each page is divided into two sections. For every entry that students write on the left page/section, they write a corresponding entry on the right page. The left page/side is for recording objective information—facts, quotations, reports, retellings, summaries. On the right page, students record subjective response to that information—personal observations and reflections, judgments, and questions.

Language Experience: A language experience activity is usually an activity that learners do together. It could also be any experience an individual or group has had. After the experience, a teacher or leader helps the learners write about what they have experienced. The Language Experience approach to teaching reading and writing builds on the learner’s own language and knowledge and is an effective way to encourage self expression and build awareness of the connections between oral and written language. Students learn:

- What I can think about, I can talk about.
- What I can say, I can write.
- What I can write, I can read.
- I can read what I can write and what other people can write for me to read.

Making Words: An activity in which students are individually given some letters to make words. It is an active, hands-on, manipulative activity in which children discover letter-sound relationships and learn how to look for patterns in words. They also learn that changing just one letter or even just the sequence of letters changes the whole word.

Mini Lessons: A mini lesson is a brief opportunity—often only five to ten minutes—to teach a new skill or one for which you’ve observed a need in students’ writing. Mini lessons may focus on a wide variety of issues from elements of composition, voice, word choice, grammar, usage, etc. Examples of mini lessons:

- Writing a rough draft
- Writing descriptions
- Varying sentence structure
- End punctuation
- Using proofreading marks
- Giving reasons to support an opinion
- Using a Thinking Map to organize writing
- Writing dialogue
**Modeled Writing:** This has also been called “Writing Aloud.” It is a powerful technique to demonstrate various aspects of writing. Writing on large chart paper, the overhead projector, or the chalkboard, the teacher verbalizes his/her thought processes as well as the actual writing, and the students relate the spoken word to the written word. For older students, modeled writing offers students a framework of what a good topic sentence, concluding sentence, a paragraph, essay, report, etc, may look like.

**Poem/ Poetry:** A compact piece of writing that contains one or more poetic elements. (rhyme, metaphors, similes, personification, imagery, alliteration, onomatopoeia, repetition)

Some types of poetry elementary students write are:

- **Haiku** - A traditional Japanese form of poetry consisting of three lines with 5-7-5 syllables per line.
- **Limerick** - A traditional humorous form consisting of five lines. Lines one, two, and five are long and rhyme; lines three and four are short and rhyme.
- **Cinquain:** Syllabic verse form. Gradually increasing in number of syllables in each line until the last line, which returns to two syllables.
  - Line 1 = 2 syllables - one word giving the title (noun)
  - Line 2 = 4 syllables - two words that describe the title (adjectives)
  - Line 3 = 6 syllables - three words that express action (verbs)
  - Line 4 = 8 syllables - four words that express feeling
  - Line 5 = 2 syllables - one word that gives a different name for the title (synonym)
- **Diamonte:**
  - Line 1 = 1 word (subject)
  - Line 2 = 2 adjectives describing the subject
  - Line 3 = 3 words ending in “ing” telling about the subject
  - Line 4 = 4 words, the first two describe the subject, the last two describe the opposite
  - Line 5 = 3 words ending in “ing” telling about the opposite
  - Line 6 = 2 adjectives describing the opposite
  - Line 7 = 1 word that is opposite

**Sentence Frames:** Sentences that have missing words. Students can fill in words, nouns, verbs, subject, predicate, phrases etc. to complete the sentence or story. The teacher can give students a sentence frame similar to the format of a familiar story, and the students can finish the frames and create a new story.

Examples:

- Let me tell you about...
- Have you ever wondered about...
- I like to _______ for many reasons.
- I know how to _______. First ...
- I just learned facts about...
- Let me tell you how ______ and ______ are alike.
- Let me tell you how ______ and ______ are different.
- It's fun to ________ . First you...

**Six + One Traits of Writing (see scoring guide):**

- **Ideas** (details, development, focus)
- **Organization** (internal structure)
- **Voice** (tone, style, purpose, and audience)
- **Word Choice** (precise language and phrasing)
- **Sentence Fluency** (correctness, rhythm, and cadence)
- **Conventions** (mechanical correctness)
- **Presentation** (handwriting, formatting, layout)
**Shared Writing:** Shared writing is a collaborative writing experience between the teacher and the students. The students are encouraged to share ideas about a related experience or subject. The teacher supports the writing process as a scribe who records the ideas as the children watch. The children analyze and discuss various components of the text with teacher support.

**Thinking Maps:** Thinking Maps are eight visual-verbal tools, each based on a fundamental thinking process and used together as a set of tools for showing relationships.

**Word Bank:** A list of words according to a theme or content areas such as math, science, or social studies. This list is for the purpose of vocabulary development and writing.

**Word Play:** Games and activities used to develop vocabulary and word knowledge. These can be used in independent center activities and/or used as lessons and activities to develop vocabulary.

Examples:
- **Alliteration** – several words or a sentence that begin with the same letter or sound
- **Hink pink** – One syllable rhyming words that answer a question (What is a chubby feline? – a fat cat)
- **Hinky Pinky** – Two syllable words that answer a question (What would you call a tiny bird from New Zealand? – A peewee kiwi) A **hinkety pinkety** would be three syllable rhyming words that answer a question (What would you call a yellow fruit’s bright, large handkerchief? A **banana bandana**)
- **Hyperbole** – a figure of speech that is an extreme exaggeration of the truth
- **Idioms** – A saying whose meaning is different from the usual meanings of the individual words. **To talk a blue streak** is an idiom that means to talk a lot and often quickly.
- **Memory Games** – Example: Concentration and various other vocabulary games
- **Onomatopoeia** – words that imitate or suggest the sounds they describe (meow, crash crack, slurp, twirl, screech)
- **Personification** – a figure of speech that gives a human quality to something nonhuman
- **Portmanteaus** – Common words combined to form a new word (breakfast + lunch = brunch)
- **Proverbs** – A saying that offers advice or offers an observation about life. **Beauty is in the eyes of the beholder** is a proverb.

**Word Wall:** A word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. The purpose of the word wall is to help children learn to spell high frequency words. The main word wall is large---8 feet wide and 6 feet tall. The words build on the wall by 5 new words each week throughout the school year. Words on the wall are written about 2 inches tall with a black marker on colored construction paper. They are cut out around the shape of the letters. The wall needs to be reachable for the students. They should be able to walk right up to the word wall, and they should be able to touch each word with a pointer. The key to a successful word wall is the word, "interactive." Students need to actively interact with the word wall. Interaction includes cheers and chants for the new words of the week, activities that expand the students’ understanding of how words work and the use of the word wall during writing as a primary resource for spelling.
Writing Process:

- **Prewriting** - Brainstorming, considering audience and purpose
- **Drafting** - Developing and getting the ideas down
- **Sharing/ Responding** - Sharing the draft and getting feedback from peers and teacher
- **Revising for content (Revision)** - Revision is “seeing it again”. It is **not** part of the editing process. It includes revising the contents of the paper for the traits of ideas, organization, voice, word choice, and sentence fluency
- **Editing for conventions** - Editing is proofreading for the conventions of English. It is attending to the grammar and mechanics (spelling, usage, punctuation, capitalization, paragraphing, sentence structure, and handwriting/ typing) of writing. The goal is for writers to present a polished piece that is expressed clearly to the reader.
- **Publishing** - A finished piece that has been taken through the writing processes of editing and revision and is ready for displaying or presenting.

Writing Conferences: A writer shares his/ her writing with an audience to “see” his/ her writing through the eyes or ears of a reader or listener.

- **One-on-One Conferences**
  - Student-to-teacher
  - Student-to-student

- **One-to-Group Conferences**
  - Sharing with the whole class (Author’s Chair/ Share)
  - Sharing with a Writer’s Circle where each member of the group takes a turn sharing the piece with others

Writing Workshop: An instructional block of time which allows students to manage their writing in stages (the writing process). Writers spend several days developing a single piece of writing for an authentic purpose and audience. The strategies of modeled writing, guided writing, interactive writing, collaborative writing, author’s chair, writing conferences, and mini lessons are practiced during this block of time.
First Grade Spelling

- Written and Oral Conventions Standard 1.0
- Rebecca Sitton’s Level One Skills and Concepts
The spelling component of the VESD curriculum has been divided into the following categories and articulated in grades 1-6. Students are expected to know and use these in their writing as appropriate to their grade level.

1. Spell grade level core words

2. Spell grade level priority words correctly in all writing

3. Recognize misspelled words in written text

4. Know and use common spelling rules

5. Spell:
   - commonly misspelled words
   - homophones
   - look alike words

6. Dictation Sentences
### What Student Will Spell:

**Spell grade level core words list**

<table>
<thead>
<tr>
<th>Core Strategies Students Will Know and Use</th>
<th>Informal/Formal Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Preview Technique (Rebecca Sitton)</td>
<td>Spelling Test</td>
</tr>
<tr>
<td>Rainbow Writing</td>
<td></td>
</tr>
<tr>
<td>Word Study Strategy (Rebecca Sitton)</td>
<td></td>
</tr>
</tbody>
</table>

**Spell grade level priority words correctly in all writing (See attached list)**

| Stretch it – expand a sentence             | Spelling grade from randomly pulled classroom written assignments |
| Finish it – Complete the sentence          |                                                              |
| Cloze activities                           |                                                              |
| Word Study Strategy (Sitton)               |                                                              |

**Recognize misspelled words in written text**

| Fix it – proof reading and editing practice | Edit given sentences |
| Word Study Strategy (Sitton)                |                      |

**Know and use common spelling rules**

- CVC words
- CVC-e
- Vowel digraphs
- r-controlled vowels

<table>
<thead>
<tr>
<th>Sort it – categorize words according to common attributes</th>
<th>Spelling Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add it – create new words by adding additional letters</td>
<td>Spell words correctly using cloze techniques in a given paragraph</td>
</tr>
<tr>
<td>Find it – Find words that fit into defined categories</td>
<td>Spelling grade from written assignment</td>
</tr>
<tr>
<td>making words</td>
<td>Bear’s Spelling Inventory – Assignment #16 from Taking a Reading</td>
</tr>
<tr>
<td>Word Study Strategy (Sitton)</td>
<td></td>
</tr>
</tbody>
</table>

**Spell commonly misspelled words (homophones/look-alikes)**

| Student generated list of homophones and use them in sentences to show the same and different meanings Word Study Strategy (Sitton) | Select sentence where the homophone is used correctly Edit sentences with errors in look alike words |

**Dictation sentences**

| Practice writing dictation sentences Word Study Strategy (Sitton) | Graded dictation sentences |
Level One Skills and Concepts

Formal spelling instruction can begin when first graders can read, know the names of the letters and can write them, know that letters make words, and have acquired a phonological awareness. They have participated in guided writing, predicting spellings as words are written, and are emerging as writers through attempting the spelling of words through approximations.

A first grader's spelling experiences should include

- **spelling by analogy** (onsets and rimes: _at--sat, bat, hat)
- **short vowel spelling patterns** (words with one vowel: not)
- **long vowel spelling patterns** (words with two vowels: note)
- **consonant spelling patterns** (/z/: boxes, was, wise, zip, fuzzy)
- **spelling digraphs** (sh/wish, ch/chin, th/this, wh/when)
- **spelling double letter words** (will)
- **words spelled the way they sound** (that)
- **words not spelled the way they sound** (they)
- **silent letters** (have).
- **predicting spellings in guided writing**
- **spelling consonant blends** (from, stop, plan)
- **consonant and vowel letter substitutions** (letter card manipulations)

Further, students should learn strategies that enable them to anticipate the spelling of a word, such as a short vowel sound is usually spelled with one vowel, double letters stand for one sound, knowing how to spell one word may help spell rhyming words, and some letters spell more than one sound.

Spelling experiences should be integrated with opportunities for **language growth**, such as **antonyms** (in/out), **homophones** (for/four), **regular plurals** (cats), **contractions** (that's), **multiple meanings** (can), **idioms** (to have a fit, to have a ball, to have the blues), **sorting words** (by phonic properties, structural attributes), vocabulary development through the discussion of unfamiliar words, such as those generated in patterning activities (man, tan, ban), making words through the addition of suffixes (s, ed, ing).

Experiences with literature should be plentiful, learning the concept of **story** and the use of words in context to write one.

Explicit instruction in visual skills is essential, including the Word Preview-then students apply these skills in writing and proofreading.

Students need abundant **writing** opportunities (guided, structured, dictated, independent) to work toward the mastery of **Core Words** 1-35, to grow them into many more words, and to maintain 100% accuracy in all everyday writing for **Priority Words** 1-15 (by the end of the school year).

Rebecca Sitton's SPELLING SOURCEBOOK Series
Egger Publishing, Inc.
888-we-SPELL
Core Spelling Strategies Glossary

(Many of the glossary’s words with further explanations are found in Rebecca Sitton’s *Spelling Source Book* under *Teaching Notes*.)

**ABC Books**: spelling activity as defined in WORDS THEIR WAY. ABC Books are designed to develop all aspects of alphabet knowledge, including letter recognition (both upper and lower case), letter naming, letter writing, and letter sounds, commonly misspelled words, homophones, look alike words, grade level core words and priority (high frequency) words. Students can create their own ABC Books using spelling alphabet knowledge that has been learned.

**Add It**: from Rebecca Sitton’s *Spelling Source Book* a quick Exercise Express Activity. It is an analytical activity to teach students to examine a bank of words to discover a commonality and / or pattern among them. Then add words to the word that reflect the criterion.

**Bodily-Kinesthetic Activities**: Activities using one’s whole body to learn, or the use of movement, tactile and haptic activities to promote learning.

**Cloze Activity**: this term refers to a sentence completion techniques in which spelling words are strategically left out of a sentence so that the student can supply the correctly word. The student should use spelling strategies that have been learned such as using common spelling rules, grade level priority (high frequency) words and core words, recognizing misspelled words in writing, homophones and look alike words. This technique is often used on Standardized Spelling Test such as SAT 9, MAT 7, CAT 5, CTBS, Iowa, etc.

**Elkonian Boxes**: see Grid Activities

**FIND IT**: from Rebecca Sitton’s *Spelling Source Book* - a quick Exercise Express Activity **FIND IT** expands students’ word experiences by observing words using a stated criterion, finding and writing more words as well as proof reading words.

**FINISH IT**: from Rebecca Sitton’s *Spelling Source Book* - a quick Exercise Express Activity. **FINISH IT** provides practice in thinking, writing, spelling, and proofreading by posing an intriguing, yet incomplete, thought for students to finish. Students use their imagination to create a conclusion to an open-ended idea; write about it; and proofread their work.

**FIX IT**: from Rebecca Sitton’s *Spelling Source Book* - a quick Exercise Express Activity. **FIX IT** provides instruction and practice on editing and proofreading. This activity benefits student’s everyday writing by having the students edit their writing for spelling, word usage, capitalization, punctuation, and grammar.

**Grid Activities**: (Elkonian Boxes / Shape of Words / Word Stairs (Staircasing) / Word Searches/ Crossword Puzzles: activities used to build visual skills using graph paper to make word games.)
**Interactive Writing:** Child and teacher share the pen. The teacher reads a story aloud to the class several times. Then discuss together the text to be written on large chart paper. Individual children write the letters/words they hear/know on the chart with a colorful marker. The teacher uses a different color marker and provides the letter/words the children don’t know, so the writing becomes a cooperative effort between the children and teacher. When the story rewrite is finished, the chart is put on the classroom wall and used as a text for students to read.

**Journal Writing or Everyday Writing:** Student writing that does not warrant the commitment necessary to produce a perfect copy as it is only written once. It is proofread for the grade level priority and core words as well as other Convention Traits.

**Letter / Picture Charts:** An instructional spelling word study strategy to acquire a sight spelling word bank for spellers to construct–generalizations using letter / picture symbols for phonics, words using common spelling rules, common misspelled words, homophones, look alike words, grade level core and priority high frequency (high frequency) words.

**Making Words:** see Word Sorts

**Rainbow Writing:** Is used most effectively for spelling and handwriting practice. Children use different colored crayons or markers to trace the letters of words, at least three times each.

**Sort It:** from Rebecca Sitton’s *Spelling Source Book* - a quick Exercise Express Activity. Sort It helps students to compare and contrast words to think about their commonalities and differences. It is a means of exploring word development skill, including vocabulary, visual, structural analysis, and phonetic analysis.

**Spelling Games:** Spelling games that are designed to create interest in spelling. Rebecca Sitton’s *Spelling Source Book* contains games as well as other sources such as *Words Their Way* and some commercial spelling games.

**Spelling Rules:** See Spelling Rules page.

**Staircasing:** see Grid Activities

**Stamping:** linguistic spelling activity where individual letter stamps are used by students to spell the word.

**Stretch It:** from Rebecca Sitton’s *Spelling Source Book* - a quick Exercise Express Activity. Stretch It teaches students expand their sentences by taking a “bare bones” sentence and embellishing it to make it more informative and interesting (from simple to complex-compound sentence structure).

**Thinking Maps:** Thinking maps are eight visual-verbal tools. Each one is based on a fundamental thinking process and used together as a set of tools for showing relationships.
**Word Banks**: a collection of known high frequent spelling words harvested from frequently read texts such as little leveled books, dictated stories, basal preprimers, and primers. Word banks words are sight words.

**Word Mystery and History**: from Rebecca Sitton’s *Spelling Source Book*. It is a Build Spelling and Language Skill for understanding Greek or Latin root words and how words change their meaning with the addition of prefixes and or suffixes.

**Word Preview Technique**: from Rebecca Sitton’s *Spelling Source Book*. It is an effective visual procedure for developing a strategy to see each sequential letter in a word.

**Word Searches**: see Grid Activities

**Word Sorts**: a basic spelling word study routine in which students group spelling words according to categories. Spelling word sorting can be either closed or open sorts. Closed sorts involve classify words into predetermined categories, and open word sorts involves comparing and contrasting within and across categories. There are many types of sorts as identified in *WORDS THEIR WAY*.

**Word Study Strategy**: from Rebecca Sitton’s *Spelling Source Book*. It is the five researched based steps to visualize a word to learn to spell it.

**Word Walls**: is a wall of other surface in the classroom where spelling words students are learning or have mastered are posted. Words could be: grade level priority (high frequency) words and core words (see Rebecca Sitton’s *Spelling Source Book*), words or commonly misspelled words from student writing, words using common spelling rules, homophones, and look alike words.
If too many words grace the walls of a classroom, the use of those words may diminish. Active word walls ensure that the walls are put to good use. Consider these examples:

**Active Word Walls for Developing Onsets and Rimes In a Primary Classroom**

Spelling activities, such as those in Seeds for Sowing Skills, necessarily focus on many word experiences. This is equally as important as learning to spell specific words, perhaps even more important. Active word walls are useful toward this end.

Among these experiences in the early grades is learning to spell by analogy. For example, opportunities to grow word banks through onsets and rimes (band, sand, hand). The onset is the consonant or consonants preceding the vowel in a syllable, such as the sh in ship. The rime is the vowel and any following consonants of a syllable, such as the ip in ship.

Active word walls support spelling-by-analogy. For example, label a chart _at_. Ask students to find and write words to contribute to the chart. Some teachers do this as a class, but it can be done independently. Students write their word contributions on sticky-note papers to attach to the chart, or on little slips of paper to place in a shoe box next to the chart. Later, the teacher writes the words on the chart. The list grows over time.

The purpose of this activity is not to teach/test students on the words in the patterns, but to teach students how to make words through analogous thinking. This is in contrast to a lesson that presents a word list reflecting a pattern. The list is ready made. Students study the words and are tested on their spellings—all of which have the same rime. Students do not develop long-term word skills through such an approach, but instead their development is limited—they learn that spelling is a word list for a one-time test.

These growing word banks can be used in multiple ways—have students:

- read the words
- spell the words as you touch each letter
- make rhymes with the words
- sort the words (e.g., doing words—verbs, and naming words—nouns).
- identify homophones, antonyms, or synonyms for the words
- add suffixes to the words

The opportunities for spelling and language development are immense!
Active Word Walls for Developing Phonics Understandings in Grades 3-5

Active word walls can engage students in more involved word finds that help students make generalizations about their language and how it is spelled. Just as in the primary grades, the purpose is to learn to spell by analogy, not to memorize spellings. For example, one activity could explore the options for spelling /k/. To commence, a chart is labeled with k and students begin their word hunts for words containing /k/ spelled with the letter k. These word collections can be group activities or occur independently between assignments, such as with the sticky-note method described in the primary example.

Soon students point out that /k/ can be spelled with c--only to discover that these are ca, co, and cu words. Then the collection of words naturally extends to charts for ch (character), qu (quick), cc (occasion), kk (Hanukkah). Students also discover that ck can spell /k/ the middle and at the end of words. Then the question is posed: What determines whether a /k/-ending word is spelled ck, k, or ke? In time, with the collection of more words, the students have the answer and can write the generalization—When /k/ follows a short vowel, it is usually spelled ck, and is usually spelled k or ke when it does not. A long vowel signals the ke pattern. Next, students are off and running finding exceptions!

Active Word Walls to Motivate Middle School/Junior High Students to Make Discoveries about Foreign Spellings

Middle school/junior high students have not outgrown active word walls. The concepts become more sophisticated, but in many cases the centerpiece is, as in the former examples for the preceding grades, spelling by analogy. This could include discovering the spelling patterns of words with foreign origins. A collection of words that reflects the Greek ph for /f/ pattern may be the subject of an active word wall (e.g., physical, cellophane, apostrophe). A chart is labeled Words from the Greek--ph for /f/, and the word find begins.

The sticky-note method, as described in the primary example, works well for the collection of words, but sometimes students at this level can add words to the charts themselves. These students particularly enjoy playing in teams, but the word finds are immensely useful as sponge activities to productively “soak up” free time in between assignments. Teams can still be used because their independent contributions can be entered on the wall charts in their team color.

Students can be challenged to uncover other Greek spelling patterns with the letter p--pn (e.g., pneumonia), ps (e.g., pseudonym) and pt (e.g., ptomaine). Are there more examples of Greek spellings? Over time, students will uncover the ch spelling /k/, the rh spelling r, and xy spelling z. As you work with synonyms, another Greek spelling will come to the fore--the y spelling i--as in the word synonym, and the extensive word bank that reflects this pattern.

The Greek spellings can be expanded to French, Spanish, Italian, Latin, Native American, German, and Russian influences with active word walls. Each word bank results in generalizations about our language and its spellings. Yes, Monique, whose father is a French chef, discovers why the /k/ ending of her name is not spelled the way her classmate’s name with the same sound is spelled--Eric Monarch.

INCREASING STUDENT SPELLING ACHIEVEMENT
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Writing and Spelling Assessments

First Grade

- VESD Scoring Guide
- WFTB Scoring Guide (See WFTB Notebook)
- Level One Core Spelling Words
- Cloze Story Word Test
- Sentence Dictation Test
- Priority Words in Everyday Writing
The scoring guide for 1st grade writing papers is used to score papers with the expectation that the writing increases in sophistication as the student progresses in ability.

The content area is Mathematics, Science, History/Social Science, Literature, or other

The purpose of the assignment is a narrative, persuasive, expository, descriptive, other __________

<table>
<thead>
<tr>
<th>IDEAS and CONTENT</th>
<th>LIMITED 1</th>
<th>DEVELOPING 2</th>
<th>MINIMUM STANDARDS 3</th>
<th>PROFICIENT 4</th>
<th>EXCEPTIONAL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The heart of the writing is clear and focused, and has a central theme</td>
<td>Significantly below grade level</td>
<td>Below grade level</td>
<td>Meets grade level standards</td>
<td>Exceeds grade level standards</td>
<td></td>
</tr>
<tr>
<td>Responds to topic or assignment with words or letters. Pictures tell a story. Unrelated ideas.</td>
<td>Some ideas go together but may not be related to the topic. Draws picture about the topic.</td>
<td>Ideas follow the writing topic. Text and pictures are related</td>
<td>Ideas are well developed and follow the writing topic. Text and pictures are related</td>
<td>Ideas are strong, well-developed, and follow the writing topic. Text and pictures are related</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>IDEAS and CONTENT</th>
<th>DEVELOPING 2</th>
<th>MINIMUM STANDARDS 3</th>
<th>PROFICIENT 4</th>
<th>EXCEPTIONAL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information is presented in clear sequence, making connections and transitions among sentences and paragraphs</td>
<td>Attempts to write left to right.</td>
<td>Begins to organize ideas.</td>
<td>Like ideas are grouped.</td>
<td>Like ideas are grouped. Attempts logical sequence</td>
<td>Ideas are organized with a beginning, middle, and end.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>VOICE</th>
<th>IDEAS and CONTENT</th>
<th>DEVELOPING 2</th>
<th>MINIMUM STANDARDS 3</th>
<th>PROFICIENT 4</th>
<th>EXCEPTIONAL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses feelings through pictures, letters, or words. Unaware of an audience</td>
<td>Experiments with feelings, mood, or personality in pictures/text. Audience is fuzzy.</td>
<td>Expresses feeling, mood, or personality in pictures/text. Awareness that there is an audience.</td>
<td>Correctly uses general or ordinary words. Attempts to use some new or interesting words</td>
<td>Uses new and different words with success</td>
<td>Creates pictures and text that are expressive, engaging, and lively. Writes with a clear sense of audience.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>WORD CHOICE</th>
<th>IDEAS and CONTENT</th>
<th>DEVELOPING 2</th>
<th>MINIMUM STANDARDS 3</th>
<th>PROFICIENT 4</th>
<th>EXCEPTIONAL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer uses words that are interesting and clearly convey meaning</td>
<td>Copies random words and phrases from around the room</td>
<td>Copies related words, phrases, and sentences from around the room. Begins to use nouns and verbs.</td>
<td>Correctly uses general or ordinary words. Attempts to use some new or interesting words</td>
<td>Uses new and different words with success</td>
<td>Creates vivid images through precise, accurate, fresh, original words</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENTENCE FLUENCY</th>
<th>IDEAS and CONTENT</th>
<th>DEVELOPING 2</th>
<th>MINIMUM STANDARDS 3</th>
<th>PROFICIENT 4</th>
<th>EXCEPTIONAL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop smooth flow and rhythm in sentences</td>
<td>Attempts to write one or more sentences. Writes in simple sentence patterns</td>
<td>Simple sentences with some run-on and sentence fragments</td>
<td>Two related sentences that begin different ways</td>
<td>Three or more related sentences that begin in different ways</td>
<td>Simple and compound sentences. Sentence lengths and beginnings are varied</td>
</tr>
</tbody>
</table>

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<tr>
<th>CONVENTIONS</th>
<th>IDEAS and CONTENT</th>
<th>DEVELOPING 2</th>
<th>MINIMUM STANDARDS 3</th>
<th>PROFICIENT 4</th>
<th>EXCEPTIONAL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct spelling, grammar, punctuation, capitalization, usage, and paragraphing</td>
<td>Inappropriate capitalization and punctuation. Hears and writes sounds heard in words. Print is unreadable</td>
<td>Experiments with punctuation and capitalization, which may be randomly placed. Phonetic spelling that can be read. CVC words spelled correctly. Print is readable. Beginning to use spaces between words</td>
<td>Most sentences are capitalized. Attempts to use end punctuation. Transitioning into the spelling of CVCV-long vowel, silent e, and high frequency sight words are spelled correctly (Uses word wall, dictionaries, charts, etc.) Prints legibly and spaces letters, words, and sentences appropriately</td>
<td>Capital letters used for the beginning of sentences, names and pronoun I. Periods are used correctly. Experiments with other end marks. Phonetic spelling for difficult words. CVCV words-long vowel, silent e, and high frequency sight words are spelled correctly (Uses word wall, dictionaries, charts, etc.) Prints legibly and spaces letters, words, and sentences appropriately.</td>
<td>Capital letters and end marks used correctly. Beginning use of other punctuation. CVCV words and increasing numbers of more difficult words spelled correctly (Uses word wall, dictionaries, and charts, etc.) Print is exceptional.</td>
</tr>
</tbody>
</table>
Level One Core Words

Words With Frequencies in Writing 1 – 35

(As we learn to spell these words, we use them
to build skills and to make more words.)

a
all
and
are
as
at
be
but
by
for
from
had
have
he
his
I
in
is
it
not
of
on
one
or
that
the
they
this
two
was
were
what
when
with
you
During the seminar, you were introduced to the Cloze Story Word Test and the Sentence Dictation Test, your two tests at the end of each spelling unit to assess all Core Words introduced so far in the program. The tests are diagnostic—they identify the current and all previously-introduced Core Words in the program (all the way back to word number one, the) that each student has not mastered. The words students misspell or misuse on these tests are their unmastered words. These unmastered words become an individualized list of words for each student. These words are called their Spelling Words. So, the Cloze Story Word Tests and the Sentence Dictation Tests identify the Spelling Words and then target them for study.

In addition to providing a personal study list of Spelling Words for each student, the tests evaluate spelling progress for a class and for individual students. For example, if on a given test sixteen students in your class miss the same word, you can compare this number with the results of subsequent tests in which the word is recycled. When these tests indicate that fewer students miss this word, measurable progress has been substantiated for this class with respect to that word. Further, each student's progress toward the mastery of the word can be observed.

Another function of the tests is to offer ongoing engagement with all current and previously-introduced Core Words in the program. This repeated exposure contributes to their long-term mastery. The most often missed words, such as there/their/they're are recycled approximately one thousand times!

The Cloze Story Word Test is not as challenging as the Sentence Dictation Test. For students insufficiently challenged by the Cloze, use the Sentence Dictation—further, see Challenging the Capable Speller. For students overly challenged by the Cloze Story Word Test, see Students With Spelling Challenges.

Students do not study the test words in preparation for taking these tests. To pinpoint the words a student has not yet mastered long term, test words cannot be practiced before the test. The tests must assess long-term mastery rather than short-term memory of words recently studied.

To test words using a Cloze Story Word Test, read the entire story aloud including the test words, as students silently follow the story words with their eyes. Then read the story again, perhaps a sentence at a time, providing time for students to fill in the missing story words in the blanks. Finally, tell students to proofread their work by spelling each word silently or aloud as they touch each letter.

To test words using a Sentence Dictation Test, read the sentences aloud. Then read them again slowly to allow time for students to write the sentences. Use a brisk, but comfortable pace expecting students to listen carefully and write quickly. You may wish to read the sentences a third time. Finally, tell students to proofread.

If spelling references are not permitted, the tests function as a test of long-term spelling achievement. You may wish to allow students to use references—a valid test criterion, but not an assessment of long-term spelling achievement. Whether students use references or not, their work should be checked. Feedback on completed work is helpful to the learning process. You can check each test, or you may guide students through the correction procedure with students using a colored pencil to check their own or another student's test words.

You may ask students to work independently or together using spelling references to correct the spelling of their missed test words. Suggested references include My Spell Check, a list of the Core Words introduced in the program through your grade level, and/or classroom charts or word walls.
To grade a test, the number of words right or wrong on each student's test may be recorded to contribute to an evaluation of a student's overall spelling performance. After students' tests are corrected, note if several students missed the same word(s). If so, follow up with a discussion and have students write the word(s), using the word study strategy, and/or have them write the words in sentences.

Further, students should record missed words in a Spelling Notebook. This is a pad of lined paper or a booklet made of a few sheets of students' writing paper with a construction paper cover. Students use it to record the words they missed on their Cloze Story Word Test or Sentence Dictation Test. These are a student's Spelling Words for at-school study. This makes a running record of errors. Routinely check students' Spelling Notebooks to make sure the words are spelled correctly and to identify words that recur. Then target students' study to recurring words.

Students should also record words missed on a Words to Learn sheet. This provides them with a personal study list of Spelling Words to take home. Each list is individualized to meet the spelling needs of each student. Students should study these words in preparation for subsequent Cloze Story Word Tests and Sentence Dictation Tests that automatically retest these words.

You, the student, or a parent may add words to the Words to Learn sheet in the section, More Words for Super Spellers. These words should have writing relevance for the learner.

There is no need for you to keep a separate record of students' errors. The Spelling Notebook kept by each student keeps track of these words for at-school review, and their Words to Learn sheet lists the words for at-home study. The automatic recycling of Core Words is so extensive that by giving the Word Tests and the Sentence Dictation Tests regularly, students systematically revisit all words for ongoing practice to ensure their long-term mastery.

The use of the Cloze Story Word Test and Sentence Dictation Test differ greatly from testing with a customary Friday Test. Foremost, the objectives of the tests differ. The purpose of the Friday Test is to test the spelling words to determine students' grades. It culminates the unit and the study of a predetermined list of spelling words. The objective of the Cloze Story Word Test and Sentence Dictation Test is to make the teaching and learning of spelling more efficient by identifying the words students have not mastered. These become a student's Spelling Words--targeted for study. The Word Test and Sentence Dictation Test are diagnostic and initiate the study of individualized lists of Spelling Words for each learner that are automatically retested on subsequent tests. For further distinctions, note the table on the next page--
The Cloze Story Word Test and Sentence Dictation Test are different from a Friday Test in:

1. **purpose**
   - benefit: These tests gather information about words a student cannot spell to target practice for the long-term mastery of the words, while a Friday Test assesses short-term spelling retention and culminates study of words.

2. **pre/post study**
   - benefit: When students prestudy the words prior to testing, the test does not assess long-term mastery of words, but only short-term memory.

3. **assessment format**
   - benefit: Assessment of words within the context of writing provides a more accurate assessment than words tested in isolation.

4. **options for testing**
   - benefit: Multiple testing options within the program that include two tests of differing difficulty per unit increase flexibility to meet the needs of diverse learners and provide accurate feedback on progress, rather than one short-term memory test per unit.

5. **recycling of words**
   - benefit: Conscientious study is enhanced when students know that words must be learned long-term rather than short-term; ongoing practice of words ensures their mastery.

6. **learning outcome**
   - benefit: Long-term learning of high-frequency words, rather than short-term learning of low-frequency words, enables students to write the words they need most often with ease and accuracy.

7. **time frame**
   - benefit: An adjustable testing schedule provides teaching flexibility.

**THESE TESTS GATHER INFORMATION SO THAT INSTRUCTION AND PRACTICE CAN BE SPECIFICALLY TARGETED TO IMPROVE LEARNING.**
Priority Words are the highest frequency words among the Core Words that form the basis for the program. Priority words are your source for extending proofreading practice to students' daily writing across the curriculum. Priority Words, sometimes referred to as “no excuses” words, are words that students are always accountable for in their everyday writing. The Priority Words designate a minimum competency for spelling. They do not designate all the words students would be spelling correctly in their everyday writing, nor alter the as-usual 100% accountability for every word on the final copy of a writing-as-a-process paper.

The highest-frequency word is the, so the is the first word to go on a Priority Word list in first grade. Then the next sequential words on a high-frequency word list are added to the Priority Word list. The number of Priority Words grows over time, from level to level, as students develop as spellers and writers. The list of words is cumulative---once a word is added, it stays.

At grade levels above grade one, the Priority Word expectation must begin with a realistic number of words so that students can be successful. To determine this, look at a frequency-of-use list. Begin your Priority Word expectation with a sequential list beginning with the and including each sequential word up to the word that you anticipate students will likely miss in their writing. Students should perceive the expectation as easy.

Once the decision has been made regarding the number of words with which to start a Priority Word list, clearly state the expectations for spelling Priority Words. You may wish to have students write what they understood you to say. This ensures that they understand their new spelling-in-writing expectation and its consequences.

Students must be provided with an alphabetical list of Priority Words. How is this best achieved without having to remake the list each time a word is added? Many teachers choose to use the Spell Check cards that complement the SPELLING SOURCEBOOK Series. Use a colored marker to highlight students' current Priority Words on the cards. A regular highlighter makes a permanent mark on the coated paper. However, Priority Word lists can be teacher-made references.

Pace the addition of Priority Words. The number of high-use words added at one time and the frequency of the additions depend on the difficulty of the words and the ability of the students. At year's end, the correct spelling and use of all Priority Words recommended for the grade level should be routine with students. Remember, Priority Words are a minimum competency for spelling in everyday writing. The goal is not to have an extensive, challenging Priority Word list that students spell and use correctly in writing--just sometimes, or even most of the time---but all the time.
In addition to the Priority Word requirement, students can be held accountable for topical words. Topical words are those words students need for a particular writing assignment. These words are expected to be spelled correctly on that one assignment, or during the exploration of that one unit. Then they are retired.

You may wish to add words to the Priority Word list permanently, such as your name, the name of your school, or the name of your city. These should be words students use often in writing. Write the words on a chart and post it in the classroom.

Priority Words suggested as a **minimum requirement** for mastery in writing by the end of each grade level are:

- **level 1**: high-frequency words 1-15 (*Too* of the *to/two/too* homophones can be omitted until second grade.)
- **level 2**: high-frequency words 1-35 (Add *too* to the *to/two/too* homophones.)
- **level 3**: high-frequency words 1-55 (The *there/their/they're* and *your/you're* homophones can be omitted.)
- **level 4**: high-frequency words 1-75 (Add *there/their/they're* and *your/you're*. You can omit *there's/theirs.*)
- **level 5**: high-frequency words 1-100 (Add *there's/theirs.*)
- **levels 6-8**: high-frequency words 1-30

Words are usually added to the Priority Word list in order of frequency-of-use in writing. However, if you prefer to add a word sooner or later than its frequency designates, you may do so.

Most of the students in a classroom have the same Priority Word expectation. Yet, you may wish to have a lower expectation (fewer words) for less able students and a higher expectation (more words) for the most capable students. This deserves one word of caution. Students who cannot read English should not be in a formal spelling program, nor have a Priority Word list (see Students With Spelling Challenges). To challenge able students, a lengthy Priority Word list is not as an effective differentiating strategy as challenging them through other aspects of the program (see Challenging the Capable Speller).

You can determine the level of responsibility required for homophones. Often, when one homophone is added, the responsibility for its partner(s) is also added. Yet, let your common sense guide you. For example, first grade students can learn to be responsible for the homophones *to* and *two*. Then *too* can be added in second grade. Further, second graders can be responsible for *four* when word number 11, *for*, is added, but not *fore*. The homophone set *there/their/they're/there's/theirs* is the most difficult set of words to add to the list, but once *there*, number 37, is added, *their* and *they're* should also be included. Later, *there's* and *theirs* can be added.

To help students differentiate homophones, use context sentences. Context sentences are provided for high-use homophones on the backside of the 3-8 Spell Check card. Context sentences on classroom posters are also helpful.
Other levels of Priority Word responsibility are yours to decide, for example, the use of *a* for *an*. If students have letter reversals, should this be considered an error? It depends on the student and your perception of his/her current capacity to write without reversals. Use your best judgment on individual issues, such as these.

Specific time to proofread should accompany each written task. Students can proofread independently or with their classmates. Keep students focused during the proofreading sessions by walking about the classroom giving general proofreading pointers. Perhaps, set a timer to indicate time solely for proofreading. Be persistent, yet positive. Ongoing, enthusiastic emphasis on Priority Words helps students make these words a priority *before* their papers are handed in--not afterward, making more work for you. The goal is to guide students toward their own proofreading success. Celebrate this success overtly! No one ever tires of hearing they're successful.

Students' ability to spell and use their Priority Words correctly in their everyday writing should be evaluated. Assessment is made by looking at students' writing. About once a week (less often in middle school/junior high English classes), select a piece of writing from each student. Students should not be told how often a sample will be selected or which piece of writing will be reviewed. They simply know that papers are being selected, unannounced, for evaluation of spelling in writing. Bracket a section of the writing to evaluate—perhaps one sentence in grade one, two to three sentences in grades two and three, and a short paragraph in the upper grades. This is the sample from which you make your assessment.

Although evaluating all of every student's writing would be more thorough, it is unnecessary. Spelling evaluation should replicate reading evaluation. Judgments are made on students' reading abilities based on samples of oral reading. Hearing the whole book would be more thorough, but it is unnecessary. Likewise, you can make a sound judgment of students' spelling abilities by evaluating only a section of their writing. Time is limited.

When Priority Words are made a priority, the result is no Priority Word errors, This is as it should be, inasmuch as the Priority Word requirement represents the *minimum expectation* for spelling in writing. Yet, if a student does not meet this requirement on a writing sample selected for evaluation, then the error should be noted, For example, place a dot in the margin next to the line of writing in which the error appears. The student corrects the error and returns the paper to you. Keep these papers (or a copy) in an assessment file folder for each student. This ongoing data documents each student's ability to meet the Priority Word requirement.

Writing samples do not need to be graded. Students either meet the minimum requirement for spelling in everyday, or they do not. This information should contribute to the total spelling 'evaluation for each student.
Occasionally, you may wish to judge a piece of students' everyday writing without the use of their Spell Check reference. This writing is called a no-reference write. Further, Priority Words are among the bank of words tested in the Cloze Story Word Tests and Sentence Dictation Tests, so routine use of the tests in the program automatically assesses Priority Words without the use of references.

Parents can be allies as you develop proofreading skills. Written assignments from across the curriculum can be graded for the subject in which they were written, then sent home for parent-child proofreading. Mark the paper with a “Proofread with Me” signal that indicates to parents that this was not checked by you for spelling so that they could work with their child toward this end. Instruct parents not to proofread the paper for their child, but to assist them. Suggest that parents place a dot in the margin next to a line that has an error to help their child locate, then fix, the mistake.
Level One Priority Words
Words With Frequencies in Writing 1-15

My Priority Words are the words marked.

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Resources and Interventions
RESOURCES
For First Grade
Reading Standards
• Word Analysis, Vocabulary & Fluency
• Decoding and Word Recognition
• Reading Comprehension
• Literary Response & Analysis

District Adopted
¶ Houghton Mifflin Series
¶ Scholastic Series
¶ Scholastic’s Phonemic Awareness Kit
¶ Taking a Reading by Reading Success Network
¶ Content Area Text (Science, Social Studies, Math)
¶ Curriculum Guide

Suggested Site Purchases
¶ Write Source Materials
¶ Zoo-Phonics
¶ McCracken Materials
¶ Rebecca Sitton Materials
¶ Decodable Text, Creative Teaching Press
¶ Language Program by Jane Fell Greene
¶ Classroom/School Library
¶ Guided Reading Texts
¶ Big Books
¶ Rigby and Wright Group Materials

Teacher Reference books
¶ Guided Reading, Fountas and Pinnell
¶ Guided Reading the Four Blocks Way, Cunningham
¶ Making Words by Patricia Cunningham
¶ Mosaic of Thought, Keene & Zimmerman
¶ Non-Fiction Matters, Harvey
¶ Phonics From A – Z, Bear and Templeton
¶ Reading With Meaning, Debbie Miller
¶ Words Their Way, by Bear and Templeton
¶ Reading Strategies that Work, Harvey
¶ Sequential Phonics by Patricia Cunningham
¶ Strategic Teaching and Learning, State Department of Education
¶ Word Work, Dr. Calfee
¶ Words Their Way, Bear and Templeton
RESOURCES
For First Grade
Writing Standards
• Written Strategies
• Writing Applications
• Written Conventions

District Adopted
• Houghton Mifflin Series
• Scholastic Series
• 6 Trait Writing Modules and 6 Trait Lessons
• Teacher/Student Scoring Guides & Posters
• Content Area Texts (Science, Social Studies, Math)
• Curriculum Guide

Suggested Site Purchases
• Classroom/School Library
• McCracken Materials
• Rebecca Sitton Materials
• Rigby and Wright Group Materials
• Student Dictionaries and Thesaurus
• Test Practice Materials
• Thinking Maps
• Write From the Beginning Program
• Write Source Materials
• Zoo-Phonics/Open Court

Teacher Reference Books
• Books, Lessons, and Ideas by Vicki Spandel
• Improving Writing by Davis, Johns, Lenski,
• Making Words by Patricia Cunningham
• Picture Books by Ruth Culham
• Phonics from A – Z from Scholastic
• Seeing With New Eyes, Vicki Spandel
• Sequential Phonics by Patricia Cunningham
• Word Work by Dr. Calfee
• Writing From the Inside Out, Vicki Spandel
Intervention Programs to Support the Language Arts Curriculum

Language: Language! is a program developed by Dr. Jane Fell Green, Ed.D. It is designed to teach students all the essential skills of reading, language comprehension, and composition in a systematic, cumulative, sequential curriculum. The strength of the curriculum is its comprehensive and integrated treatment of language, pointed directly at the skills poor readers typically lack. Critical concepts about language are defined, ordered, and practiced in relation to one another. No level of mastery is assumed; all skills are taught directly, applied, and practiced. The structure of language is the focus of teaching. Lower-level and higher-level concepts at the sound, print, word, sentence, and text level are included in lessons that are balanced and comprehensive.

SRA: The Direct Instruction approach teaches children increasingly complex skills and strategies by using certain principles. First, all concepts are broken into subskills—small component skills that are taught one—by—one. Second, each skill is taught so that students fully understand it. Then, each skill is practiced until it is completely mastered. In this way, students learn to generalize and apply strategies that have been taught. The result for students is not only the ability to apply their information, skills, and strategies in real-life situations, but also greater confidence in their own ability to learn.

Features:

- Field-tested reading, spelling, language arts, and math programs
- Tightly-scripted lesson plans leave no guesswork for teachers
- Interactive lessons require frequent verbal responses from students
- Teachers monitor and correct errors immediately
- Lessons are presented to small groups of students
- Students are grouped by performance level
- Frequent assessment of student progress means no child fails
- Presentation books provide for maximum effectiveness and efficiency during instruction
- Totally integrated skillbooks, textbooks, and authentic literature support the skills and strategies presented in the Direct Instruction program

SRA Corrective Reading

Corrective Reading: (Grades 4-12)
Corrective Reading is a complete core program that uses the Direct Instruction method to help students master the essential decoding and comprehension skills they need to not only read well, but learn well. This program is comprised of a carefully developed and tested program, a scripted presentation approach, and complete learning materials needed. This flexible program allows students to work in a decoding program, a comprehension program, or both. Includes a point system based on realistic goals to motivate students who often expect to fail.
Features:
Corrective Reading Decoding
For students who have difficulty reading accurately and fluently, the Corrective Reading Decoding programs accelerate learning through a unique blend of high-frequency practice and review. This tightly leveled intervention program progresses from teaching letter sounds and blending skills to reading expository passages typical of textbook material. Detailed data on performance allows students to monitor their own improvement and experience success.

Corrective Reading Comprehension
For students who read without understanding, the Corrective Reading Comprehension programs develop vocabulary, information, and comprehension strategies needed for academic success. This program helps underachieving readers develop higher-order thinking and reasoning tactics used by successful readers—applying prior knowledge, making inferences, and analyzing evidence. Lessons incorporate information from science, social studies, and other content areas to build general knowledge and develop study skills.

➢ Rewards:  Help struggling readers meet and surpass grade level expectancies! In this 20-lesson program, a flexible strategy is outlined that can move students from an early elementary reading level to one of increased fluency and comprehension.

Many students, while having mastered reading skills learned in first and second grades, become “stuck” on multisyllabic words, hindering their reading fluency and negatively affecting their ability to succeed in most subjects. The REWARDS method of “decoding” words by segmenting their parts is key to the creatively designed exercises in this program.

Students participating in this program will:

➢ Decode previously unfamiliar multisyllabic words containing two to eight
➢ Accurately read more multisyllabic words within one sentence.
➢ Accurately read more multisyllabic words found in science, social studies, and other classroom materials.
➢ Read content-area passages accurately and fluently.
➢ Experience increased comprehension as their accuracy and fluency increase.

➢ Soar to Success:  Soar to Success is a research-based reading intervention program for students in grades 3-8 who are reading significantly below grade level. It is a small-group model that uses motivating literature, reciprocal teaching, and graphic organizers in fast-paced lessons to help students in grades 3-8 accelerate their reading growth.
➢ **Read Naturally**: provides a method to improve reading fluency. Most struggling readers have fluency problems and spend little time reading. The Read Naturally program combines three powerful strategies for improving fluency: teacher modeling, repeated reading, and progress monitoring.

➢ **Fast Forward**: The 'Fast Forward Reading' Program is an intensive 10 week program for year one students. Students take part in several activities during a normal lesson that proceeds for a minimum of ninety minutes. The program runs each day of the week and relies on the assistance of willing parent helpers. Students at first discuss, then read books at their level, practice a set series of sight words, work on weekly “word families” lists, take part in different daily “phonic attack” activities, take home readers each night and read theses to their parents or older siblings, practice the weekly “sight word” lists at home as well as the take home sound cards each received when the program first began.

➢ **Win 2000**: The Win 2000 Visagraph provides a complete analysis and profile of the student’s physical ability to fluently process the printed page. It records the eye movement of a student during reading through a device that is hooked up to a computer. By having a record of inefficient eye movements, the teacher and student can begin to correct the problems.

➢ **Accelerated Reader**: Accelerated Reader is a program based on the fact that students become more motivated to read if they are tested on the content of the books they have read and are rewarded for correct answers. Accelerated Reader has prepared test questions on disk for the Rosen Publishing Group titles listed on the following pages. Students read each book, individually take the test on the computer, and receive gratification when they score well. Schools using the Accelerated Reader program have seen a significant increase in reading among their students.