

Grade level expectations cont.

2nd

Write and read 150-200 high frequency words

Word family patterns to recognize and use: VC, CVC, CVCe, VCC, VVC, VVCC, VVCCe, VCCC, VVCCC

3rd

Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC, VVC, VVCC, VVCCe, VCCC, and VVCCC, vowels plus r; and -oy and -ow

Notice and use frequently appearing short vowel patterns that appear in multisyllable words

Continually accumulate strategies to read and write accurately a large core of high frequency words (the first 500)

Putting It All Together

Spelling is most effectively learned/retained when in the context of writing. Poetry, our read alouds, and the stories that we generate for writer's workshop are excellent places to put the sight words, sounds, and word families into context.

References

Sitton, Rebecca. *Increasing Student Spelling Achievement*. 2005. Scottsdale, AZ: Egger Publishing, INC., 2004. Print.

Pinnell, Gay Su, and Irene C. Fountas. *The Continuum Of Literacy Learning, Grades K-2, A Guide To Teaching*. Heinemann Educational Books, 2007. Print.

Pinnell, G. S., and I. C. Fountas. *The continuum of literacy learning, grades 3-8, a guide to teaching*. Portsmouth, NH: Heinemann Educational Books, 2007. Print.



Integrating Technology and Differentiation

This free app allows you to create personalized word lists for students to practice. It is especially helpful because it says the word for students (which ensures that students of all ability levels are engaged in meaningful word study.)



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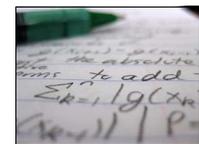
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Spelling: The “Why” and the “How” in a busy day

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Purpose



Beyond a doubt, we work very hard to try our best to “fit it all in.” Why is spelling important?

- The first 100 high frequency words make up 50% of the words that students encounter in their reading and writing (Rebecca Sitton, p. 30)
- Knowing these words help students become more fluent readers and writers
- “Students who have the words and skills for writing find it easier to write and often assume lead roles as adults in positions that require writing literacy (Rebecca Sitton, p. 51).”
- Fluency is directly linked to reading comprehension
- Adults and children alike make the most careless spelling errors within those first 100 words (Rebecca Sitton, p. 37)
- Student spelling proficiency increases with increased teacher expectations (Rebecca Sitton, p. 30)
- Rebecca Sitton states that the priority word list is a minimum requirement for mastery (p. 31, 75)
- Integrating spelling into our word work time can help with time constraints.

The Nuts and Bolts of It All

When and how do I introduce high frequency words?

Add 5 words per week to your word wall

Start with words that are most commonly occurring on the Sitton word list

Provide students with an alphabetical listing of words and then ask them to highlight words as they are introduced

Teach students to thoughtfully analyze words as they practice them rather than just writing the words over and over again (see Rebecca Sitton’s “Ideas for Word Study” and Fountas and Pinnell’s “Look, Say, Cover, Write” for word study routines to teach students)

How Do I Hold Students Accountable?

Assessing student writing should be your first spelling assessment (Sitton Spelling Sourcebook p. 181)

Periodically collect student writing samples and do a quick check for priority words.

Place a dot in the margin next to a line that contains spelling errors.

Return the paper to the student to be corrected.

*Feedback on performance is a powerful aid to improving performance (Rebecca Sitton, p. 107).

What are the grade level expectations according to the Fountas and Pinnell Continuum of Literacy Learning?

Kindergarten

Write 20-25 or more high frequency words

Use a few simple VC word families to make words (_ad, _ag, _an, _am, _at, _ed, _en, _et, _ig, _in, _it, _og, _op, _ot, _ut)

1st

Write at least 50-100 high frequency words

Use word families to make words (VC, CVC, CVCe, VCC)

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