

SPELLING/WORD STUDY

Involves mastering the spelling of NO EXCUSE WORDS, systematic instruction of spelling patterns, completing word sorts and ensuring long-term application in writing.

	K	1	2	3	4	5
The student masters the spelling of NO EXCUSE WORDS. (See grade level list.)						
Kindergarten - to, is, I, a, go, my, me, no, the	T					
Grade 1 - "no excuse" words		T				
Grade 2 - "no excuse" words			T			
Grade 3 - "no excuse" words				T		
Grade 4 - "no excuse" words					T	
Grade 5 - "no excuse" words						T
The student establishes a firm knowledge of how to represent words with alphabetic letters and develop a full understanding of the alphabetic principle.						
Learn to write one's name (1st grade=first, middle and last name)	I/D	D	M	M	M	M
Learn the names of the letters	I/D	D	M	M	M	M
Learn the sounds of the letters	I/D	D	M	M	M	M
Sound-letter matches in a word, demonstrating partial sound letter matches	I/D	D	D	M	M	M
Chooses appropriate letter(s) for sounds in the word being spelled, full sound letter matches	I	I/D	D	D	M	M
Spelling words using chunks or spelling patterns (word families and patterns)		I/D	D/M	D/M	D/M	D/M
Onset and Rime Spelling Patterns (c-at) (ability to break words apart, recognizing the letter/sounds before the vowel)		I/D	D	M	M	M
The student identifies and applies common spelling patterns and concepts.						
VOWELS						
Short-Vowel Patterns (cvc) in word families		I/D	D	M	M	M
Short-Vowel Patterns (vc) (cvc) (cvcc) in closed syllables -- short vowel and ends with consonant		I	I/D	D	D	D
Short-Vowel Patterns (cvc) in multisyllabic words			I	I/D	D	D
Long-Vowel E-marker Pattern (CVCe)		I/D	I/D	M	M	M
Long-Vowel E-marker Pattern (CVCe) in multisyllabic words			I	D	D	D
Long Vowel sound of /y/ (happy, community, fly, style, type)			I	D	D	D
Long Vowel in silent letter patterns CVVC(boat, rain, need)			I	D	D	D
Long-Vowel Open One-Syllable Pattern (we)			I	D	M	M
Long-Vowel Open-Multisyllabic words (ta*ble, de*fine)				I	D	D
R-Controlled (car, for, her, turn)		I	I	I/D	D	D
R-controlled more complex (hair, Earth, cheer, weather)					I	D
Complex Vowel patterns (au, aw, ou)				I	D	D
Diphthongs (oi, ow, oy)				I	D	D
Alternations (wide/width, angel/angelic) Meaning remains similar and vowel sound changes					I	D

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CONSONANTS						
Beginning Single Consonants	I/D	D	M	M	M	M
Final Single Consonants	I	D	M	M	M	M
Final /k/, /ck/		I	I/D	D	M	M
Medial Consonants (final, and)		I	D	M	M	M
Blends: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, scr, sl, sm, sn, sp, spl, spr, squ, st, str, tr, tw, wr		I/D	D	D	M	M
Digraphs: ch, sh, tch, wh, shr, th, thr, dge, kn, ph, qu, mb, gh		I/D	D	D	M	M
Preconsonant Nasals (stamp, ink, pink, sing)		I/D	D	D	D	D
Soft and hard sound of /c/ and /g/ - as in circus and giraffe)			I	D	M	M
Exceptions to the single consonants (examples: qu, ph, gh, rh, pn, mb, ch)			I	D	D	D
Silent patterns (examples: tomb, knife, gnaw)			I	D	D	M
Doubling before adding endings (skipped, shopper)			I	I/D	D	D
Doubling at syllable juncture (hap*py, ap*pear)				I	D	D
VOCABULARY / MEANING INFLUENCES						
Prefixes				I	D	D
Suffixes				I	D	D
Plurals		I	I	D	D	D
Plural irregular forms (woman/women)			I	D	D	D
Past Tense		I	I	D	D	M
Past Tense - irregular				I	D	D
Comparatives - er				I	D	D
Superlatives - est				I	D	D
Greek/Latin						I/D
Homophones- two words sound the same, but spellings and meanings are different (be, bee)			I	I/D	D	D
Homographs - dove (a bird), dove (past tense dive)			I	I/D	D	D
Derivations and relations (burn/burnt, reduce/reduction) words are related, may sound different, but similar in spelling					I	D
Compound Words			I/D	D	D	D
Contractions		I	I/D	D	M	M
Singular or Plural Possessives - babies'						I
Greek/Latin roots (scribe/describe/description)						I
Dictionary Terms					I	D
Words from other languages						I
Synonyms and Antonyms			I	D	D	D
Eponyms						I
Acronyms						I
Idioms						I
Onomatopoeia				I	D	D
The student uses spelling strategies to achieve accuracy						
Use knowledge about spelling to predict the spelling of new words.		I	D	D	D	D
Visualize words while writing.		I	D	D	D	D
Associate the spelling of new words with that of known words and word patterns.		I	D	D	D	D