THIRD GRADE
Language Arts Curriculum Guide
Standards and Instruction
2003 – 2004

• Reading
• Writing
• Spelling
• Assessments
• Strategy Glossaries
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Writing Standards

- Written Expression
- Writing Strategies
- Writing Applications
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Written Expression: Third Grade

Students use the following traits in their writing

Ideas and Content
- Ideas follow the writing topic – Topic sentence
- Ideas are clear and stated in the student’s own words

Organization
- Ideas are organized with a beginning, middle, and end
- Lead sentences that catch the reader’s attention
- Paragraphs with definite development and organization
- Well developed conclusion

Voice
- Individual thoughts and feelings come through
- Writer communicates with intended audience
- Writing is energized and keeps the reader’s interest

Word Choice
- Use nouns, verbs, and descriptive words appropriate to the content area/genre
- Eliminate redundancy

Sentence Fluency
- Combination of simple sentences and compound sentences used effectively to make writing interesting
- Beginning use of dialogue when appropriate

Conventions
- Use correct sentence structure (declarative, interrogative, imperative, and exclamatory)
- Use correct punctuation (dates, city, state, commas in a series)
- Use correct capitalization (geographical names, holidays, historical periods, and special events)
- Use correct grammar (subject/verb agreement, pronouns, adjectives, compound words, article)
- Use and identify past, present, and future verb tense

Presentation
- Use appropriate handwriting (cursive) by printing legibly
- Use appropriate formatting and layout
- Apply computer skills to presentation product

Students research, access, organize, and manage information using: dictionary, thesaurus, atlas, electronic media, graphic organizers, etc collaboratively with teachers and peers.
Students evaluate and revise work using the grade level scoring guide.
## WRITING: Writing Strategies 1.0

### Standards-Based Classroom  
**Grade Level:** Third

<table>
<thead>
<tr>
<th>What Student will write:</th>
<th>Core Strategies For Teaching Writing Standards (see column 1)</th>
<th>Formal/Informal Assessments For Assessing Writing Standards (see column 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Specific Grade Level Content</td>
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### Writing Strategies

Students will write clear and coherent sentences and paragraphs that develop a central idea. The writing will demonstrate an understanding of the audience and purpose. Students will progress through the stages of the Writing Process.

**Students will:**

- Create a single paragraph
  - Topic sentence
  - Supporting facts and details

- Write legibly in cursive with correct margins and spacing

- Use and understand the structure of various reference materials to assist in writing (dictionary, thesaurus, atlas)

- Use a rubric/scoring guide to improve writing

### Strategies Teachers Use to Teach Writing in Direct Instruction

- WFTB Lessons
- Interactive Writing
- Shared Writing
- Modeled Writing
- Six Trait Training/Lessons
- Lessons (5 step/Mini)
  - Procedures
  - Content (5 traits)
  - Genre Writing

### Skills Practice

- Sentence Frames
- Cloze Activities
- Guided Writing
- Language Experience
- Collaborative Writing
- Author’s Chair
- Making Words
- Writing Conferences
- Writing Process
  - Revising for Content
  - Editing for Conventions

### Independent Practice

- Journal Writing
- Independent Writing

### Use of Tools

- Word Wall
- Thinking Maps
- Scoring guide
- Use literature as models of writing

### State Assessments

- CAT 6
- STAR Test (California Standards Test)

### District Assessments

- Six Trait Scoring Guide
- Third Grade Writing Assessment

### Other Assessment Tools

- WFTB Scoring Guide (See Write From The Beginning Notebook)
- Houghton Mifflin
- Portfolios
- Teacher Observations & Notes
- Teacher/Student reflections and goals
**WRITING: Writing Application 2.0**

Standards-Based Classroom

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<td><strong>Strategies Teachers Use to Teach Writing in Direct Instruction</strong></td>
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<td><strong>Skills Practice</strong></td>
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<td></td>
<td>• Sentence Frames</td>
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<td>• Cloze Activities</td>
<td><strong>Penmanship assessed in the effort section of the report card</strong></td>
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<td>• Guided Writing</td>
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<td>• Language Experience</td>
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<td>• Scoring guide</td>
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<td>• Use literature as models of writing</td>
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<td></td>
<td><strong>Writing Application</strong></td>
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</table>

**Students will:**

- Write narratives
  - Provide a context within which an action takes place
  - Include well-chosen details to develop the plot
  - Provide insight into why the selected incident is memorable
- Write descriptions using sensory detail to present and support impressions of people, places, things, or experiences
- Write a personal and formal letters, thank-you notes, and invitations
  - Show awareness of knowledge and interest of audience
  - Establish a purpose and context
  - Include a date, proper salutation, body, closing, and signature

**State Assessments**

- CAT 6

**District Assessments**

- Six Trait Scoring Guide
- Third Grade Writing Assessment

**Other Assessment Tools**

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- Houghton Mifflin
- Portfolios
- Teacher Observations & Notes
- Teacher/Student reflections and goals

- Penmanship assessed in the effort section of the report card
WRITING: Written English Language Conventions 1.0

<table>
<thead>
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<th>Grade Level: Third</th>
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<tbody>
<tr>
<td>Core Strategies For Teaching Writing Standards (see column 1)</td>
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</tbody>
</table>

What Student will write:
- Specific Grade Level Content

Students will write with a command of Standard English Conventions

- **Sentence Structure**
  - Use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing

- **Grammar**
  - Identify and use subject and verb in agreement
  - Identify and use pronouns, adjectives, compound words, and articles
  - Identify and use past, present, and future verb tenses

- **Punctuation:**
  - Dates, city and state, titles
  - Use commas in dates, locations, addresses, and items in a series

- **Capitalization:**
  - Geographical names, holidays, historical periods, and special events

- See Spelling Standard

Strategies Teachers Use to Teach Writing in Direct Instruction

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- Sentence Frames
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- Writing Process
  - Revising for Content
  - Editing for Conventions

**Independent Practice**

- Independent Writing
- Journal Writing

**Use of Tools**

- Word Wall
- Thinking Maps
- Scoring guide
- Use literature as models of writing
- Presentation Trait

Formal/Informal Assessments For Assessing Writing Standards (see column 1)

- State Assessments
  - CAT 6
  - STAR Test (California Standards Test)

- District Assessments
  - Six Trait Scoring Guide
  - Third Grade Writing Assessment

- Other Assessment Tools
  - WFTB Scoring Guide (See Write From The Beginning Notebook)
  - Houghton Mifflin
  - Portfolios
  - Teacher Observations & Notes
  - Teacher/Student reflections and goals
  - Use of Priority Words in writing (see Rebecca Sitton material) pg# 117

*Penmanship assessed in the effort section of the report card
Narrative Writing Conference Form

The writing goal I am working on ________________________________

The title of my story is ________________________________

I proofread my writing for:
    □ Capitals
    □ Punctuation
    □ Spelling – Words I corrected  ___________  ____________  ____________
                                   ___________  ____________  ____________  ____________

My story has
    □ A good lead sentence
    □ Character(s)
    □ Setting
    □ Problem
    □ Solution

My story has
    □ Illustrations
    □ Good Word Choice (List some of the following)
       □ Describing Words ________________________________
       □ Lively Verbs (action) ________________________________
       □ Sound Words ________________________________

I read my story to ______________________________________________
    Name: ___________  Comments ________________________________
                                       ________________________________
    Name: ___________  Comments ________________________________
                                       ________________________________

What gave you trouble? ______________________________________________
What was the easiest part? ______________________________________________
What was the best part of your story? ______________________________________________

What do you need to work on? ______________________________________________

Do you want to publish your story? ______________________________________________
**STUDENT/TEACHER WRITING EVALUATION**

**Levels:**
- 5/Exceptional
- 4/Proficient
- 3/Meeting Minimal Standards
- 2/Developing
- 1/Limited

See Six Trait Scoring Guide for additional details. Teacher records with checks. Student records with X’s.

<table>
<thead>
<tr>
<th>Ideas/Content: Clear, focused, Interesting</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization: Effective sequencing</td>
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<tr>
<td>Voice: Appropriate for purpose and expressive</td>
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<tr>
<td>Word Choice: Accurate and descriptive</td>
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<tr>
<td>Sentence Fluency: Smooth flow with variation</td>
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<td>Conventions: Rules followed</td>
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<td>Punctuation</td>
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<td>Capitalization</td>
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<td>Spelling</td>
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<tr>
<td>Presentation: Neat and legible</td>
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</tbody>
</table>

**Rough Draft:** Teacher’s initials ____ Date ______

**Comments:**

**Final Draft:** Teacher’s initials ____ Date ______

**Comments:**

---

**Student’s Writing Checklist**

My name _____________________________

My writing project _____________________________

Date started _______ Date completed ________

My prewriting activities were: _____________________________

The purpose of my writing was: _____________________________

I edited my draft to make it better and got help from: ___________

I proofread my work: ___________

___________________________ also proofread my paper.

To publish my work I copied it neatly ____, I typed it on the computer ______, or I ____________________________.

I think I did a/an ______________________ job on my paper because ____________________________.

________________________________________________________.

Next time I will ____________________________.
Copy Editor’s Symbols

Delete the material

Insert a letter, word, or phrase.

There are six six traits.

I LOVE the 6 stories.

Close the gap.

Organization is critical.

Delete material & close the gap.

Mem Fox has a wry sense of humor.

Return to the original

Never ever send me a letter that lacks voice.

Insert a letter, word, or phrase.

Mrs. Fox has a powerful, original voice.

Change a letter or letters.

He’s a slack writer.

Make a space.

The lead must be a grabber.

Transpose letters or words.

Gary Paulsen says, “Read like a wolf east”

Change capital to lower case.

The Truth lies in the details.

Start a new paragraph.

“What can one exclamation point tell us?” queried Watson. “You’d be surprised,” retorted Sherlock.
Lonesome Dove is a long book.

Of course, Moby Dick is long, too— but not everyone finishes Moby Dick.

I try to leave out the parts that people skip said novelist-screenwriter Elmore Leonard.

Beach Music left me breathless. Ital.

My favorite books are these:

Lonesome Dove
Crazy in Alabama
Fried Green Tomatoes
Beach Music

The Origin of Six-Trait Assessment
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:
• Have a clearly defined point of view
• Have strong beginnings
• Build to a high point
• Wind down to a resolution of conflict or problem
• Answers a central question
• Include a plot, setting, and sense of time
• Have a least one main character
• Can be told in the first or third person
• Are often based on a real event
• Can take liberties with the truth
• May include elements of fantasy
• 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** – on going 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...

Examples:
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**
  o Student-to-teacher
  o Student-to-student
- **One-to-Group Conferences**
  o Sharing with the whole class (Author’s Chair/Share)
  o 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.
Third Grade Spelling

- Written and Oral Conventions Standard 1.0
- Rebecca Sitton’s Level Three Skills and Concepts
- Rebecca Sitton’s Spelling Insights
- Word Walls for the Primary Classroom (Rebecca Sitton)
- Spelling Glossary
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
### SPPELLING: Written and Oral English Language Conventions 1.0

**Standards-Based Classroom**  
**Grade Level:** Third

<table>
<thead>
<tr>
<th>What Student Will Spell</th>
<th>Core Strategies Students Will Know and Use</th>
<th>Formal Assessments (Standards)</th>
</tr>
</thead>
</table>
| Spell grade level core words correctly p. 112 | Have-a-go  
Cloze Activities  
Word Study Strategy (Rebecca Sitton) | Spelling Test |
| Spell grade level priority words correctly in all writing (See attached list) | Stretch it – Expanding the sentence  
Finish it – Complete the sentence using spelling words  
Cloze activities  
Word Study Strategy (Rebecca Sitton) | Spelling grade from randomly pulled classroom written assignments |
| Recognize misspelled words in written text | Staircasing/Shape of word  
Word Study Strategy (Rebecca Sitton) | Edit given sentences |
| Know and use common spelling rules (See attached list) | Word Sorts  
Word Banks  
Spelling Games  
Bear and Templeton Act (Words Their Way)  
Elkonian Boxes  
[![c a t](image)](image)  
Word Study Strategy (Rebecca Sitton) | Spelling Tests  
Spell words correctly using cloze techniques in a given paragraph  
Spelling grade from written assignment  
Bear's Spelling Inventory |
| Spell commonly misspelled words correctly  
>Homophones  
>Look alikes | Student generated list of homophones and use them in sentences to show the same and different meanings  
Word Study Strategy (Rebecca Sitton) | Select sentence where the homophone is used correctly  
Edit sentences with errors in look alike words |
| Correctly spells dictated sentences | Practice writing dictation sentences  
Word Study Strategy (Rebecca Sitton) | Graded dictation sentences |
Level Three Skills and Concepts

A third grader’s spelling experiences should include—

- **spelling by analogy** (_est: best, guest, quest)_
- **short and long vowel spelling patterns** (long a: stay, train, space)
- **consonant spelling patterns** (/k/: came, kite, back, question, school)
- **soft/hard consonant spellings** (c: city, bicycle, once; second, American, cutting) **consonant blends** (_r_: try, group, throne)
- **irregular spellings** (through, thought, great)
- ** multisyllabic words** (together, important)
- **silent letters** (castle, write, take, bright, lamb)
- **spelling digraphs** (both, white, crash, children)
- **spelling diphthongs** (/ou/: sound, clown; /oi/: point, boy)
- **spelling vowel-r** (/or/: morning, before)
- **spelling soft-syllable endings** (_r_: ever, color, dollar)
- **letter substitutions** (letter card manipulations)

Further, students should learn strategies that enable them to anticipate the spelling of a word, such as—when /k/ follows a short vowel, it is usually spelled ck (luck), and when /k/ does not follow a short vowel, it is usually spelled k or ke (bark, like). The ke spelling is signaled by a long vowel sound. Students learn that this concept also applies to /ch/ (lunch, catch) and //j/ (judge, large).

Spelling experiences should be integrated with opportunities for language growth, such as—identifying and spelling antonyms (always, never), synonyms (large, huge, gigantic), homophones (there, their, they’re), homographs (live, read, does), possessives (Dan’s, student’s, ours), regular and irregular plurals (hats, inches, ladies, children), contractions (couldn’t), compound words (something), multiple meanings (feet), idioms (to change hands), analogies (came:come :: said:say), sorting words (by meaning, phonic properties, structural attributes).

Students should explore other word forms of high-use writing words through the addition of prefixes (re, un) and suffixes (s, ed, ing, es, er, est, ly, ful, y), and the basic rules that govern their use, such as—the addition of suffixes to words in which the final consonant is doubled, the final silent e is dropped, the final y is changed to i, and the final letter is s, x, sh, ch, or z. Further, students should explore irregular verb forms.

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 to work toward the mastery of Core Words 1-335, to grow them into many more words, and to maintain 100% accuracy in all everyday writing for Priority Words 1-55 (by the end of the school year).
Interesting Insights into English Spelling

Following are examples of discoveries students make as they explore spelling and language-related topics in the SPELLING SOURCEBOOK Series, Second Edition. Activities that foster inductive discoveries help students become discriminating observers of words that enable them to grow into strategic, independent spellers.

Prefixes and Suffixes

- A prefix is a word part added to the beginning of a word or root to change its meaning.
  un + happy = unhappy

  When prefixes are added to words or roots, the spelling of the base word or root
  Does not change.
  mis + spelling = misspelling, un + necessary = unnecessary

- A suffix is a word part added to the end of a word or root to change its use, or part of speech.
  teach + er = teacher

  Exceptions are the suffixes less and ful, which change meaning.

  When suffixes are added to words or roots, the spelling of the base word may change, but for most words or roots, the suffix is just added.
  help + s = helps

  However, when a word or root ends in—
  Silent e, drop the final e before adding a suffix that begins with a vowel—a, e, i, o, u, y.
  fine + est = finest

  Exceptions include —
  - words such as mileage, acreage, and dyeing which retain the final e for pronunciation or to avoid confusion with another word.
  - words that end in ce or ge usually retain e if the suffix begins with a or o, such as noticeable and courageous.
  - words that end in ble, pie, or tie, drop the ie before adding ly, such as possibly, simply, gently.
  - words in which the e is dropped before a suffix that begins with a consonant, such as ninth and judgment.
• A stressed syllable that ends with one vowel and one consonant, double the final consonant before adding a suffix that begins with a vowel— a, e, i, o, u, y. run + ing = running, begin + er = beginner
Exceptions are words that end in w, x, or y, such as snowing, player, fixed.

• Consonant-y change y to i .before adding a suffix, except those that begin with i.
  family + es = families, rely + ing = relying
Exceptions exist, such as dryness.

• s, sh, ch, x, or z, add es, not s.
tosses, wishes, marches, mixes, fizzes
Exceptions include quiz, in which the z is doubled before adding es, and some words that end in a single f (not ff) or fe, in which the f or fe, in which the f or fe may change to v before adding es, such as half/halves, leaf/leaves.
Some words are acceptable either way, such as scarf/scarves.

• ic, the ly suffix becomes ally and the letter k is usually added before a suffix beginning with e, i, or y, such ass basically and picnicking

• o, If the word ends in vowel-o, s is added; for consonant o, es is usually added.
  rodeo/rodeo, potato/potatoes
Exceptions include words of Italian origin (often musical terms) or Spanish origin, such as pianos and tacos. For some words, either s or es can be added, with one preferred.

**Spelling Patterns**

Long e and long i sounds at the end of words are usually spelled y.
copy, July

The letter q is followed by u. Exceptions exist, such as Iraq.

For words that end in /iz/, the spelling patterns are ize, ise, or yze. About nine out of ten /iz/ words are spelled ize, many are spelled ise, but very few use the yze pattern.
  organize, surprise, analyze

Some words with the ise pattern spell a different sound, such as promise.

For words with the suffix pattern able/ible, the able is about three times more common than ible. The base word provides little help to distinguish which suffix to use audible/laudable, horrible/adorable, probable/possible/passable.
  When /er/ follows w, the expected spelling pattern is or, such as in world.
• The ie/ei spelling pattern is erratic. Little help is offered. to distinguish which to use.
  ceiling, science

• One of the most reliable spellings is v lvI, as in van. This occurs almost 100% of the
time. Of course, you know the exception.

• For words with unstressed vowel-r, by far the most common pattern is er. This is
  followed by or, ar, and ure; and far less frequently by ur, our, eur, and re.
  dinner, equator, liar, pasture, murmur, glamour, amateur, massacre

• For words with the stressed vowel-r, the most common spelling patterns are er, ir, ur.
The most frequent is er, but ir and ur are also prevalent.
  her, girl, turn

• The ance/ence patterns occur with about equal frequency. The ance spelling is used
  after the "hard" c (/k/) and after the "hard" g (/g/). The ence is used after the "soft" c (/s/)
  and after the "soft" g (/j/). A y-ending verb requires the ance suffix in the noun form.
  significance/elegance, magnificence/intelligence, apply/appliance

• The ant/ent spelling patterns parallel the ance/ence patterns. The ant spelling is used after the
  "hard" c (/k/) and after the "hard" g (/g/). The ent spelling is used after the _soft" c (/s/)
  and after the "soft" g (/j/).
  vacant/elegant, innocent/detergent

• When /j/ follows a short vowel, /j/ is usually spelled dge, and is usually spelled ge when it
  follows anything other than a short vowel.
  judge, large

• When /ch/ follows a short vowel, /ch/ is usually spelled tch, and is usually spelled ch when it
  follows anything other than a short vowel.
  catch, lunch

• When /k/ follows a short vowel, it is usually spelled ck, and is usually spelled k or ke when it
  follows anything other than a short vowel. A long vowel sound signals the ke pattern.
  back, mark, like

• The letter c spells /k/ almost three-fourths of the time. The next most common spelling is k that
  occurs 13% of the time. Other frequent patterns include ck, as in truck; ch, as in echo; qu, as in
  quiet. Infrequent patterns for /k/ include the French que, as in antique; kk, as in Hanukkah; and
  cc, as in occasionally.

• At the end of a word, sede spells /sed/ in one word—supersede, ceed in only three words—
  exceed, proceed, succeed, and cede in all other words—precede.
The letter s spells /s/ almost three-fourths of the time. The next most common spelling for /s/ is c, occurring about 20% of the time. When c spells /s/, it is usually followed by e, i, or y. Other spellings for /s/ include ss and sc.

Spelling patterns for /ou/ are ou and ow (flour, flower). The ou pattern occurs about twice as often as ow. Yet, both ou and ow can spell other sounds. The ow is a frequent spelling pattern for /o/ (snow).

The ou is the most deviant vowel pattern in English. It spells more sounds than any other vowel combination. tough/group/though/thought/fourth/bough/slough/hiccoughed

The most frequent spelling pattern for /sh/ is ti, as in nation. This occurs about 53% of the time. The sh spells /sh/ about 26% of the time. Words with a French origin spell /sh/ with ch, as in chef. There are other less frequent /sh/ spellings, such as ce (ocean), ci (special), ss (pressure), si (mission), sci (conscious). Students discover that a single s spells /sh/ in only two words and their other word forms—sugar, sure.

Spelling patterns for /oi/ are oi and oy. At the beginning and in the middle of a word, both oi and oy can spell /oi/ (oil, point, oyster, voyage). At the end of a word, oy consistently spells /oi/ (boy, annoy). The oi pattern is more common.

Long o occurs most often spelled o at the end of a syllable, as in hotel. This pattern accounts for about 73% of /o/words. The next most frequent spelling pattern is o_consonant-e, as in stone, occurring about 14% of the time. Other fairly frequent spelling patterns are oa, as in coast; ow, as in grown; and old, as in soldier. There are less frequently used patterns which include oe, as in toe; and an ou, as in boulder.

The most frequent long /i/ spelling patterns are i at the end of a syllable, as in library_ and i_consonant-e, as in kite. Each pattern occurs in about 37% of long /i/ words, for a total of 74%. The next most frequent pattern is y at the end of a word, as in supply, occurring about 14% of the time. The igh pattern, as in high and the ind pattern, as in behind, also regularly spell long /i/. Less frequent patterns for (long /i/ include ie, as in tie.

Long e occurs most often spelled e at the end of a syllable or word, such as in me, occurring in nearly 70% of long /e/ spellings. Other prevalent patterns are ee (need), y (study), and ea (meal). Less frequent options include ie (piece), i (ski, ei (receive), ey (monkey), and e-consonant-e (these).

Most frequently, a long /a/ is spelled a at the end of a syllable, as in table. This pattern occurs about 45% of the time. The next most frequent spelling pattern is a-consonant-e, as in cake, occurring about 35% of the time. Other frequent spelling patterns for long /a/ are ai, as in train, and ay, as in play. Other patterns exist, such as ey in obey.
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 /kh/, 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.
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 proofreading 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.


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.
Writing and Spelling Assessments

Third Grade

- VESD Scoring Guide
- WFTB Scoring Guide (See Write From The Beginning Notebook)
- Third Grade Writing Assessment
- Level Three Core Spelling Words
- Cloze Story Word Test
- Sentence Dictation Test
- Priority Words in Everyday Writing
<table>
<thead>
<tr>
<th>IDEAS and CONTENT</th>
<th>DEVELOPING 2</th>
<th>APPROACHING STANDARDS</th>
<th>PROFICIENT 4</th>
<th>EXCEPTIONAL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIMITED 1</strong></td>
<td>Significantly below grade level</td>
<td>Attempts to group related ideas. Details are limited and sometimes off topic</td>
<td>The writer groups related ideas. Details support topic</td>
<td>Ideas clear, focused and support the writing topic</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td>Random sentences. Writing is simply unclear, even after rereading, the reader remains confused</td>
<td>Beginning sense of organization. Attempts at sequencing but the order and relationship among ideas may still be unclear</td>
<td>Evidence of organization. Ideas are related and sequenced</td>
<td>Writing is easy to follow. Sense of beginning is evident: One day...When I was little... Sense of ending is evident: At last... so finally...3 - 4 paragraphs with related sentences and paragraphs beginning in appropriate spots to support the overall meaning</td>
</tr>
<tr>
<td><strong>VOICE</strong></td>
<td>Writing seems to lack a sense of involvement by the writer and is flat and lifeless</td>
<td>Beginning sense of the writers thoughts and feelings come through. Writing may be overly mechanical. Writer’s awareness of the reader is minimal</td>
<td>Writer’s thoughts and feelings come through. Writer is aware of the reader and communicates to the audience</td>
<td>Writer is committed to the topic. Writer’s thoughts and feelings come through. Writer is aware of the reader and communicates effectively</td>
</tr>
<tr>
<td><strong>WORD CHOICE</strong></td>
<td>Over use of common words</td>
<td>Some descriptive words appropriate to the content area or style of writing. Words that work but rarely capture the reader’s interest</td>
<td>Descriptive words (e.g. adjectives, verbs, adverbs) appropriate to the content area or style of writing. Vocabulary that begins to capture the reader’s interest</td>
<td>Good descriptive vocabulary appropriate to the content area or style of writing. Accurate specific word choices that energize the writing (e.g. adjectives, verbs, adverbs)</td>
</tr>
<tr>
<td><strong>SENTENCE FLUENCY</strong></td>
<td>Writing is difficult to follow or read; sentences tend to be incomplete, rambling or very awkward</td>
<td>Good control over simple sentences; may continue to use sentence fragments and run on sentences; some variety in sentence structure, length and beginning</td>
<td>Good control over simple sentences and paragraphs with a variety of sentence beginnings. Use of some compound and complex sentences</td>
<td>Paragraphs with extensive variation in sentence structure, length, and beginnings that add interest to the text. Sections of writing have rhythm and flow</td>
</tr>
<tr>
<td><strong>CONVENTIONS</strong></td>
<td>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read; substantial need for editing</td>
<td>Good control over end of sentence punctuation-beginning use of commas, apostrophes and quotation marks; spelling errors distract the reader—misspelling of common words; capitalization is random; errors in grammar and usage that do not block meaning but do distract the reader. Significant need for editing</td>
<td>Control over punctuation: commas in a series, apostrophes, and quotation marks. High frequency words spelled correctly. Capitalizes beginning sentences, names, or people and the pronoun, I. Editing is required Uses indentation</td>
<td>Correct end-of-sentence punctuation with an occasional error in the use of commas, apostrophes, and quotations; spelling that is usually correct, especially on common words; correct capitalization; occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or distract the reader; moderate need for editing Appropriate indentation when forming paragraphs</td>
</tr>
</tbody>
</table>
TEACHER DIRECTIONS FOR THE THIRD GRADE WRITING ASSESSMENT
2002-2003

Administration Timeline: 2 sittings

Materials:

1. One set of teacher directions
2. A Third Grade Writing Performance folder for each student. This includes:
   a) Student directions
   b) Tree Map for personal experience story
   c) Personal Experience Graphic Organizer or provide a blank sheet for students to create their own graphic organizer
   d) Story Writing Folders with ID label attached to the front
   e) Six Trait Student Checklist
3. Student ID labels – One label has been provided
4. Scantron sheets
5. Pencils

Prior to the test:

1. Attach student ID label to the front of each writing folder
2. For new students write ID on a blank label provided
3. Put a post it on the writing folder with the student’s name on it to assist you when distributing.

DAY ONE DIRECTIONS:

Distribute the Tree Map and Graphic Organizer provided or a blank sheet of paper to the students. Tell the students that the topic for the Third Grade Writing Assessment will be a Personal Experience Story.

1. Read the FORMAT section on their Student Directions sheet.
2. Read the PROMPT and the DIRECTIONS to the class.
Oral Directions as follows:

3. **TEACHER:** *Your rough draft will be graded using the Six Traits Scoring Guide.* Use the Personal Experience Tree Map to plan your story or you may use a blank sheet to make your own graphic organizer. *(NO HELP IS TO BE GIVEN WITH THE GRAPHIC ORGANIZER).* *When you have finished your planning be sure to check it over to make sure you have covered everything in the graphic organizer. Return your organizer to me when you are done. Make sure your name is on the organizer.*

**DAY TWO DIRECTIONS:**

1. Distribute the student graphic organizer from day one.

2. Distribute the writing folders with the student ID label attached to the front.

3. Review the Format and Directions from the Student Direction Sheet.

4. Review the 6 Trait Editing Checklist:

5. Give directions as follows:

**TEACHER:** *Yesterday, you planned your story on the graphic organizer. Today, you will use this writing folder to write the story you planned. Dictionaries can be used. If you need more space to write, raise your hand and I will give you extra paper. When you are finished, remember to check your paper over and make any corrections that are needed before you hand it in.*

After the students are finished:

1. Collect student-writing folders and remove organizers and any other scratch paper.

2. Insert matching scantron inside the folder.

3. Place folders in the same order as names appear on the class roster.

4. Verify that you have a folder for each student.

5. Cross-out names of students on the class roster for whom there is no test.

6. Put class roster and completed folders back in envelope and return to your site principal.
# Personal Experience Story

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Beginning of the Story Needs:</strong></td>
<td><strong>The Middle of the Story Needs:</strong></td>
<td><strong>The Ending of the Story Needs:</strong></td>
</tr>
<tr>
<td>1. A title</td>
<td>1. The events in order</td>
<td>1. The solution of the problem</td>
</tr>
<tr>
<td>2. An exciting lead sentence</td>
<td>2. Details that describe the actions and feelings of the character or characters</td>
<td>2. An explanation of the lesson learned</td>
</tr>
<tr>
<td>3. The characters introduced</td>
<td>3. The plot to become more exciting as the events unfold</td>
<td>OR</td>
</tr>
<tr>
<td>4. The Setting introduced</td>
<td></td>
<td>An explanation of why this event was so memorable</td>
</tr>
<tr>
<td>5. The problem introduced</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Third Grade Writing Performance Assessment  
2002-03 Student Directions

TOPIC: PERSONAL EXPERIENCE STORY

FORMAT

a) Write a Personal Experience Story  
b) Use the Personal Experience Tree Map to help plan your story or you may create your own graphic organizer to write your paper.  
c) Your story needs at least 3 well-written paragraphs

Prompt: Your class has been asked to make a memory book. To make this memory book each student must write a story about a special memory in his/her life.

DIRECTIONS:

____ 1) Choose an experience in your life that you will never forget. It could be an event that was:
   a) funny
   b) exciting or
   c) important

____ 2) The story you write needs to:
   a) identify the character(s), setting, and event
   b) tell what happened

       AND

   the ending needs a strong statement that:
   c) tells why the event was memorable

       OR

       how the problem of the story was solved and the lesson you learned
a
about
above
add
after
again
against
ago
air
all
almost
along
also
always
American
an
and
animal
another
answer
any
are
around
as
asked
at
away
back
be
became
because
been
before
began
being
below
best
better
between
bog
black
body
book
bath
boy
brought
but
by
called
came
can
car
change
children
city
close
cold
come
could
country
course
cut
day
did
didn’t
different
do
does
don’t
done
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each
early
earth
eat
end
enough
even
ever
every
example
face
family
far
father
feet
few
find
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fish
five
food
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form
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from
front
gave
get
give
go
going
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her
here
him
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his
home
house
how
however
I
I'll
I'm
idea
if
important
in
inside
into
is
it
it's
its
just
keep
kind
knew
know
land
large
last
later
learn
learned
left
let
life
light
like
line
little
live
lived
living
long
look
made
make
man
many
may
me
men
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), 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.**

INCREASING STUDENT SPELLING ACHIEVEMENT
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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/their's.)
- level 5: high-frequency words 1-100 (Add there's/their's.)
- 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/their's 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 Three Priority Words

Words With Frequencies in Writing 1-55

A minimum proficiency for accurate spelling in all everyday writing.

My Priority Words are the words marked.

- a
- how
- there
- about
- I
- they
- all
- if
- this
- an
- in
- to
- and
- is
- too
- are
- it
- two
- as
- many
- up
- at
- not
- was
- be
- of
- we
- but
- on
- were
- by
- one
- what
- can
- or
- when
- do
- out
- which
- each
- said
- will
- for
- she
- with
- from
- that
- you
- had
- the
- your
- have
- their
- he
- them
- his
- then

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RESOURCES

AND

INTERVENTIONS
RESOURCES
For Third Grade
Reading Standards
- Word Analysis, Vocabulary & Fluency
- Reading Comprehension
- Literary Response & Analysis

District Adopted
- Houghton Mifflin
- Scholastic’s Phonemic Awareness Kit
- Taking A Reading from Reading Success Network
- Content Area Text (Science, Social Studies, Math)
- Curriculum Guide

Suggested Site Purchases
- Zoo-Phonics/Open Court
- Write Source Materials
- Rebecca Sitton Materials
- McCracken 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
- Reading Strategies that Work, Harvey
- Strategic Teaching and Learning, State Department of Education
- Sequential Phonics by Patricia Cunningham
- Word Work, Dr. Calfee
- Words Their Way, by Bear and Templeton
RESOURCES
For Third Grade
Writing Standards
- Written Strategies
- Writing Applications
- Written Conventions

District Adopted
- Houghton Mifflin
- 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
- Zoo-Phonics/Open Court
- Write From the Beginning Program
- Write Source Materials
- Rigby and Wright Group Materials
- Classroom/School Library
- McCracken Materials
- Student Dictionaries and Thesaurus
- Third Grade Writing Assessment Lessons (Personal Experience Story, Descriptive Writing)
- Test Practice Materials
- Thinking Maps
- Rebecca Sitton Materials

Teacher Reference Books
- Books, Lessons, and Ideas by Vicki Spandel
- Improving Writing by Davis, Johns, Lenski,
- Making Words by Patricia Cunningham
- Phonics from A – Z from Scholastic
- Picture Books by Ruth Culham
- 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 programs

**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 them 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.