

Alamo Heights Language Arts Expectations

Focus Word Work

In grades K-2, students develop print awareness through the understanding that print is organized in a particular way, knowing that print is read from left to right and top to bottom, knowing that words consist of letters, and that spaces exist between words. They build phonological awareness through blending, segmenting, and manipulating word parts and sounds. Students use the relationships between letters, sounds, and patterns to decode and spell. In grades 3-5, students build vocabulary by focusing on word context and conceptual categories. The focus of Word Study is not on the memorization of specific words and definitions, but on building readers with the skill set necessary to comprehend unknown words when reading. Students also learn to recognize patterns in multisyllabic words in order to apply those patterns when reading and writing.

Spelling

Essential spelling strategies are embedded in word study, reading and writing instruction for elementary students. Students need to develop strategies for writing words fluently and accurately so they can clearly and articulately express their knowledge, opinions and ideas in authentic writing situations. A focused, explicit approach is required for students to develop solid spelling skills. At the core of spelling instruction, students should be readers and writers. Chosen instructional resources should be research-based, flexible, and allow for teacher and student choice.

Alamo Heights Instructional Expectations

Teachers will use research-based best practices (described below), differentiate instruction and connect spelling word study to reading and writing. Students will have many opportunities to read, talk and write about words. Classrooms have spelling references easily available to students (e.g., anchor charts, personal dictionaries, classroom dictionaries, and word walls). Students talk about spelling in editing conferencing. There is explicit instruction in spelling throughout the year where students are taught strategies for spelling unfamiliar words and for “fixing up” misspellings.

Best Practices

Spelling by Analogy

Meaningful pattern making is what the brain does innately. It is easier for students to use onsets and rimes, analyzing words by breaking them into meaningful chunks or patterns that only rely on memorization.

In a syllable, the onset is the letter(s) before the vowel; the rime is the vowel and the letter(s) that follow it. (Ex: in that, the /th/ is the onset and 'at' is the rime. Knowing just thirty-seven rimes allows students to generate five hundred basic words. Help students understand "If I know 'ake' in cake, then I can quickly figure out words such as lake, take, and stake."

Suggested prompts:

- What do you know that you can use to help you?
- What do you notice?
- What do you hear?
- What stays the same?
- What letter(s) or sounds do you need to change to make a new word?

Teaching students how to use rimes strategically is very different from our instruction of what we used to call word families, in which kids were presented with all the words that fit a pattern (through flash cards or a list) and were expected to memorize them after seeing words over and over again. Teaching words by analogy is a thinking, meaning- making process

Memorizing Words

For children to become competent spellers, some words just have to be memorized, but memory alone is insufficient. The best word study combines memory with conceptualization and meaningful practice.

Example: If you notice students misspelling house, conduct a quick lesson to help students memorize the word. Ask students to write "house" on their individual whiteboards. Then, work in small groups to decide on what they think is the correct spelling. After two minutes of group discussion, during which you walk from group to group listening to the conversations and doing some prompting, take the preferred spelling from each of the groups, write each on the board and talk about the spelling, asking the following questions:

What do we all agree on? (put a check over the letters common to all of the spellings)

What do we already know that we can use (talk about how the "ou" sound can be spelled "ou" or "ow")

What "ou" pattern looks right here?

Is the silent e at the end of one group's spelling correct?

How can we check our spelling?

Once you agree on the correct spelling, quickly review the "tricky" part -the "ou" and the silent e.

Although the students are memorizing the word, it is not memorization by writing the word over and over again.

Word Hunts

Word hunts are a good activity for reinforcing phonics and spelling patterns. Select a pattern from a shared reading or writing you have done with students or from a guided reading group lesson. Working individually or with a partner, students record words that fit a pattern that has been studied, and notice how words are alike and different. Some teachers have students record their finding on sticky notes to add to a class chart or in a Word Study Notebook.

Word Study Approach

Look-Say-Cover-Write

The following is a well-accepted approach. Be sure to model the sequence first and engage kids in conversation so that this strategy is rich and interactive, not a dry and boring lockstep process.

- Look - Notice shape, patterns, visual features, and tricky or surprising parts of the word. Try to visualize the word. Ask, "what do you notice" about this word?" "Does anything surprise you?" Why?" Get discussions going. Investigate.
- Say - Say the word to yourself. Say the word slowly. Break it into syllables.
- Cover -Visualize the word.
- Write - Say the sounds as you write the word.
- Check - If your spelling is incorrect, note confusion. Repeat the word study sequence until the word is learned.

Word Sorts

A word sort is an activity that requires students to group words into different categories. It involves sorting words written on individual cards into piles based on some criterion or contrast. Typical word sorts foster thinking and discussion about how words are alike or different and can be used to help students make generalization about how words work. Word sorts also focus students' visual attention on words. Students have to be able to read the words in order to sort them. As students sort, they have to look deeply at the word.

Sorts can be open or closed: that is, students can decide how to categorize and sort the words (open sort) or teachers can determine how the words are to be categorized and sorted (closed sort).

Word Work with Tiles

Use one-by-one inch white glazed ceramic or plastic tiles to involve students in "Making Words" activities a couple of times a month. These activities take approximately ten minutes in a large group or may be used in smaller guided reading groups. Each group is supplied with a small tub of tiles, and each student is given a dry erase marker and a wiper. First ask students to take a few minutes to do some exploratory writing on the tiles and to become accustomed to manipulating them.

Then choose a pattern or rule that the class has been working on and ask students to spell a word with that pattern. (All members of the group have to come to agreement on the spelling). Walk between groups guiding and prompting. Ex: for a focus on "ar" begin with the word "*part*" and move to "*party*", then "*parting*", then "*partner*" and "*apartment*". Students also like to work on challenge words such as "*varnish*" or "*sardine*", and perhaps super challenges such as "*tarpaulin*". When groups disagree about spelling they should use resources necessary to determine the correct spelling.

The tiles also work well with struggling readers. Having to write letters as well as manipulate them seems to facilitate word learning.

Word Lists

When constructing word lists for study, choose:

- 3-5 anchor words that follow a pattern or generalization that is appropriate with respect to the child's developmental spelling level
- 3-5 High frequency word (no excuse words)
- 2-3 specific words chosen for/by the student

Make sure students can read all of the words before including them on the list.

* There is no research supporting the traditional weekly timeframe to study a set of words. Students may only need a few days with some lists of words, but may need 10-12 days for other lists. In AHISD, teachers are expected to use a variety of best practices to explicitly teach spelling strategies throughout the year.

Spelling Strategy Poster

As students discover different strategies good spellers use when they want to spell a word correctly, record these on a poster. Strategies may include:

- Circle the misspelled word and come back to it.
- Try writing the word another way until it looks right. (First note which parts of the word are correct by putting a check mark over those letters.)
- Use what you already know (spelling pattern or rule, small word within a bigger word, or word meaning).
- Stretch out the word slowly and listen for all the sounds.
- Picture the word in your mind and think about the order of the letters.
- Ask a friend.
- Look around the room –in a book or on a chart or word wall –or anywhere you remember seeing the word.
- Check the dictionary (if you are sure about the first few letters).

Proofreading Strategies

- Start at the end of a piece of writing and read backward toward the beginning. Circle words that do not "look right".
- Teachers may make a dot or a small check mark in the margin of a piece of student writing if a child has misspelled a word wall word, indicating that the student needs to go proof read that line of text to locate the misspelled word and "fix it up".
- MODEL, MODEL, MODEL how to reread for different purposes. One purpose is to make sure words are spelled correctly for the reader.
- Have-A-Go Sheet –Choose misspelled words from writing. Write the misspelled word two or more different ways. If student is still not sure check with another person or a classroom resource to determine the conventional spelling.

Vertical Progression of TEKS

Kinder	<p>18(A) Use phonological knowledge to match sounds to letters</p> <p>18(B) Use letter sound correspondence to spell consonant-vowel-consonant (C-V-C) words (e.g., cut)</p> <p>18(C) write one's own name</p>
1st	<p>22(A) use phonological knowledge to match sounds to letters to construct known words</p> <p>22(B) use letter sounds patterns to spell</p> <ul style="list-style-type: none"> (i) consonant-vowel-consonant (CVC) words (ii) consonant-vowel-consonant silent e (CVCe) words (e.g., hope) (iii) one syllable words with consonant blends (e.g., drop) <p>22 (C) spell high frequency words from a commonly used list</p> <p>22 (D) spell base words with inflectional endings (e.g., adding "s" to make a word plural)</p> <p>22 (E) Use resources to find correct spelling</p>
2nd	<p>23 (A) use phonological knowledge to match sounds to letters to construct unknown words</p> <p>23(B) spell words with common orthographic patterns and rules</p> <ul style="list-style-type: none"> (i) complex consonants (e.g., hard and soft c and g, ck) (ii) r-controlled vowels (iii) long vowels (e.g., VCe- hope) (iv) vowel diagraphs (e.g., oo- book, fool; ee- feet), diphthongs (e.g., ou- out, ow-cow, oi- coil, oy-toy) <p>23(C) spell high frequency words from a commonly used list</p> <p>22 (D) spell base words with inflectional endings (e.g., -ing and -ed)</p> <p>23 (E) spell simple contractions (e.g., isn't, aren't, can't)</p> <p>23(F) use resources to find correct spelling</p>
3rd	<p>24(A) use knowledge if letter sounds, word parts, word segmentation and syllabication to spell;</p> <p>24(B) spell words with more advanced orthographic patterns and rules;</p> <ul style="list-style-type: none"> (i) consonant doubling when adding an ending (ii) dropping final "e" when endings are added (e.g., -ing, -ed) (iii) changing y to i before adding an ending (iv) double consonants in the middle of words (v) complex consonants (e.g., scr-, -dge, -tch) (vi) abstract vowels (e.g., ou as in could, touch, through, bought) <p>24(C) spell high frequency and compound words from a commonly used list</p> <p>24(D) spell words with a common syllable constructions (e.g., closed, open, final stable syllable)</p> <p>24(E) spell single syllable homophones (e.g., bear.bare; week/weak; rode/road)</p> <p>24(F) spell complex contractions (e.g., should've, won't)</p> <p>24(G) use print and electronic resources to find and check correct spelling</p>

4th	<p>22(A) spell words with more advanced orthographic patterns and rules</p> <ul style="list-style-type: none"> (i) plural rules (e.g., words ending in f as in lead, leaves; adding -es) (ii) irregular plurals (e.g., man/men, foot/feet, child/children) (iii) double consonants in middle of words (iv) other ways to spell sh (e.g., -sion, -tion, -cian) (v) silent letters (e.g., knee, wring) <p>22(B) spell base words and root words with affixes (e.g., -ion, -ment, -ly, dis-, pre-)</p> <p>22 (C) spell commonly used homophones (e.g., there/their/they're, to/too/two)</p> <p>22(D) use spelling patterns and rules and print and electronic resources to determine and check correct spelling</p>
5th	<p>22(A) spell words with more advanced orthographic patterns and rules</p> <ul style="list-style-type: none"> (i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician) (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal) (iii) silent and sounded consonants (e.g., haste/hasten, sign/signal, condemn/condemnation) <p>22(B) spell words with</p> <ul style="list-style-type: none"> (i) Greek roots (e.g, tele, photo, graph, meter) (ii) Latin roots (e.g., spec, scrib, rupt, port, ject, dict) (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist) (iv) Latin derived suffixes (elg, -able, -ible, -ance, -ence) <p>22(C) differentiate between commonly confused terms (e.g., its, it's, affect, effect)</p> <p>22(D) use spelling patterns and rules and print and electronic resources to determine and check correct spelling</p> <p>22(E) know how to use the spell-check function in word processing while understanding its limits</p>

High Frequency Words

Students need to have a core of words that they can read and write automatically. Typically, these words do not follow a pattern. The first 100 of these words make up half of all written English material. High frequency words should be spelled correctly when writing across all content areas.

Reading Expectations

Kindergarten students should be able to read at least 25 words on this list by the end of the year

1st Grade students should be able to read at least 100 words on this list by the end of the year.

2nd Grade students should be able to read at least 300 words on this list by the end of the year.

Spelling Expectations

In grades 1-3 students are expected to spell words correctly from a common high-frequency word list.

Students in grades 4-5 and expected to spell the words from previous grades correctly in their writing.



High Frequency Word Lists

This represents the high-frequency word list for the entire year. The list each year includes the high-frequency words from the previous year.
(*Word from Journey's word list K-2)

Kinder	1 st	2 nd	3 rd	4 th	5 th
Child's name (first & last)	also	about*	along	a lot	accept
a*	an	above*	also	across	against
all*	ball*	across*	always	afraid	American
am	begin*	add	another	afternoon	although
and*	box	after*	anything	almost	answer
are*	boy*	again*	ate	around	attention
as	but	against*	been	because	audience
at	buy*	any	because	beginning	awkward
be*	by*	air*	beginning	behind	backwards
big	call*	always	between	believe	brought
black	came	along*	bought	bottom	celebration
blue	car*	another*	bring	business	central
book	come*	anything*	break	carefully	certain
can	could*	away*	brought	caught	choice
dad	day	back	carry	cause	choose
did	dear	because*	caught	celebrate	congratulate
do	does*	been*	clean	coming	course
for*	done*	before*	close	connection	delete
get	down*	began*	clothes	complete	description
go*	eat*	behind*	cold	couldn't	difference
good*	end	below	couldn't	describe	disappointed
green	every*	best	cried	different	distance
had	fall*	better*	decided	enough	doesn't
have*	father*	body	different	everybody	especially
he*	find*	both*	does	especially	except
I*	first*	build	early	example	excited
if	for*	built	eight	except	exclaimed
in	from	certain	enough	favorite	important
is*	girl	change	everything	finally	increase
it	give*	children*	explain	fourth	information
like*	goes*	city*	eyes	general	island
look*	good*	climb(ed)	fall	guess	losing
man	got	color	few	happen(ed)	measure
me*	has	different*	finally	heard	middle
mom	her*	door*	food	herself	natural
my*	him	draw*	front	himself	necessary
no*	his	each	funny	invited	neither
not	how*	ear	giant	its	nervous
on	into*	early	goes	jewelry	notice
orange	jump	eight*	great	justify	opposite
play	just	enough*	group	kept	picture
red	know*	even*	gym	knowledge	principal

see	long	everyone*	half	known	realized
she	made	eye(s)*	hand	laugh	reason
the	make*	family*	hear	leaving	remember
to	may *	far*	home	library	represent
up	more*	fast	join	match	several
us	mother*	finally	journal	material	sign
was	new*	five*	joyful	medium	sincerely
we	now*	fly*	keep	minute	straight
white	of*	follow*	kept	morning	supposed
yes	old*	food*	kind	myself	surprise
you	once*	found*	knew	neighbor	themselves
	one*	four*	last	neither	transition
	open*	friend(s)*	laugh	night	though
	our*	full*	learn(ed)	noise	throughout
	out*	gone*	leave	notice	unknown
	over*	great*	main	observation	unusual
	ride*	grew	myself	obtain	weird
	run	happened*	north	obvious	without
	said*	happy*	nothing	ocean	worse
	saw*	head*	only	our	written
	says	hear*	outside	ourselves	young
	six	help*	own	pause	
	so	high*	paid	picture	
	some	house	phone	present	
	soon*	idea*	practice	probably	
	stay	important	quick(ly)	problem	
	take*	inside	quiet	question	
	that	keep	quit	relative	
	them	knew*	record	remember	
	then	laugh*	seem	regular	
	they*	left	share	restaurant	
	thing	let	show	respect	
	this	listen	sometimes	schedule	
	three*	little*	soon	sincerely	
	today*	live*	special	special	
	too*	many*	stand	supposed	
	two	maybe*	stopped	taste	
	under*	might*	suddenly	terrible	
	up	miss(ed)	such	themselves	
	upon*	money	sure	there's	
	use*	move*	surprise	they're	
	very*	much	tell	through	
	walk(ed)*	must	than	throw	
	want*	myself*	third	tired	
	went	name	those	together	
	what*	near*	thought	toward	
	when	next*	tree	usually	
	who*	never*	through	unique	
	will	nine	trouble	wait	
	with*	number	turn	warm	
		off*	until	wash	
		often	use	watch	

		only* order other* own* paper* people* place* please* pretty* pulled* read* ready* really* remember* right* school* searching second* seven should* shout show* sing* sleep* small* someone* song sound* start* stop sure* talk* ten thank their* there* they're these think* those* though thought* through today* together* try* until* warm* water* way why wish	usually wanted were where which whole without woman work won't write year yesterday	water wear whether while whole would wondering your you're	
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Palabras de Uso Frecuente—K-5º grado

Nota: Esta es la lista de términos no negociables.

Esta lista incluye los términos no negociables de Kindergarten a 5º grado

<i>Kindergarten</i>	<i>1^{er} grado</i>	<i>2º grado</i>	<i>3^{er} grado</i>	<i>4º grado</i>	<i>5º grado</i>
a	abajo	a lo mejor	a veces	a través de	accidente
amor	algo/ algunos aquí	acerca de/ sobre	afuera	abajo	en contra de
arriba	auto	agradecer	agitó	adivinar	americano
como	bonito	ahí	anotar/ apuntar	al cruzar	atención
el/ la/ los/ las	bueno	alguien	antes	al revés	hacia atrás
en era	carro	amigo(s)	aprender	amigo(a)	bello
es/ está	comer	animal	asustado	asignatura	inicio
eso hacer/	cómo	atrapar	basura	atención	creer
hago ir/ voy	con	atrapó	broma/ chiste	atrapar	no poder
mamá mi	cosa	beber	campo	biblioteca	celebrar
mirar no	cuándo	cada	cargar	cansado(a)	central
o	de	camioneta	carta	casi	campeonato
papá	decir	ciudad	compré / compró	causa	concentrar
poder	dijo	comer	correo	celebrar	eso es
puedo sí	ellos	correcto	cuál	científico	ellos mismos
sobre/ encima	eso	correr	cualquier cosa	cocina	felicitar
soy/ estoy tenía/	este	chocar	cubierto(a)	completar	país
tuve	fui/ fue	derecha	choca	completo	curso
tu un/	fuera	después	de cualquier manera	común	describir
una uno	grande	detener/ parar	de la niña	conectado	desconocido
veo/ ver y	gustar	dos	de repente	creer	descripción
yo	hablar	ellos/ ellas	decidí/ decidió	cuadrado	diferencia
	hacer	eran/ estaban	dejar	cuidadosamente	desilusionado
	jugar	escuela	deportes	describir	escrito
	muy	eso es	despacio	dibujos	especialmente
	niña	favorito(a)	detuve/ detuvo	diferente	emoción
	niño	flotar	donde	ejemplo	exclamar
	para	fuera/ lejos	dónde	él mismo	ejercicio
	pequeño	gente	entero	elevador	ellos están
	pero	hallé/ halló	entre	ella misma	gobierno
	porque	hermano	escalera	energía	hambre
	por qué	hermoso	escribir	entero	importante
	que	intentar	escritura	eres/ estás	instrumento
	qué	lancé/ lanzó	escuché/ escuchó	escalera	inusual
	quien	lastimar	eso(a) es	especial	isla
		línea	estamos/ somos	esperar	joven
					junto
					lenguaje
					perder

Palabras de Uso Frecuente—K-5º grado

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	quieto ser/estar son su tener todos tú/ tus un/ una venir/ ven vi/ vio	lista lo mejor lluvia maestro(a) mejor mover/ mudar muchos muy negro niños nombre otra vez/ de nuevo otro(a) patinar perdió podría por favor porque probable mente quebrar quizá reloj saber segundo su suceder también	estudiar finalmente frente fuera gané/ ganó gimnasio globo golpeó grandioso grupo guardé/ guardó hasta lento lloré/ lloró lluvia meta mitad/ media norte obtener pagué/ pagó pensé/ pensó pequeño(a) podría por siempre práctica problema que (comparación) qué es quebrar robar sabía segundo(a) sin sólo/ solamente somos/ estamos	excepto falla familia figura firmó fotos ganador general grados hacia hay iniciar irse/ dejar juntos lanzar lanzó largo/ longitud maestro(a) mal hecho mañana máquina mientras minuto(s) negocio/ asunto nervioso(a) niños nuestro(a) observa observar padres permanecer permitido pieza pintura porque pregunta	medida metal mil minuto mañana mes numeral opuesto párrafo posición principal pregunta probablemente realizar respuesta razón raro región representar sinceramente sin sin embargo sonrisa supuesto supuesto sorpresa temperatura temporada termómetro tocar usual varios

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			sorpresa su/ sus sur tamaño teléfono todo(s)/ todas(s) traje/ trajo unidad usar vamos viaje ya no	presente probablemente problema realmente recreo reír/ risa ropa salón de clases siempre sistema social sonreír suficiente supuesto tarde tarea/ asignatura teléfono televisión temer(oso) tiempo extra título todos los días va (tercera persona) venir voltear/ volteo yo mismo	

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