

## Spelling Instructional Routines

### Common Core State Standard:

- CCSS.ELA-Literacy.L.4.2 and CCSS.ELA-Literacy.L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Overview

In this sample instructional routine, you will note adaptations for emergent English speakers, (in other words, bilingual students). The intent is to support teachers who have bilingual students in their classroom that may need additional support in making meaning of English words to understand how to spell them. Sample lesson 1 shows a sample lesson for English-only speakers, and sample lesson 2 show the integration of translanguaging for a classroom that has one or more bilingual students that have Spanish as a home language. Translanguaging means using and allowing a student's home language to support learning and making meaning. This lesson can be adapted to any home language.

### Symbol Key



Explicit Instruction



Opportunities to Respond



Feedback

## Instructional Routine: English Only

Week __, Day __: _____	
Long vowel: _____	Target Spelling Pattern: _____
<b>Spelling List for instruction:</b>	
SWBAT identify and encode correct _____ patterns in words that correspond to _____	
<b>Spelling List for post-check:</b>	
<b>Spelling List for pre-check:</b>	
<b>Instructions</b>	
<p>Introduce spelling pattern for the week</p> <p>Being pre-check on worksheet ( <span style="background-color: #fce4d6; padding: 2px;">Pre-Check</span> ): Read the word, say the meaning, then use the word in a sentence:</p> <ul style="list-style-type: none"> <li>o <b>Word:</b> _____ Meaning: _____</li> </ul> <p>Once all the words have been dictated, correct the assessment with students based on letter sequences and have them mark their score on their spelling sheet.</p>	
<p>Remind students of the spelling pattern.</p> <p style="text-align: center;"><b>I do (3-5 minutes):</b></p> <p>Draw 5 spaces for the word _____ on the board. As you write each space, say aloud each sound of the word, but do not write the letters/sounds, yet.</p> <p> Ask students what does the word afraid mean and take responses/explain what it means:</p> <p>Finally in the lines, write the letters of the word _____ in each space, making sure you are <u>saying the sounds aloud</u> to demonstrate.</p>	



Ask students what they notice about how you wrote the word. Make sure they notice the pattern.



Explain the pattern and the sound the patten makes.

Have students write the word next to number 1 on the practice panel in the middle of the worksheet.

### **We do (5 minutes):**

Have students pull out their spelling worksheet. In the middle panel (  ), dictate to students the next word.

Together, you and the students will draw the spaces for the word, practicing saying the sounds aloud together on number 2 of their practice panel of their worksheet.



Ask students what the word means:



Finally in the lines, write the letters of the word explain in each space and have students to the same, making sure you are saying the sounds aloud and urge students to do the same



Ask students what they notice again about the pattern.

### **You do (5-7 minutes):**

For the remainder of the practice section of the worksheet have students work independently.



Monitor the class and support students as needed.

For the rest of the words (numbers 3-5 on the middle practice panel of their worksheet), do the following:

- Dictate each word for the students, saying the meaning. Tell students you will give them 10 seconds to respond and then you will write the correct word on the board. Students will check and fix their words if needed.
- Make sure to model drawing the spaces and filling in the spaces as students did before.
  - Do this for the rest of the words.

When students finish the activity, guide them to the post-check panel of their worksheet. Explain this is an opportunity to show you what they learned in the spelling pattern for today. Let them know they can use whatever strategy is most helpful to them, an old one they know or the new ones they just learned with the drawing lines.

- Read one word at a time for students to spell. For each word, read the word and say an example sentence.

Once all the words have been dictated, have students turn it in for your review, grading and feedback.

*\*Correct letter sequences (CLS) is when you correct the word based on each correct letter. For example, in the word stop, the correct sequences are: **s**, **st**, **to**, **op**, and **p** (a score of 5 CLS). This helps students track spelling progress beyond just right or wrong words. At the beginning, there is a correct sequence before the first letter (**s** in stop), and at the end, there's a correct sequence after the last letter (**p**). In between, each correct pair of letters (**st**, **to**, **op**) forms a sequence.*

## Instructional Routine: English & Other Languages

<b>Week __, Day __: _____</b>
<b>Long vowel: _____</b> <span style="float: right;"><b>Target Spelling Pattern: _____</b></span>
<b>Spelling List for instruction: _____</b>
<b>SWBAT</b> identify and encode correct _____ patterns in words that correspond to _____
<b>Spelling List for post-check: _____</b>
<b>Spelling List for pre-check: _____</b>
<b>Instructions</b>
<p>Introduce spelling pattern for the week</p> <p>Being pre-check on worksheet ( <span style="background-color: #fce4d6; padding: 2px;">Pre-Check</span> ): Read one word at a time for students to spell. For each word, read the word in English, say the meaning. Then, say the word in Spanish and say the meaning. Finally, read the word in English again and allow students to write the word.</p> <ul style="list-style-type: none"> <li>o <b>English (E) Word:</b> _____ E Meaning: _____ <b>Other Language (OL) Word:</b> _____ OL Meaning: _____</li> <li>o <b>English (E) Word:</b> _____ E Meaning: _____ <b>Other Language (OL) Word:</b> _____ OL Meaning: _____</li> <li>o <b>English (E) Word:</b> _____ E Meaning: _____ <b>Other Language (OL) Word:</b> _____ OL Meaning: _____</li> <li>o <b>English (E) Word:</b> _____ E Meaning: _____ <b>Other Language (OL) Word:</b> _____ OL Meaning: _____</li> <li>o <b>English (E) Word:</b> _____ E Meaning: _____ <b>Other Language (OL) Word:</b> _____ OL Meaning: _____</li> </ul> <p>Once all the words have been dictated, correct the assessment with students based on letter sequences and have them mark their score on their spelling sheet.</p> <p>Remind students of the spelling pattern.</p> <p style="text-align: center;"><b>I do (4-6 minutes):</b></p>

Draw 5 spaces for the word \_\_\_\_\_ on the board. As you write each space, say aloud each sound of the word, but do not write the letters/sounds, yet.



Ask students what does the word \_\_\_\_\_ mean and take responses/explain what it means (do this also in the other language if you have bi/multilingual learners in your class)

Finally in the lines, write the letters of the word \_\_\_\_\_ in each space, making sure you are saying the sounds aloud to demonstrate



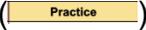
Ask students what they notice about how you wrote the word. Make sure they notice the pattern.



Explain the pattern and make sure to connect the pattern to the sound.

Have students write the word \_\_\_\_\_ next to number 1 on the practice panel in the middle of the worksheet.

### **We do (6 minutes):**

Have students pull out their spelling worksheet. In the middle panel (  ), dictate to students the next word.

Together, you and the students will draw the spaces for the word, practicing saying the sounds aloud together on number 2 of their practice panel of their worksheet.



Ask students what the word means in English and their home language. Finally in the lines, write the letters of the word explain in each space and have students to the same, making sure you are saying the sounds aloud and urge students to do the same.



Ask students what they notice a pattern again



For other language speakers, you can write the word in their language and explain the meaning. Especially if the word looks like an English word (otherwise called a homophone). They can use this strategy to help them spell too.

### **You do (6-8 minutes):**

For the remainder of the practice section of the worksheet have students work independently.



Monitor the class and support students as needed.

For the rest of the words (numbers 3-5 on the middle practice panel of their worksheet), do the following:

- Dictate each word for the students, saying the meaning (in English and in other languages if necessary). Tell students you will give them 10 seconds to respond and then you will write the correct word on the board. Students will check and fix their words if needed.
- Make sure to model drawing the spaces and filling in the spaces as students did before.

When students finish the activity, guide them to the post-check panel of their worksheet. Explain this is an opportunity to show you what they learned in the spelling pattern for today. Let them know they can use whatever strategy is most helpful to them, an old one they know or the new ones they just learned with the drawing lines.

- Read one word at a time for students to spell. For each word, read the word in English, say an example sentence. Then if needed, say the word in Spanish and the example sentence. Finally, read the word in English again and allow students to write the word.

Once all the words have been dictated, have students turn it in for your review, grading and feedback.

## Materials

NAME: \_\_\_\_\_

Pre-Check	Practice	Post-Check
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.