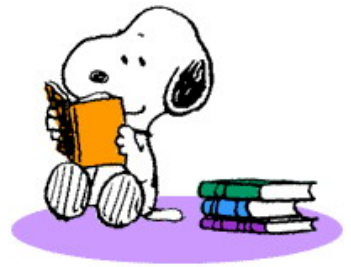


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In the last four years Rutherford has moved to a multisensory approach to teaching Language Arts Literacy. Studies have shown that there is greater retention for students who use multiple modalities in learning. Grades 1 through 3 will be utilizing programs through *Language Circle* that both promote this type of instruction and cultivate a love of words, as well as their meaning, in students. With these changes, instead of calling it "Spelling," at Lincoln School we are calling it "Word Work."

### Where does "spelling" fit in with *Project Read*?

*Project Read* follows a multisensory approach in learning to both read and write the different sounds letters make. Students will learn rules to follow when identifying these sounds. The key to this program is not only being able to read the sounds, but to apply those rules to spelling. Lessons include multiple opportunities for students to read, write and use the words they are learning through word work centers, dictations, reading and homework.

*Project Read* follows a "Spelling By Reasoning" Model. Students are taught to follow a 3-step model when spelling a word.

1. **Departmentalize** the speech sounds of consonants, digraphs, short vowels, long vowels, diphthongs, and r-controls.
2. **Classify** the sound/symbol relationship by frequency of use, place value, spelling generalizations.
3. **Develop** a "discriminating eye" by checking the position of sounds, looking for Red Words (High Frequency words) and paying attention to spelling rules.

### What are High Frequency or "Red" words?

High Frequency or Red Words are words composed of Dolche and Fry's word lists. These are the most frequently occurring words in reading and writing. Students are given a set number of words a week according to grade level. Students will reinforce these words in centers and at home. Assessments will be given to ensure that the students know how to read, spell and utilize these important words to their writing. Some of these words may visually look like they follow a phonetic pattern; however, they often are exceptions to the rules. Following are some grade level specific examples of Word Study in action.

### Common Core State Standards - Grade 1

*CCSS.ELA.Literacy.L.1.2 - Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

*CCSS.ELA.Literacy.L.1.2D - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.*

*CCSS.ELA.Literacy.L.1.2E - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.*

In grade 1 students learn, that c, k, and ck all make the /k/ sound.

- 1) Students will learn that c and k capture the same sound of /k/ but are used with different vowels.
- 2) Students will learn the rules of when to use c or k. Use a c when the /k/ sound is followed by the vowels a, o, or u. Use a k when the /k/ sound is followed by the vowels e, i, or y
- 3) Students will learn that ck is a digraph and makes the sound /k/ also. Ck is found only at the end of a single syllable following a short vowel sound.

## Common Core State Standards - Grade 2

**CCSS.ELA.Literacy.L.2.2 - Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**CCSS.ELA.Literacy.L.2.2D - Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil)**

In grade 2 students learn not only the sounds of the different diphthongs, but the rules of placement. For example, both oy and oi make the same sound.

- 1) Students will learn that /oi/ comes in the middle of a word like point, and also can start a word like oil.
- 2) Students will learn that /oy/ comes only at the end of a word or syllable like boy.
- 3) Students practice applying the rules when spelling words with the /oi/ /oy/ sound.

## Common Core State Standards - Grade 3

**CCSS.ELA.Literacy.L.3.2 - Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**CCSS.ELA.Literacy.L.3.2.E - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words**

(e.g.,

*sitting, smiled, cries, happiness).*

**CCSS.ELA.Literacy.L.3.2.F - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns,**

*ending*

*rules, meaningful word parts) in writing words.*

In grade 3 students will be introduced to the most common prefixes and suffixes. Students will need to apply the rules they learned about syllable types in order to build new words with these affixes. Students will expand their vocabulary as they learn the new meaning of words with affixes attached. For example, when the suffix -ed is added to a base word it means past tense or past time.

- 1) Students need to segment the base word from the suffix.
- 2) Students will spell the base word and determine syllable type.
- 3) Dropping "e" Rule - If the word is vowel-consonant-e word, the final e is dropped, then they can add the suffix -ed. (bake - baked)
- 4) Doubling Rule - If the word is a closed syllable with only one consonant following the vowel, the final consonant is doubled, then add suffix -ed (hop - hopped)
- 5) If the word is a closed syllable with a blend or digraph at the end, just add the suffix -ed. (jump - jumped)

We hope that you see how our Word Work program allows students to internalize and apply content in order to increase their vocabulary for both reading and writing. Each month you will receive a Word Study newsletter that will highlight different phonics/spelling rules for you to use at home when working with your child. If you should have any questions or concerns, please do not hesitate to contact us.

Sincerely,

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