

Recommended Five-Day Spelling Routine

Spelling lists can be found on the Ready4Reading Teacher Hub. Each list consists of Target Words and Learn and Spell Words.

- **Target Words** include sound-spellings children are learning and practicing.
- **Learn and Spell Words** are high-frequency words that may include irregular or new sound-spellings.

Day 1: Introduce

Introduce Target Words

- Read the “Remember!” section at the bottom of the Spelling List to review the target sound-spelling(s). You may want to choose one spelling word as an example and show how it reflects the “Remember!” information.
- For each word, read the word aloud. Then use it in a simple sentence and repeat the word. Here’s an example for the word *mop*:

Say the word: *mop*

Use it in a sentence: *I use a mop to clean the floor.*

Repeat the word: *mop*

Introduce Learn and Spell Words

Let children know that these words are likely to include both known and new sound-spellings. Follow these steps for each word:

Say the word and use it in a sentence: *how: I know how to ride a bike!*

Identify the sounds in the word: *Listen for two sounds in how: /h/ /ow/.*

Identify spellings children have learned: */h/ h*

Identify any irregular or not-yet learned spellings: *Letters o-w say /ou/ in this word.*

Day 2: Oral Segmentation

Read aloud the words one at a time. Model for children how to segment one or more examples as needed. Here’s an example for the word *hill*:

Say the word: *hill*

Segment the word: *Listen for three sounds in hill: /h/ /i/ /l/*

Children write the word: Ask children to write the letter that stands for each sound they segmented. Remind them to use what they’ve learned about the spelling pattern, such as for double consonants at the ends of words.

Day 3: Practice

Choose any of the following activities to help children practice their spelling words.

- **Sticky Note Spelling** Have partners write the spelling words on sticky notes, one letter on each note. One partner hides his or her eyes. The other partner removes a letter. The partner opens his or her eyes and has to determine which letter is missing. Then the partners exchange roles.
- **Guess My Word** Have children work in groups. The person who is “It” gives a clue about one of the spelling words. For example: “I am thinking of a word that rhymes with *hop*.” “I am thinking of a word that begins with /sh/.” “I am thinking of something a rabbit can do.” The first person who guesses the word and writes it correctly takes the next turn at giving clues.
- **UnMix** Give partners all letter cards needed to make the spelling words. Have children use the letters to form the spelling words.

Day 4: Buddy Check

Have partners take turns giving each other a spelling quiz. You may wish to have children use a dry-erase board or paper. Have partners correct each other’s work.

Provide coaching as needed. Note children’s progress and errors.

Give extra practice for misspelled words.

Day 5: Assess

Ask children to number their papers 1–10 (or other span as appropriate).

Use a routine such as the following, enunciating clearly and speaking slowly:

Say the word: *mop*

Use it in a sentence: *I use a mop to clean the floor.*

Repeat the word: *mop*

Provide time for thinking and writing.

Evaluate children’s work. Identify needs for additional instruction and practice based on sound-spellings that children appear not to have mastered. To help individualize instruction, you can then add trouble words to the next week’s spelling list. Congratulate children on progress they’ve made.