

Word Solving and Building Record Sheet

Name: _____

Date: _____

Reading		
Behaviours and Strategies	Prompts	Observations
Associates sounds to single consonants and some consonant clusters (e.g., "gr," "st," "bl," "sh")	<ul style="list-style-type: none"> • What sound does that letter make? or What sound do those letters make? (for consonant clusters) • Get your mouth ready to say the first sound. • What sound would you expect at the beginning of the word? 	
Associates sounds to most vowels within the context of words (e.g., "o" in <i>got</i>)	<ul style="list-style-type: none"> • Does that sound right? Look at the middle of the word. • Check all the letters. 	
Reads some words with silent letters (may need support)	<ul style="list-style-type: none"> • What would make sense there? • Would that sound right? • That's right we don't say all of the letters in this word. That one is silent. (reinforcement) 	
Uses word-pattern similarities to work out unfamiliar words when reading (e.g., recalls "ice" pattern to spell <i>nice</i>)	<ul style="list-style-type: none"> • Does it look right? • Check all the letters. • Do you see a part you know? • Do you know a word with the same chunk in it? 	
Reads words with simple inflected endings (e.g., <i>play-ing</i> , <i>play-ed</i>): may need some support	<ul style="list-style-type: none"> • Look at the ending and see if it sounds right to you. 	
Reads words with r-controlled vowels (e.g., <i>car</i> , <i>first</i> , <i>hard</i>)	<ul style="list-style-type: none"> • Does it look right? • Check all the letters. 	
May notice that some words sound the same but have different meanings and spellings	<ul style="list-style-type: none"> • Yes they sound the same (<i>sail/sale</i>) but they look different and mean different things. <i>Sail</i> means a sail on a boat... etc. 	
Is beginning to read common contractions	<ul style="list-style-type: none"> • That's a short way of writing "do not" • Did that sound right? • Would you say it that way? 	

Word Solving and Building Record Sheet (cont.)

Name: _____

Date: _____

Reading		
Behaviours and Strategies	Prompts	Observations
Reads some compound words	<ul style="list-style-type: none"> • How did you work out that word? • You noticed the first part of the word said <i>snow</i> and then you checked the last part (<i>man</i>). • That's a long word made from two short ones. 	
Reads some two- to three-syllable words	<ul style="list-style-type: none"> • I like the way you chunked that word (<i>yes-ter-day</i>). Can you run the chunks together to make a word that would make sense there? • Look at all the letters. What do you see in the beginning (middle/end) part of the word? 	
Writing		
Behaviours and Strategies	Prompts	Observations
Uses letter-sound associations for spellings	<ul style="list-style-type: none"> • Think of the first sound in the word. • Get your mouth ready to say the word. • What is the sound at the end of the word? • What is/are the sound (or sounds) in the middle of the word? 	
Is using vowel sounds in spellings	<ul style="list-style-type: none"> • That word looks right and sounds right. • I like the way you put a vowel in this word. Every word needs a vowel. • Say the word very slowly. What are you hearing in the middle? 	
Is beginning to use some visual patterns for spellings	<ul style="list-style-type: none"> • That looks right. • Does that look like a word you know? • Does that part of the word look like a pattern you know? 	

Word Solving and Building Record Sheet (cont.)

Name: _____

Date: _____

Writing		
Behaviours and Strategies	Prompts	Observations
Uses word-pattern knowledge in spelling (e.g., spells <i>hen</i> and <i>Ben</i> using the "en" word pattern)	<ul style="list-style-type: none">• Does it look like a word you know?• Look at the pattern at the end of the word	
Spells a few compound words	<ul style="list-style-type: none">• How did you work out <i>snowball</i>?• It's a long word made from two small ones. What's the first part of the word? Can you spell that? Now try the second part. (<i>doghouse</i>)	
Uses simple inflected endings (e.g., makes <i>do</i> into <i>doing</i>)	<ul style="list-style-type: none">• Read it to me. Does that sound right?• What does it need at the end of that word?	
Uses regular plurals by adding an "s"	<ul style="list-style-type: none">• Remember to put an "s" on the end of the word when there's more than one. Read it to me and see where you need the "s."• Good, you put an "s" on <i>cats</i> because there were three of them. (reinforcement)	