

Word Recognition

Name: _____ Date: _____ Grade: _____

Behaviours and Strategies	Prompts	Observations
<p>Phonological and Phonemic Awareness if further support is needed in this area, consult the grade one Working with Words guide</p> <hr/> <p>Letter Knowledge if further support is needed in this area, consult the grade one Working with Words guide</p> <hr/> <p>High-Frequency Words</p>		
<p>Reading</p> <ul style="list-style-type: none"> recognizes all class members' names and the names of other school personnel, e.g., the principal, other teachers' names 	<ul style="list-style-type: none"> Labels on doors help us out. What do those labels say? Can you deliver this note to... (point to the name and ask who it is addressed to)? 	
<ul style="list-style-type: none"> recognizes words on a wide variety of charts and labels around the class and school 	<ul style="list-style-type: none"> Where does it tell us that? Can you read that part out to me? Can you find that word on the chart? Great! You recognized the Word Wall word. (Reinforcement) 	
<ul style="list-style-type: none"> recalls a wide range of high-frequency words including those listed for kindergarten through grade three 	<p><i>For the Grade 3 Word Wall:</i></p> <ul style="list-style-type: none"> Is that a Word Wall word? Can the Word Wall help you there? <p><i>For previous Word Wall words:</i></p> <ul style="list-style-type: none"> These are some words you had on your Word Wall last year. Can you read them to me? 	
<p>Writing</p> <ul style="list-style-type: none"> prints and writes the names of family, friends, and other people and things in the classroom and community contexts 	<ul style="list-style-type: none"> Can you write their names? You see that on the sign at the local gas station. Can you spell <i>gas</i>? Good, you spelled <i>cabbage</i>. Did you remember that from the food list on the rabbit's cage? 	
<ul style="list-style-type: none"> spells all of the high-frequency words listed for kindergarten through grade two, and most of the grade three words 	<ul style="list-style-type: none"> Does your spelling look right? Check it with the Word Wall. Good, you spelled that Word Wall word correctly. (Reinforcement) These are words from last year's Word Wall. Can you write them? 	

Word Recognition (continued)

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Behaviours and Strategies	Prompts	Observations
Word Solving and Building		
Reading • uses letter and sound cues (initial, medial, and final) for solving unfamiliar words	<ul style="list-style-type: none"> • What sound does that letter (or letters for consonant clusters) make? • What sound(s) would you expect at the beginning, in the middle, or at the end of this word? 	
<ul style="list-style-type: none"> • associates letter to the less familiar vowel sounds and vowel clusters (e.g. au, ou, e in <i>new</i>) 	<ul style="list-style-type: none"> • Does that sound right? • Check the letters in the middle of the word. • It rhymes with <i>oil</i>. Does that help you work it out? (<i>boil</i>) 	
<ul style="list-style-type: none"> • reads a range of words with silent letters (e.g., <i>knock, ghost, and thought</i>) 	<ul style="list-style-type: none"> • What would make sense there? • That's right. We don't say all of the letters in this word. Those two are silent. (Reinforcement) 	
<ul style="list-style-type: none"> • uses word patterns and meaning to work out unfamiliar words (e.g., knows <i>distance</i> and works out <i>distant</i>) 	<ul style="list-style-type: none"> • Is part of this word like another word you know? • Do you see a pattern you know? • Check all the letters. Does that sound right/look right? 	
<ul style="list-style-type: none"> • reads an increasing range of words with inflected endings 	<ul style="list-style-type: none"> • Look at the end of the word. • Reread that and check the end of this word. Does that sound better? 	
<ul style="list-style-type: none"> • reads words with r-controlled vowels 	<ul style="list-style-type: none"> • It rhymes with <i>hard</i>. What would make sense here? (<i>star</i>) • This part looks the same as "ur" in <i>fur</i>. Does that help with reading...? (<i>burst</i>)? 	
<ul style="list-style-type: none"> • reads homophones (words that sound the same but have different spellings and meanings) and is aware of the meaning of the word in context 	<ul style="list-style-type: none"> • Yes they sound the same, but they don't look the same, and they don't mean the same thing. • Let's look at those two words. What's the same about them? What's different? 	
<ul style="list-style-type: none"> • reads a range of common contractions 	<ul style="list-style-type: none"> • It's two words that have been shortened. Let's look, (write <i>I'm</i> and <i>I am</i>.) Have they been shortened? • You paused at <i>He'll</i>. What surprised you? 	

Word Recognition (continued)

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Behaviours and Strategies	Prompts	Observations
<ul style="list-style-type: none"> reads wide variety of compound words 	<ul style="list-style-type: none"> It's two words put together. Does that help you work it out? 	
<ul style="list-style-type: none"> reads multisyllabic words 	<ul style="list-style-type: none"> I like the way you paused and worked out that word by saying it in chunks. Run the chunks together. Does it make sense now? Look at the letters. Can you chunk them? 	
<p>Writing</p> <ul style="list-style-type: none"> uses a wide range of letter sound associations for spellings uses a variety of vowel sounds in spelling 	<ul style="list-style-type: none"> Think of the first sound in the word.... Say the word slowly. What do you hear at the beginning/in the middle/at the end? Write that word down. When you say the word slowly, what vowel sound do you hear in the middle? Think of another word with that pattern. Does that look right? 	
<ul style="list-style-type: none"> uses an increasing variety of visual patterns for spellings 	<ul style="list-style-type: none"> Does it look like a word you know? Look at the pattern at the end of the word. Does it look right? 	
<ul style="list-style-type: none"> is starting to use meaning similarities to try new spellings (e.g., <i>invitation</i> must be linked to <i>invite</i>) 	<ul style="list-style-type: none"> Can you think of a word that looks like this one and may have a similar meaning? 	
<ul style="list-style-type: none"> uses analogies (e.g., "I know <i>mountain</i> and I think <i>fountain</i> may look like it.") 	<ul style="list-style-type: none"> Think of a word that looks like this one. Is that like a word you know? Is there a pattern you know that could help you? 	
<ul style="list-style-type: none"> uses different spellings for some homophones in writing 	<ul style="list-style-type: none"> Is there another way of spelling <i>pair</i>? It means a fruit. 	
<ul style="list-style-type: none"> uses an increasing range of contractions (e.g., he'll, couldn't) 	<ul style="list-style-type: none"> You have written <i>too</i>. How is the number spelled? Yes! It's the meaning that makes the difference. Great! You've remembered the apostrophe to show letters are missing! (Reinforcement) It's great that you have written a contraction (<i>Im</i>). What do we include to show there's a letter missing? 	
<ul style="list-style-type: none"> spells an increasing number of compound words 	<ul style="list-style-type: none"> You've put two words together to make a compound word ... <i>snowball</i>. (Reinforcement) 	

Word Recognition (continued)

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Behaviours and Strategies	Prompts	Observations
<ul style="list-style-type: none"> is starting to use possessives (e.g., The cat's favourite toy is a stuffed mouse.) 	<ul style="list-style-type: none"> How do you show who the...belongs to? 	
<ul style="list-style-type: none"> uses inflected endings, and is beginning to use prefixes and suffixes to expand words (e.g., sail-ing, -ed, -or) 	<ul style="list-style-type: none"> Does that sentence make sense? What ending do you need on <i>walk</i>? (-ed and -ing) Reread the sentence you wrote and think about the ending you need for that word. 	
<ul style="list-style-type: none"> uses regular plurals by adding "s" and beginning to use "es" for words ending in "s", "x", "ch", "sh", and "ss". Also, is developing awareness of plurals that require changing the "y" to "i" and adding "es" (fry-fries) 	<ul style="list-style-type: none"> When you have "ss" at the end of a word you often add "es" when there's more than one. Reread your sentence and look at the end of this word. Is there something missing? 	
Language Predictability		
Reading		
<ul style="list-style-type: none"> uses context to work out word meanings but also checks out picture cues, when available, and other resources in all reading situations 	<ul style="list-style-type: none"> What helped you work out what that word meant? Was there a clue in the text/ in the picture/in the chart? 	
<ul style="list-style-type: none"> integrates contextual cues (meaning and grammar) in order to word solve in all reading situations 	<ul style="list-style-type: none"> Does it make sense, and does it check out? Look at the word ending, and then think what would make sense and sound right. 	
<ul style="list-style-type: none"> integrates meaning, grammatic, and visual sound cues effectively to word solve in reading 	<ul style="list-style-type: none"> Remember words have to make sense and sound right. Is that a word you know? 	
<ul style="list-style-type: none"> uses language strategies (e.g., reads ahead and rereads to support predictions for unfamiliar words in context) 	<ul style="list-style-type: none"> Reread that part and see what would sound right and make sense. I like the way you paused and went back when that word didn't make sense. (Reinforcement) 	
Writing		
<ul style="list-style-type: none"> is increasing knowledge of language generalizations (e.g., predictability of letter sequences e.g. ta_k... the missing letter is likely to be "c" for <i>tack</i> or "n" for <i>tank</i>.) 	<ul style="list-style-type: none"> Words starting with "q" in English have a "u" next. There's a letter that needs to go before the "k" in <i>crak</i>. If you think of a word like it, such as <i>black</i>, what letter do you need to fit into <i>crack</i>? 	