Word Solving and Building Record Sheet

Name: _____ Date: _____

Reading

Behaviours and Strategies	Prompts	Observations
• uses letter sound cues (initial, medial, and final) for solving unfamiliar words	• What sound does that letter make (or what sounds do those letters make for consonant clusters)? • What sound (s) would you expect at the beginning or end of this word? • Look at all the letters in the word. • The first part of the word looks right and sounds right. Check the ending now.	
• associates sounds to the less familiar vowel sounds and vowel clusters (e.g., "au", "ou", "e" in *new*)	• Does that sound right? • Check the letters in the middle of the word. • It rhymes with *few*. Does that help you work it out? (*new*)	
• reads a range of words with silent letters (e.g., *knock*, *ghost*, and *thought*)	• What would make sense there? Would that sound right? • That's right, we don't say all of the letters in this word. Those two are silent. (Reinforcement)	
• uses word patterns and meaning to work out unfamiliar words (e.g., knows *distance* and works out *distant*)	• Is part of this word like another word you know? Do you see a chunk you recognize? • Do you see a pattern you know? • Check all the letters. Does that sound right/look right?	
• reads an increasing range of words with inflected endings	• Look at the end of the word _____. • Reread that and check the end of this word. Does that sound better?	
• reads words with r-controlled vowels	• It rhymes with *hard*. What would make sense here? (*card*) • This part looks the same as "ir" in sir. Does that help with reading … (*first*)?	
• reads homophones (words that sound the same but have different spellings and meanings) and is aware of the meaning of the word in context	• 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?	

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Word Solving and Building Record Sheet (cont.)

Name: _____   Date: _____

Reading

Behaviours and Strategies	Prompts	Observations
• reads a range of contractions	• It's two words that have been shortened. Let's look (write *I've* and *I have*). How has the author shortened them? • You paused at *He'll*. What surprised you?	
• reads a wide variety of compound words	• You worked out that two words were put together there. I liked the way you reread that sentence. Does it make sense now? • It's two words put together … Does that help you work it out?	
• reads multi-syllabic words (needs support at times)	• 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 all the letters. Can you chunk them?	

Writing

Behaviours and Strategies	Prompts	Observations
• uses a wide range of letter sound associations for spellings	• Think of the first sound in the word _____. • Say the word slowly. What are you hearing at the beginning/in the middle/at the end? Write that word down.	
• uses a variety of vowel sounds in spellings	• When you say the word slowly, what vowel sound are you hearing in the middle? • Think of another word with that pattern... • Does it look right?	
• uses an increasing variety of visual patterns for spellings	• Does it look right? • Does it look like a word you know? • Look at the pattern at the end of the word. Does it look right?	

Word Solving and Building Record Sheet (cont.)

Name: _____ Date: _____

Writing

Behaviours and Strategies	Prompts	Observations
• is starting to use meaning similarities to try new spellings (e.g., *invitation* must be linked to *invite*)	• Is it like another word you know? Does it just have another ending? • It helps to think of a word that's close to it … think of *measure* when you spell *measurement*.	
• uses word pattern analogies (e.g., "I know *mountain* and I think *fountain* may look like it.")	• Think of a word that looks like this one. Or, Is that a word you know? • Is there a pattern you know that could help you?	
• uses different spellings for some homophones in writing	• It means something different, and it's spelled differently (*male/mail*).	
• uses an increasing range of contractions (e.g., *he'll, couldn't*)	• What do we include to show there are some missing letters? • Great! You remembered the apostrophe to show letters are missing. (Reinforcement) • Look at the two words you are shortening (write *I will*). Think which letters you are missing when you spell *I'll*. That will help you to decide where to put the apostrophe.	
• spells an increasing number of compound words	• You've put two words together to make a compound word … *lighthouse*. (Reinforcement) • We put those two words together to make a compound word.	
• is starting to use possessives (e.g., "The cat's favourite toy is a stuffed mouse.")	• The toy belongs to the cat in your sentence. How do we show that when we write, "The cats favourite toy …"? • We put an apostrophe in after Joan's name to show she owns the ball ("Joan's ball went through the hoop"). The ball belonging to Joan went through the hoop.	
• uses inflected endings, and is beginning to use prefixes and suffixes to expand words (e.g., *read-ing, -er,* and *re-read*)	• Does that sentence make sense? What ending do you need on *play*? The cat was (play[ful]). • Reread the sentence you wrote and think about the ending you need for that word.	

 Literacy Place for the Early Years – Grade Three

Word Solving and Building Record Sheet (cont.)

Name: _____ Date: _____

Writing

Behaviours and Strategies	Prompts	Observations
• uses plurals by adding "s" and "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" (e.g., *fry-fries*)	• When you have "ss" at the end of the word, you often add "es" when there's more than one. When you have "He messs his room, think of *mess* and add "es" to the end. • Reread the sentence you wrote and think about the ending you need for that word. Is there something missing?	