

Spelling Schedule for Third-Fourth Grades

Day of Week	Fluency Practice	Lesson Introduction	Lesson Sequence	Assessment & Lesson Closure
<p>Monday Tuesday</p>	<p>Teacher calls out three previously learned words</p> <p>Students practice words on marker board for fluency</p>	<p>Teacher reviews with students effective spelling strategies using group constructed “spelling strategy” chart</p> <p>Teacher reminds students to apply effective spelling strategies as they learn new words</p>	<ol style="list-style-type: none"> 1) Teacher calls out new word 2) Students apply spelling strategies as they build the word i.e., says word slowly and thinks about the way the word looks (blends, diagraphs, syllables, vowel patterns, prefixes, suffixes, etc.) 3) Teacher observes and presents conventionally spelled word on overhead, board or pocket chart 4) Students check their spelling and self-correct if needed 5) Teacher and students discuss effective spelling strategies used to spell new words conventionally 	<p>Teacher places categories in a pocket chart and students sort words accordingly (closed sort)</p> <p>Teacher and students discuss how they can use spelling knowledge in reading and writing</p>
<p>Wednesday</p>	<p>Teacher calls out three previously learned words</p> <p>Students practice words on marker board for fluency</p>	<p>Teacher arranges for students to work in pairs and sort words into chosen categories (open sort)</p> <p style="text-align: center;">or</p> <p>Teacher instructs students to work in pairs and sort words by sound (blind sort)</p>	<ol style="list-style-type: none"> 1) Teacher groups students into pairs and gives each group a list of spelling words to sort 2) Student groups discuss and determine their categories for sorting (open sort) 3) Student groups sort words according to their predetermined categories (open sort) 1) Teacher groups students into pairs and gives each group a list of spelling words to sort 2) Student groups use the “buddy system” one student calls out words and the buddy sorts the words by sound 	<p>Student groups bring their sorts to the carpet for whole group discussion and sorting (open sort)</p> <p>Teacher and students discuss how they can use spelling knowledge in reading and writing</p>
<p>Thursday</p>	<p>Students review words using “Look, Say, Cover, Write and Check” method</p>	<p>Teacher guides students to use their spelling knowledge as they spell words conventionally</p> <p>Teacher reminds students if they forget how to spell a word to use their spelling strategies to help themselves</p>	<ol style="list-style-type: none"> 1) Teacher dictates each word 2) Students write each word 	<p>Teacher assesses students’ effective strategy use and conventional spelling</p> <p>Teacher provides feedback</p> <p>Teacher and students discuss how they can use spelling knowledge in reading and writing</p>
<p>Friday</p>		<p>Teacher coaches students to apply their spelling knowledge or their knowledge of the language system in a standardized format</p>	<ol style="list-style-type: none"> 1) Teacher models using the skill or strategy in a standardized format on the overhead (think aloud) 2) Teacher and students use the skill or strategy in a standardized format on the overhead (group practice) 3) Students use the skill or strategy in a standardized format (independent practice) 	<p>Teacher assesses students’ ability to transfer knowledge across different context (transfer principle)</p> <p>Teacher provides feedback</p>