

Switch on to Spelling
and
Spelling Under Scrutiny

by Joy Allcock

***Three State Academic
Correlation Annotations***

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<i>My Sound Spelling Dictionary</i>	<i>Texas</i>	<i>California</i>	<i>New York</i>
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<i>My Sound Scrapbook</i>	<i>Texas</i>	<i>California</i>	<i>New York</i>
One-sound, one-letter relationships	110.2.b.6, 110.2.b.6.D, 110.2.b.6.E, 110.3.b.7, 110.3.b.7.A, 110.3.b.7.B, 110.3.b.7.C, 110.3.b.7.D,		
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<p>Double consonants in middle of words <i>Page: 36, 37, 17, 19, 33, 35, 36, 37,</i></p>	110.15.b.22.A.iii		
<p>Other ways to spell sh <i>Page: 36, 37,</i></p>	110.15.b.22.A.iv		
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<p>Changing y to i before adding an ending <i>Page: 5,</i></p>	110.14.b.24.B.iii		
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Word lists beginning with: Long vowel sounds (6) <i>a', 'e', 'i', 'o', 'u', 'oo'</i>	110.13.b.23.B.iii, 110.13.b.23.B.iv		
Short vowel sounds (16) <i>a', 'e', 'i', 'o', 'oo'</i>	110.12.b.3.B, 110.13.b.2.A.i, 100.16.b.22.A.ii		
Other vowel sounds (28) <i>ar', 'or', 'er', 'ear', 'air', 'ow', 'oy'</i>	110.14.b.1.B.v, 110.3.b.7.D, 110.3.b.7.E, 110.12.b.3.C.vi 110.13.b.2.B.v, 110.14.b.24.B.vi 110.12.b.A.vi 110.13.b.23.B.iv		
Consonant sounds (35) <i>b', 'k', 'd', 'f', 'g', 'h', 'j', 'l'</i>	110.15.b.22.A.iii, 110.16.b.22.A.iii,		
Consonant sounds (52) <i>m', 'n', 'p', 'qu', 'r', 's'</i>	110.15.b.22.A.iii, 110.16.b.22.A.iii,		
Consonant sounds (64) <i>t', 'v', 'w', 'y', 'z'</i>	110.15.b.22.A.iii, 110.16.b.22.A.iii,		
Consonant sounds (72) <i>sh', 'ch', 'th', 'ng', 'x'</i>	110.12.b.3.A.iv, 110.12.b.3.C.v, 110.13.b.2.A.iii, 110.2.b.6.E		
Prefixes (80)	10.4.b.5.F, 110.13.b.2.D, 110.5.b.5.D, 110.14.b.1.iv, 110.6.b.17.B, 110.7.b.17.B		
Suffixes (82)	10.4.b.5.F, 110.13.b.2.D, 110.5.b.5.D, 110.14.b.1.iv, 110.6.b.17.B, 110.7.b.17.B, 110.16.b.22.B.iii		

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Roots (84)	110.5.b.5.D		
Spelling conventions for letters and sounds (87)	110.14.b.1.A.i, 110.14.b.1.A.ii, 110.14.b.1.A.iii, 110.14.b.1.A.iv, 110.14.b.1.A.v, 110.14.b.1.B.i, 110.14.b.1.B.ii, 110.14.b.1.B.iii, 110.14.b.1.B.iv, 110.14.b.1.B.v, 110.14.b.1.C, 110.14.b.1.D		
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Strategies for syllabifying words (97)	110.14.b.24.F, 110.6.b.17.A, 110.7.b.17.A, 110.2.b.6.B, 110.2.b.6.F, 110.3.b.6.B, 110.3.b.6.F, 110.3.b.8.D, 110.3.b.20.A, 110.3.b.20.C		
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Texas Academic Standard Annotation Correlation

English Language Arts and Reading, Kindergarten.

(110.2.b.6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).

(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words

(C) produce rhyming words and distinguish rhyming words from non-rhyming words

(D) identify and isolate the initial and final sound of a spoken word

(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word

(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds

(110.2.b.7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language

(A) name and identify each letter of the alphabet

(B) understand that written words are composed of letters that represent sounds

(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read

(110.11.b.1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.

(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries

English Language Arts and Reading, Grade 1.

(110.3.b.6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).

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- (B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words
- (C) produce rhyming words and distinguish rhyming words from non-rhyming words
- (D) identify and isolate the initial and final sound of a spoken word
- (E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word
- (F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds

(110.3.b.7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.

- (A) name and identify each letter of the alphabet
- (B) understand that written words are composed of letters that represent sounds
- (C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read
- (D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee
- (E) blend initial letter-sounds with common vowel spelling patterns to read words
- (F) decode by using all letter-sound correspondences within regularly spelled words
- (G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)

(110.3.b.8) Reading/word identification. The student uses a variety of word identification strategies.

- (A) decode by using all letter-sound correspondences within a word

(B) use common spelling patterns to read words

(C) use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing

(D) identify multisyllabic words by using common syllable patterns

(E) recognize high frequency irregular words such as said, was, where, and is

(F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning

(G) read both regular and irregular words automatically such as through multiple opportunities to read and reread

(110.3.b.11) Reading/vocabulary development. The student develops an extensive vocabulary.

(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences

(110.3.b.20) Writing/spelling. The student spells proficiently.

(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop)

(B) write with more proficient spelling of inflectional endings such as plurals and verb tenses

(C) spell single syllable words that have r-controlled vowels such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck

(110.12.b.2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.

(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);

(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);

- (C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/b/l/o/w/ to/g/l/o/w/);
- (D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr)
- (E) isolate initial, medial, and final sounds in one-syllable spoken words
- (F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/).

(110.12.b.3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts

(A) decode words in context and in isolation by applying common letter-sound correspondences

(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;

(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;

(iii) consonant blends (e.g., bl, st);

(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;

(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh

(vi) vowel diphthongs including oy, oi, ou, and ow

(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words

(C) use common syllabication patterns to decode words, including:

(i) closed syllable (CVC) (e.g., mat, rab-bit)

- (ii) open syllable (CV) (e.g., he, ba-by)
- (iii) final stable syllable (e.g., ap-ple, a-ble)
- (iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide)
- (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal)
- (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or)
- (D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);
- (E) read base words with inflectional endings (e.g., plurals, past tenses);
- (F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);
- (G) identify and read contractions (e.g., isn't, can't);
- (H) identify and read at least 100 high-frequency words from a commonly used list
- (I) monitor accuracy of decoding

English Language Arts and Reading, Grade 2

(110.4.b.5) Reading/word identification. The student uses a variety of word identification strategies.

- (A) decode by using all letter-sound correspondences within a word
- (B) blend initial letter - sounds with common vowel spelling patterns to read words
- (C) recognize high frequency irregular words such as said, was, where, and is
- (D) identify multisyllabic words by using common syllable patterns

(E) use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing

(F) use structural cues such as prefixes and suffixes to recognize words, for example, un- and -ly

(G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning

(H) read both regular and irregular words automatically such as through multiple opportunities to read and reread

(110.4.b.16) Writing/spelling. The student spells proficiently.

(A) use resources to find correct spellings, synonyms, and replacement words

(B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop)

(C) write with more proficient spelling of inflectional endings, including plurals and verb tenses

(D) write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i

(110.13.b.2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:

(i) single letters (consonants and vowels);

(ii) consonant blends (e.g., thr, spl);

(iii) consonant digraphs (e.g., ng, ck, ph); and

(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou)

(B) use common syllabication patterns to decode words including:

(i) closed syllable (CVC) (e.g., pic-nic, monster);

(ii) open syllable (CV) (e.g., ti-ger);

(iii) final stable syllable (e.g., sta-tion, tum-ble);

(iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);

(v) r-controlled vowels (e.g., per-fect, cor-ner); and

(vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);

(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);

(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);

(F) identify and read contractions (e.g., haven't, it's);

(H) monitor accuracy of decoding

(110.13.b.23) Oral and Written Conventions/Spelling. Students spell correctly.

(A) use phonological knowledge to match sounds to letters to construct unknown words

(B) spell words with common orthographic patterns and rules

(i) complex consonants (e.g., hard and soft c and g, ck);

(ii) r-controlled vowels;

- (iii) long vowels (e.g., VCe-hope); and
- (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);
- (C) spell high-frequency words from a commonly used list
- (D) spell base words with inflectional endings (e.g., -ing and -ed);
- (E) spell simple contractions (e.g., isn't, aren't, can't); and
- (F) use resources to find correct spellings.

English Language Arts and Reading, Grade 3.

(110.5.b.5) Reading/word identification. The student uses a variety of word identification strategies.

- (A) decode by using all letter-sound correspondences within a word
- (B) blend initial letter-sounds with common vowel spelling patterns to read words
- (C) identify multisyllabic words by using common syllable patterns
- (D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words
- (E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning
- (F) read both regular and irregular words automatically such as through multiple opportunities to read and reread

(110.5.b.8) Reading/vocabulary development. The student develops an extensive vocabulary.

- (A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud
- (B) develop vocabulary through reading

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(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words

(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words)

(110.5.b.16) Writing/spelling. The student spells proficiently.

(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop)

(B) spell multisyllabic words using regularly spelled phonogram patterns

(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added

(D) write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i

(E) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare

(F) write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns

(G) spell words ending in -tion and -sion such as station and procession

(H) use resources to find correct spellings, synonyms, or replacement words

(110.5.b.18) Writing/writing processes. The student selects and uses writing processes for self-initiates and assigned writing.

(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing

(110.14.b.1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling

patterns, and morphological analysis to decode written English.

(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:

(i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);

(ii) doubling final consonants when adding an ending (e.g., hop to hopping);

(iii) changing the final "y" to "i" (e.g., baby to babies);

(iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly);

(v) using knowledge of derivational affixes (e.g., -de, -ful, -able);

(B) use common syllabication patterns to decode words including

(i) closed syllable (CVC) (e.g., mag-net, splen-did);

(ii) open syllable (CV) (e.g., ve-to);

(iii) final stable syllable (e.g., puz-zle, con-trac-tion);

(iv) r-controlled vowels (e.g., fer-ment, car-pool); and

(v) vowel digraphs and diphthongs (e.g., ei-ther);

(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);

(D) identify and read contractions (e.g., I'd, won't);

(E) monitor accuracy in decoding

(110.14.b.24) Oral and Written Conventions/Spelling. Students spell correctly.

Switch on to Spelling and Spelling Under Scrutiny Three State Correlation Annotation

(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;

(B) spell words with more advanced orthographic patterns and rules

(i) consonant doubling when adding an ending;

(ii) dropping final "e" when endings are added (e.g., -ing, -ed);

(iii) changing y to i before adding an ending

(iv) double consonants in middle of words;

(v) complex consonants (e.g., scr-, -dge, -tch); and

(vi) abstract vowels (e.g., ou as in could, touch, through, bought);

(C) spell high-frequency and compound words from a commonly used list;

(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);

(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);

(F) spell complex contractions (e.g., should've, won't); and

(G) use print and electronic resources to find and check correct spellings

(110.6.b.17) Writing/spelling. The student spells proficiently.

(A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns

(B) write with accurate spelling of roots such as drink, spee number, suffixes such as -able or -less, and prefixes such as re- or un-

(C) use resources to find correct spellings

(110.6.b.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

(A) use regular and irregular plurals correctly

(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes

(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech

(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise

(F) use conjunctions to connect ideas meaningfully

(G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's

(110.15.b.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

(110.15.b.22) Oral and Written Conventions/Spelling. Students spell correctly.

(A) spell words with more advanced orthographic patterns and rules:

(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);

(ii) irregular plurals (e.g., man/men, foot/feet, child/children);

(iii) double consonants in middle of words

(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and

(v) silent letters (e.g., knee, wring);

- (B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);
- (C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and
- (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.

English Language Arts and Reading, Grade 5

(110.7.b.17) Writing/spelling. The student spells proficiently.

(A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns

(B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-

(C) use resources to find correct spellings

(110.16.b.15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose Text.

(D) edit drafts for grammar, mechanics, and spelling

(110.16.b.22) Oral and Written Conventions/Spelling. Students spell correctly.

(A) spell words with more advanced orthographic patterns and rules:

(i) consonant changes (e.g.,/t/ to/sh/ in select, selection;/k/ to/sh/ in music, musician);

(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and

(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);

(B) spell words with

(i) Greek Roots (e.g., tele, photo, graph, meter);

(ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict);

(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and

(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);

(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings;

(110.6.b.20) Oral and Written Conventions/Conventions. Students understand the function and use of the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

(A) understand and use the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (past, present, and future)

(ii) nouns (singular/plural, common/proper)

(iii) adjectives (e.g., descriptive: green, tall)

(iv) adverbs (e.g. time: before, next)

(v) prepositions and prepositional phrases

(vi) pronouns (e.g. I, me)