

Speling in a Gnew Generasion

Spelling in a generation dominated by technology



The New Jersey Standards:

Kindergarten: NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The New Jersey Standards:

Grade 1: NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The New Jersey Standards:

Grade 4: NJSLSA.W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The New Jersey Standards:

Grade 6: NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

What is the common thread throughout the standards and the grades?

..... when writing

... by planning, revising, editing, rewriting...

According to a research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be at the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.

70% percent of the
the public can't
spot the mistake
in this text.

Recipe for Reading: Grades K - 3

The *Recipe for Reading* curriculum is ideal for differentiated instruction in a variety of settings-, inclusion, one-on-one, or whole class. The carefully structured scope and sequence allows you to differentiate instruction to meet the needs of all students.

Recipe for Reading incorporates visual, auditory, and kinesthetic techniques to teach and reinforce phonetic concepts.

Readers-Writers Workshop

Grades K - 8

This is a method of instruction that works through practice and application of skills-based lessons, learning as they read and write.

This is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing.

Samples of Additional Practices:

Grade 2: Teach sounds.... Apply to writing.

Grade 4/5 Students may be provided individual spelling lists in addition to addressing spelling in the editing process of writing.

Red Words and Word Walls are prevalent in ELA classrooms. (Teachers reinforce in multiple ways)

In the middle school students have grade appropriate vocabulary. Students practice the spelling of these words through their vocabulary.

This is in addition to vocabulary and spelling being incorporated in formulaic writing.

Every teacher is a teacher of writing.

EVERYTHING IS AGAINST US!

- Spelling is not taken into account on State assessments (unless it dramatically impacts what the student is saying).
- Technology used to underline misspellings in **RED**. Now it corrects it for us. (phones, Google Docs, Word, etc.)
- Texting and Social Media has dramatically impacted spelling and writing overall. (U, ur, gr8, bc, cuz). This unfortunately is the biggest reinforcer of or student practice for writing and therefore the biggest reason why teachers must attack spelling (and other things) through writing.

If you have a question or concern, or want extra focus for your child in regards to spelling, please reach out to your teacher.

They are the best resource to answer what specifically is occurring in the classroom.

If you are not satisfied, the next step is the building principal.

