

Word Solving and Building Record Sheet

Name: _____

Date: _____

Reading		
Behaviours and Strategies	Prompts	Observations
<ul style="list-style-type: none"> • associates sounds to single consonants and many consonant clusters (e.g., <i>br, str, sl, ch</i>) 	<ul style="list-style-type: none"> • 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? 	
<ul style="list-style-type: none"> • associates sounds to most vowels (e.g., short, long, and some of the less familiar ones such as "oi/oy," "ou," and in "look") 	<ul style="list-style-type: none"> • Does that sound right? • Check the letters in the middle of the word • It rhymes with "oil." Does that help you work it out? ("boil") 	
<ul style="list-style-type: none"> • reads words with silent letters (e.g., <i>could</i> and <i>lamb</i>) 	<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • uses word patterns to solve unfamiliar words (e.g., knows "rice" and works out "twice") 	<ul style="list-style-type: none"> • 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? 	
<ul style="list-style-type: none"> • reads 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 "car." What would make sense here? ("star") • This part looks the same as "ur" in "fur." Does that help with reading ... ("burst")? 	
<ul style="list-style-type: none"> • is aware that some words sound the same but have different meanings and spellings: homophones (e.g., <i>sail/sale</i>) 	<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 common contractions (e.g., <i>I'm, can't, don't</i>) 	<ul style="list-style-type: none"> • It's two words that have been shortened. Let's look, (write "I'm" and "I am.") How has the author shortened them? • You paused at that word ("I'm"). What surprised you? 	

Word Solving and Building Record Sheet (cont.)

Reading		
Behaviours and Strategies	Prompts	Observations
<ul style="list-style-type: none"> reads many compound words 	<ul style="list-style-type: none"> 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? 	
<ul style="list-style-type: none"> reads two- to three-syllable 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 all the letters? Can you chunk them? 	
Writing		
Behaviours and Strategies	Prompts	Observations
<ul style="list-style-type: none"> uses consonant and consonant cluster letter-sound associations in spellings 	<ul style="list-style-type: none"> 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 down the sounds you hear. 	
<ul style="list-style-type: none"> is refining knowledge of vowel sounds in spellings 	<ul style="list-style-type: none"> When you say the word slowly, what vowel sound are you hearing in the middle? Think of another word with that pattern ... Does that look right? 	
<ul style="list-style-type: none"> uses some 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"> uses word patterns to work out spellings of unfamiliar words (e.g., knows "thing" and works out how to spell "sting") 	<ul style="list-style-type: none"> Think of a word you know with that pattern. Does it look right? Which part do you have doubts about? 	

Word Solving and Building Record Sheet (cont.)

Writing		
Behaviours and Strategies	Prompts	Observations
<ul style="list-style-type: none"> is beginning to be aware of different spellings for homophones in writing 	<ul style="list-style-type: none"> Is there another way of spelling “pair” when it means a fruit? You’ve written “too.” When we mean a number, how do we spell it? Yes, it’s the meaning that makes the difference! 	
<ul style="list-style-type: none"> uses a few contractions (e.g., <i>I’m</i>, <i>can’t</i>) 	<ul style="list-style-type: none"> It’s great that you’ve written a contraction (“I’m”). What do we include to show there’s a missing letter? Great! You’ve remembered the apostrophe to show letters are missing! (Reinforcement) 	
<ul style="list-style-type: none"> spells some compound words 	<ul style="list-style-type: none"> You’ve put two words together to make a compound word ... “snowball.” (Reinforcement) We put those two words together to make a compound word. 	
<ul style="list-style-type: none"> uses inflected endings (e.g., <i>-ing</i>, <i>-ed</i>) 	<ul style="list-style-type: none"> Does that sentence make sense? What ending do you need on “walk”? Reread the sentence you wrote and think about what ending you need for that word. 	
<ul style="list-style-type: none"> uses regular plurals (adding an “s”) and is beginning to use plurals for words ending in “s,” “x,” “ch,” “sh,” and “ss” (adds “es”) 	<ul style="list-style-type: none"> When you have “ch” at the end of a word, you often add “es” when there’s more than one. You have three “bunchs” of flowers, so it would be “bunches.” Reread your sentence and look at the end of this word. Is there something missing? 	