Word Solving and Building Record Sheet

Name: _____   Date: _____

Reading

Behaviours and Strategies	Prompts	Observations
• associates sounds to single consonants and many consonant clusters (e.g., *br, str, sl, ch*)	• 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?	
• associates sounds to most vowels (e.g., short, long, and some of the less familiar ones such as "oi/oy," "ou," and in "look")	• 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")	
• reads words with silent letters (e.g., *could* and *lamb*)	• 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 to solve unfamiliar words (e.g., knows "rice" and works out "twice")	• 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 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 "car." What would make sense here? ("star") • This part looks the same as "ur" in "fur." Does that help with reading … ("burst")?	
• is aware that some words sound the same but have different meanings and spellings: homophones (e.g., *sail/sale*)	• 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?	
• reads common contractions (e.g., *I'm, can't, don't*)	• 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
• reads many 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 two- to three-syllable words	• 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 consonant and consonant cluster letter-sound associations in 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 down the sounds you hear.	
• is refining knowledge 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 that look right?	
• uses some visual patterns for spellings	• Does it look like a word you know? • Look at the pattern at the end of the word. Does it look right?	
• uses word patterns to work out spellings of unfamiliar words (e.g., knows "thing" and works out how to spell "sting")	• 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
• is beginning to be aware of different spellings for homophones in writing	• 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!	
• uses a few contractions (e.g., *I'm, can't*)	• 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)	
• spells some compound words	• You've put two words together to make a compound word … "snowball." (Reinforcement) • We put those two words together to make a compound word.	
• uses inflected endings (e.g., *-ing, -ed)*	• 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.	
• uses regular plurals (adding an "s") and is beginning to use plurals for words ending in "s," "x," "ch," "sh," and "ss" (adds "es")	• 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?	