

Apply Spelling Patterns and Rules

OBJECTIVE

Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

TEKS 1.11.D.x

STUDENT INTERACTIVE, p. 174

The screenshot shows a page titled "POETRY" with a "Read Together" icon. The main heading is "Edit for Spelling". Below it, the text says: "Authors edit, or fix, their spelling. They can use spelling patterns and rules to check some words. Let's get **owt** of the **lak**. out lake". There are three "MY TURN" sections. The first says: "Edit these sentences. Underline the word that is not spelled correctly. Write it correctly." The first sentence is "1. Jen and Ken run in a rase." with "rase" underlined. The second is "2. They run togeter." with "togeter" underlined. The third is "3. Who will win the conntest?" with "conntest" underlined. The fourth is "4. I think Jen will win now." with "think" underlined. Below these is another "MY TURN" section: "Edit for spelling in your poem." At the bottom left, there is a small box with the number "174" and a TEKS reference: "TEKS 1.11.D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance. EPS 5.C.1 Writing, 5.C.1a Writing".

Writing Support

- **Modeled** Do a Think Aloud to model using patterns and rules to correct spelling.
- **Shared** Help students use patterns and rules to correct spelling.
- **Guided** Provide explicit instruction on spelling patterns and rules.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

TEACHING POINT When authors have completed a story or poem, they edit the draft for correct spelling.

MODEL AND PRACTICE Tell students that authors edit, or fix, spelling in their writing. They use spelling patterns and rules to check that words are spelled correctly.

Direct students to p. 174 in the *Student Interactive*. Write the first example sentence on the board. Say: **Today I am going to show you how to edit a sentence for spelling. Let's look at this first sentence together: Jen and Ken run in a rase. I will use what I know about spelling patterns to check the spelling of these words. Do you see a word that is spelled wrong? Yes, the word race is spelled wrong. I know that the letter c usually spells the sound /s/ when it is between a vowel and a silent e. Let's underline that word.** Underline the word and then ask students to help you spell the word correctly. Then have them complete the page, offering assistance as needed.

Have students edit their poems. Use the following prompts as a guide.

- Do words in your poem rhyme?
- Do the rhyming words follow a spelling pattern?
- Are all the rhyming words spelled correctly?
- How can you check the spelling of words in your poem?

Independent Writing

During independent writing time, students should review all of the poems they've written this unit and edit them for spelling. Then they can continue writing. See the **Conference Prompts** on p. T300.

Share Back

Call on a few students to share spelling errors they identified in their poem and how they corrected them.