

Edit for Spelling

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. 207

The screenshot shows a page from a 'HOW-TO BOOK' titled 'Edit for Spelling'. It includes a 'My Learning Goal' icon, a definition of editing, and three numbered activities. Activity 1: 'It is hot today.' with 'today' underlined. Activity 2: 'We can play games outside.' with 'play' underlined. Activity 3: 'Should we put on a coat?' with 'coat' underlined. A 'MY TURN' section at the bottom asks students to use spelling patterns and rules to edit their own how-to book. The page number 207 is visible in the bottom right corner.

Writing Support

- **Modeled** Choose a stack text and do a Think Aloud to model identifying spelling patterns.
- **Shared** Have partners work together to look up words in a dictionary.
- **Guided** Provide explicit instruction on how to identify spelling patterns in students' writing.

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

Minilesson

Mentor STACK 

TEACHING POINT Authors are careful to check the spelling of all the words in their writing. When words are spelled incorrectly, it makes it hard for readers to understand and enjoy the writing. Authors use spelling patterns and rules to help figure out if words are spelled correctly.

- Many words follow spelling rules and patterns.
- Some common words that do not follow a pattern are *move, once, because, today, through, and picture*.

MODEL AND PRACTICE Explain that authors make sure to spell words correctly. Say: *Spelling patterns and rules help us know how to spell many words. A spelling pattern is when a certain letter or group of letters makes the same sound in many different words. A spelling rule helps you remember how to spell a word. The rule is usually true but has exceptions. Other words don't follow a rule or pattern.*

Read through a stack text and identify words that follow a spelling pattern, such as long vowel CVCe words, and words that follow a spelling rule, such as final /k/ is most often spelled *ck*. Point out any high-frequency words.

Direct students to p. 207 in the *Student Interactive*. Read through the instruction and the first example to help students understand how to edit their writing. Then have them complete the activity.

Independent Writing

During independent writing time, have students review all of the books they have written this unit and choose the one they would like to publish. Today they should edit their how-to books by correcting the spelling of high-frequency words and words with spelling patterns and rules. Provide assistance as needed. After they have edited for spelling, they should continue to write and edit for other things. See the **Conference Prompts** on p. T370.

Share Back

Call on a few students to share the words they corrected and how spelling rules or patterns helped them know the correct spelling.