

Dictation

 ROUTINE ROUTINE
6 7

- Use Routine 6, whole-word dictation, and Routine 7, sentence dictation, with the following:

Line 1	keep	speed	spread
Line 2	silly	sleep	complete
Challenge Word	hardly		
Sentence	We <u>will</u> <u>be</u> lucky <u>if</u> <u>the</u> weeds <u>do</u> not spread.		

- Have students follow the proper steps for proofreading the dictated words and sentences by checking for spelling, capitalization, and end punctuation.

Monitor Progress

Formal Assessment



to Differentiate Instruction

BLENDING As students spell words, notice who uses the **Sound/Spelling Cards** and spells the words correctly. Note students who are asking for help with the /e/ and /ē/ spellings.

APPROACHING LEVEL

IF ... students need additional practice,

THEN ... practice /e/ and /ē/ spellings with them during Workshop.

ON LEVEL

IF ... students are on level,

THEN ... have them play the **Long-Vowels** game from the **Workshop Kit**.

ABOVE LEVEL

IF ... students are ready for a challenge,

THEN ... have them write a poem using words with these sounds and spellings.



Teacher Tips

HIGH-FREQUENCY WORDS The words *will*, *be*, *if*, and *the* are decodable high-frequency words. Encourage students to write them without sounding them out.

MULTIPLE SPELLINGS With multiple spellings for a sound, it is important that students ask which spelling to use when they are unsure about how to spell a given word. Remind them to use the **Sound/Spelling Cards** and to ask for help when they need it.