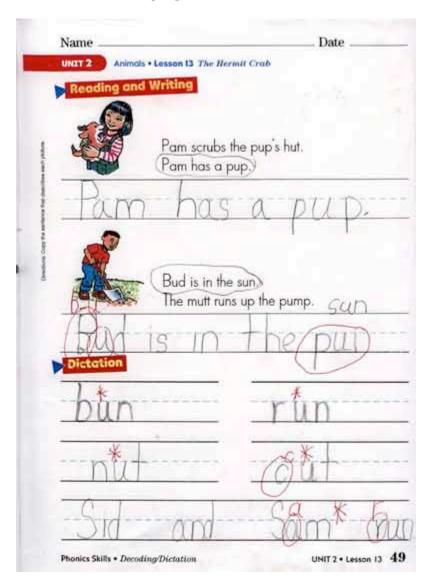
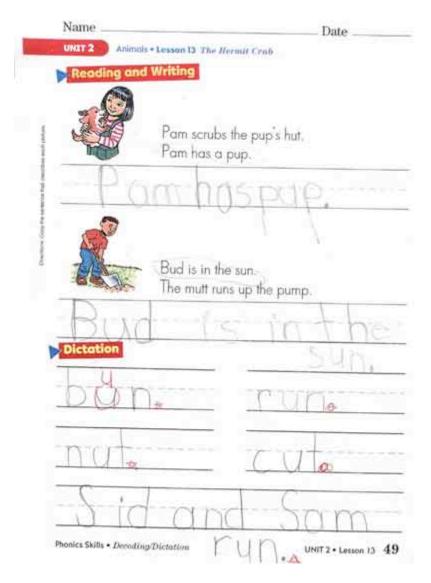
Student Work

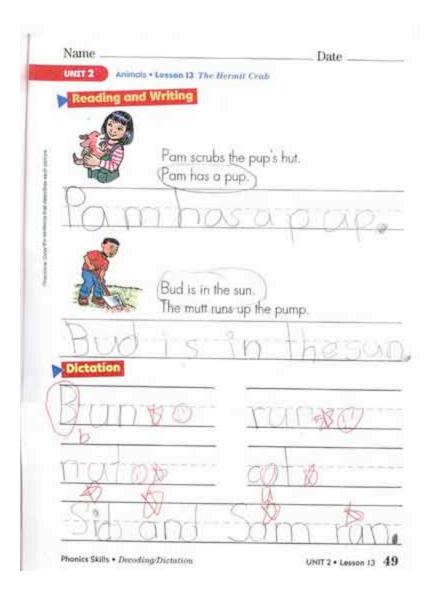
Phonics Skills, page 49



Tyler uses proofreading marks to improve his handwriting and to correct the word *sun*. The proofreading marks in the top activity point out that Ms. Foster encourages her children to proofread all of their work in the *Phonics Skills* workbook, not just in the Dictation exercise.

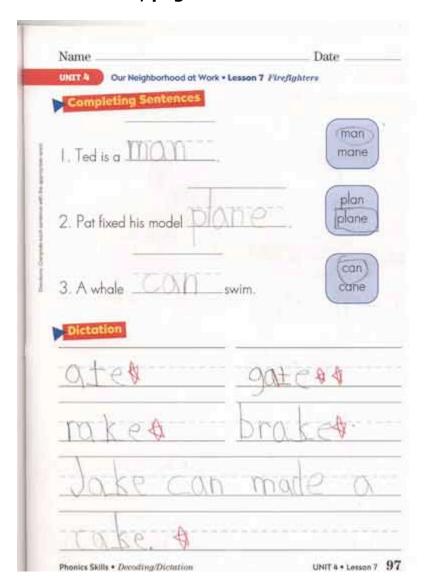


Erin uses a proofreading mark to make the u in bun better. She, like all the children, circles the letter(s) she wants to improve, and rewrites them above or next to the original one(s). This helps the children and the teacher see what they initially wrote.

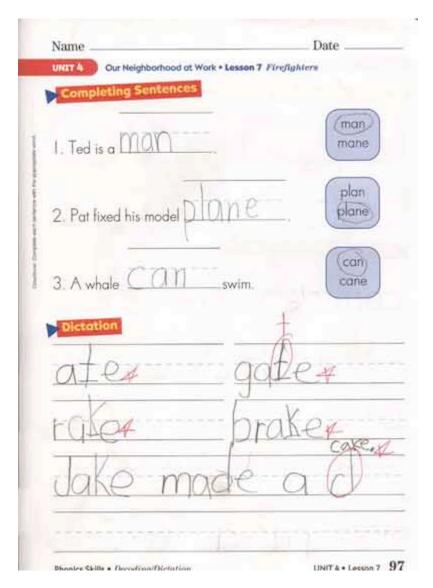


Alejandrina uses proofreading marks to make her handwriting better. Notice that she also corrects the capital *b* she made in *bun*, realizing that it should be lowercase.

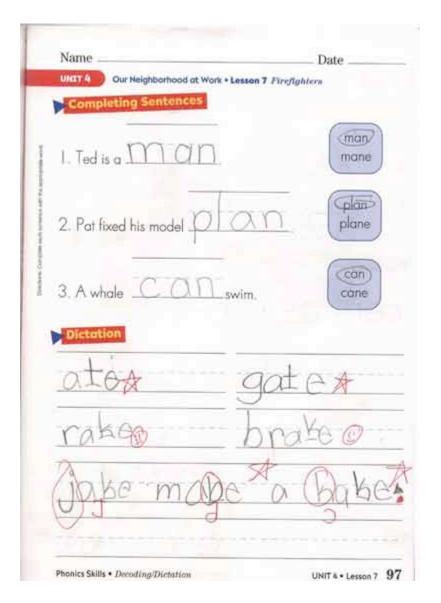
Phonics Skills, page 97



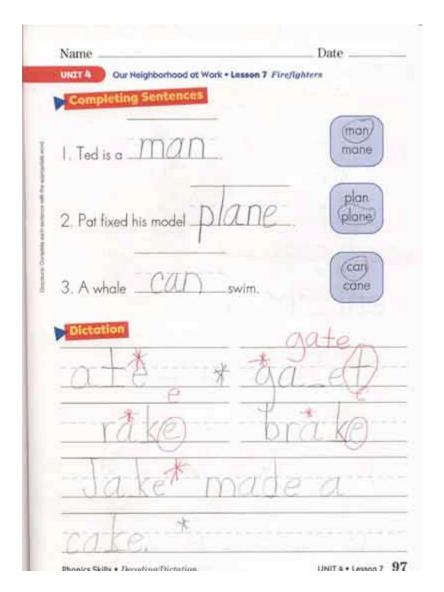
Notice that when Warren writes the *a_e* spelling for the long *a* sound in Dictation, he uses the blank. This reminds him that he will need another letter to complete the word. All of the children are taught to write the spellings as they appear on the *Sound/Spelling Cards*.



Savannah also uses the blanks when writing the a_e spelling for long a. In addition, she uses proofreading marks to improve her penmanship in gate and to correct the final word in the Dictation sentence.



Alejandrina did a good job of proofreading for the capital letter at the beginning of the Dictation sentence. She also picked up the reversed d in made.

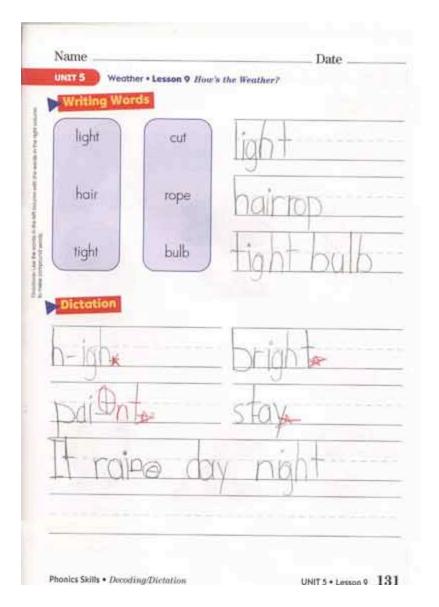


Tyler demonstrates a common error that children make when learning the *vowel-blank-e* spellings. He puts the final consonant sound after the *e*. He recognizes his mistake when the class proofreads and he correctly rewrites the word above it.

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Savannah does a good job of using the blank in the $_ay$ spelling for long a in the Dictation exercise.



Notice that Erin picks up the blanks in the h_- , ai_- , and $_ay$ spellings in Dictation.