

## K-3 Essential 5, Assessment Sample Video

MAISA Literacy Essentials

<https://youtu.be/EBi5irj5uoc>

Narrator: When instruction in letter sound relationships is informed by careful observation of children's reading and writing and, as needed, assessments that systematically examine children's knowledge of specific sound letter relationships, teachers can provide systematic letter sound knowledge instruction to meet children's learning needs.

Teacher Julia: It's really important to understand the letter sound relationships that kids have as they're becoming readers and writers. Just getting that letter to sound correlation will really tell me a lot about how they're sounding out words or really understanding the letter to sound relationship and producing it in their writing. And when they get to a new word in their reading, they also are able to use that letter sound correlation to help them sound out those words. One of the ways that I figure out how they know about letters and sounds at the beginning of the year is I use a spelling inventory, and this is an example of a spelling inventory that I've used, and the students get a list of words and they just spell those words and I can kind of assess the letter to sound relationship and their letter knowledge, whether it matches the specific sound or they're using different spelling patterns within the words to really give me a good idea of where they're starting with their knowledge of letters and sounds.

This spelling inventory might help me understand the letter to sound relationship. For example, if I give a student the word bed and they write B-D, I understand that they know the consonant sounds at the beginning of the word and the end of the word, but they might be missing that short vowel sound in the middle. So it gives me a good baseline to start with, and it really helps me understand where they're at with their letter to sound relationship so I can see it within their reading and within their writing. And I might make small groups with that and pull them during writing time or pull them during reading time to really give them that strategic small group intervention to meet their needs exactly where they're at within their letter to sound relationship understanding. Throughout the year. I look at different examples of their writing and it really gives me a formative assessment as to where they're at with their writing and their understanding of their letter sound relationships.

The student wrote the word tried and they wrote T-R-I-D-E instead of T-R-I-E-D. This student used a really great strategy here with the E at the end, where the E is making the I say its name. However, they also can learn that there's multiple patterns there that they could be using, and that the E at the end isn't the only way to make I say its name or the long sound. Another example would be the student with their writing, they wrote G-E-T-I-N-G forgetting, and this student really needs to focus on that double consonant in the middle of the word. So that would be an area that I could focus on with this student in a small group setting. So one thing I would do to help kids with understanding these patterns within words or the letter sound combinations would be using word sorts with them, and we would often teach it in a small group, and then the students would sort the words in many different ways to really gain understanding of how that can look in many different words.

So this is an example of a student who really needed to focus on our controlled vowels, and they were sorting their words into EROR and ar, and it was a really good tool to allow them to see different ways that words look within that specific spelling pattern so that they could directly apply it to their own words later on. So what I would do is I would start by introducing the lesson by talking about the R controlled vowel and talking about how it looks and what it sounds like and the different ways that it

can look. And then I would have the students color in words to match that pattern and have them say the words out loud as they're looking and reading the word. Then I would have them sort the words underneath the category that it belongs in to really gain that second step of understanding with their hands.

Also, once they've learned this spelling pattern, I encourage my students to use that within their writing, and I often might give them a reminder such as, remember when we talked about our controlled vowels in small group today? Let's try to add that into our writing. Let's change that so that it can really fit the pattern that we talked about today. When the students have learned a word pattern, I encourage them to use that pattern within their writing so when they're editing their writing, they have the ability to go back and use that to edit their writing. These informal assessments that I'm using are a really great tool for me as a teacher because it gives me a good idea of where my students are at and where I can provide support for them so that they can grow to be the best readers and writers that they can be.

Narrator: Learn more at [literacyessentials.org](http://literacyessentials.org).