**Module 4: Phonics Part 2**

**Template – Option A**

**Assignment:**

Collect a set of student writing (at least 6 pieces, representing the full range of abilities in your class). Evaluate each student’s spelling.

* What evidence do you see of taught sound/spelling patterns?
* Compare this to your phonics scope and sequence and/or your school’s approach to phonics. What implications are there for instruction?

**Module 4: Phonics Part 2**

**Template – Option B**

**Assignment:**

Evaluate each student’s spelling in the sample set (following pages). These Kindergarten students have learned the following sound and spelling patterns during phonics instruction:

* Almost all consonant sounds (excluding /j/, /x/, /y/, /w/)
* The following short vowels: /a/, /e/, /i/, /o/

What evidence do you see of taught sound/spelling patterns? What implications are there for instruction?

**Sample A**



I like to put the boat in the water because it is fun.

**Sample B**



I like pizza.

**Sample C**



I like to play my Xbox 360 and I like to play my WWE game.

**Sample D**



I like A fish. Because in is a great Pets.

**Sample E**

[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjf2Kbg8-HXAhXB7SYKHQSNCRwQjRwIBw&url=https://www.themeasuredmom.com/stages-of-writing-development-help-kids-move/&psig=AOvVaw1g-jndvuWtFQeMlp7E3QNN&ust=1511980297537157)

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