Georgia Performance Standards Framework for ELA Unit 4 – 4th Grade

Grade: 4
Topic: Spelling High-Frequency and Content Vocabulary Words Correctly
Instructional unit: Unit 4, Retracing Our Steps: Where have we been? Where are we now? Where are we going? (This task may be taught at any time during the unit)
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The task: Affording students the opportunity to practice using high frequency words and content specific vocabulary increases accurate spelling and fluency in reading and writing. Proofreading practice builds visual skills and increases accurate spelling memory. The modified spelling bee that follows keeps the students who need the practice most from being eliminated. This is the opposite concept of a regular spelling bee where the weakest players are eliminated first.

The teacher writes high frequency and grade level content (Social Studies and Science) words on small word cards with a context sentence on the back to confirm the meaning of the words. Make sure to prepare at least twice as many word cards as there are players. The process is as follows:

1. Divide the class into two teams.
2. The first player on the starting team selects a card, calls out the word, and reads it in the context sentence.
3. The first player on the opposite team goes to the board/chart to write the word.
4. The team with the card calls out the correct spelling while the player at the board checks to see if he/she has spelled it correctly. If the word is spelled correctly, the word card is eliminated from the game. If the word is misspelled, it is written correctly and erased, and the word card is returned to the pile.
5. Players are never eliminated from the game, only word cards.
6. The first team to eliminate the opposite teams’ cards is the winner.

Differentiation
- Students needing more support may orally spell the word and work with a partner to write the word correctly.
- Students may go into a piece of their own writing to review if they spelled the high frequency words correctly.

Focus Standard:
ELA 4C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
  f.) Uses knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.

Circumstances of the assignment/Notes to the Teachers:
The teacher needs to have a wide assortment of index cards with high-frequency words or content vocabulary words printed on one side (one word per card) and a sentence printed on the back of each card.