

# Welcome to Essentials!

## Units 1-7

Logic of English® *Essentials* is designed to introduce students ages eight and above to the linguistic structure of English. *Essentials* improves spelling, develops vocabulary, and strengthens both decoding and comprehension skills for struggling readers.

The phonetic system we use to write English words, while complex, is remarkably logical and consistent. In *Essentials* you and your students will discover together the 75 written phonograms and 31 spelling rules that accurately describe 98% of English words. Additionally, *Essentials* teaches the linguistic and morphologic factors influencing many of the 2% of words that do not fully follow the phonics rules. Not only will students discover these concepts, they will also strengthen their critical thinking skills about language as they analyze words and practice applying the concepts to reading and spelling English words.

### This Teacher's Guide

The *Essentials Teacher's Guides* provide fully scripted lessons, including activities, application, practice, assessment, and review, along with teacher support and tips. This teacher's guide includes *Essentials* Units 1-7, where students will learn over half of the basic phonograms and almost a third of the spelling rules. Units 8-30, which introduce the remaining phonograms, concepts, and rules, are contained in three additional books.

### In the Introduction

The introductory pages that follow will guide you through some of the most important concepts and techniques you will need for teaching *Essentials* successfully. (You will find many more tips, in addition to the scripted instructions, within each unit.) The Introduction includes the **Scope and Sequence** of the units, a list of **Materials** needed to teach *Essentials*, and a key to the **Symbols** used in this book.

In addition, sections on teaching the units include an explanation of how to use the **Placement Test** and **Pre-Lessons**, the reasons and best practices for teaching **Phonograms**, guidance about the **Three Levels** of spelling and vocabulary instruction included within *Essentials*, a detailed guide through the steps for **Spelling Analysis**, information about the role of **Handwriting** in reading and spelling instruction, how to choose between **Cursive and Manuscript**, guidelines for using the **Assessments**, and tips for **Scheduling the Units** and adjusting the pace for the individual needs of your students.

# Teaching Phonograms

## Helping Students Master the Sounds

The heart of Logic of English® curriculum lies in teaching the phonograms, the most foundational element of our written language. *Essentials* teaches all the sounds of the seventy-five basic phonograms used in the spelling of 98% of English words.

**Phonograms** are written, visual representations of sounds (*phono*, sound + *gram*, something written). A phonogram is a single letter or a group of two or more letters working together as a team (such as *ch*, *ea*, and *igh*), that makes a distinct sound.

**Always refer to phonograms by their sounds, not their letter names.** While many reading and spelling programs focus first on letter names, it is knowing the sounds of the phonograms that is actually needed for success in both reading and spelling. The names of the letters are used only occasionally, such as to read eye charts or discuss spelling, but we rely on our knowledge of the sounds every time we read or write a word. By developing immediate and automatic recognition of all the sounds of each phonogram, students equip themselves to use this information fluently as they read and write. Referring to the phonograms by their sounds, in order, greatly accelerates this mastery. It also lends greater clarity to the process of spelling analysis. In *Essentials* the sounds of the phonograms are listed in the order of frequency, so that knowing all the sounds in order gives students additional tools for analyzing spelling and making an educated guess as to which sound is used in an unfamiliar word.

For those unfamiliar with the pronunciation symbols, sample words for each sound are provided on the back of each Basic Phonogram Flash Card and on the Phonogram & Spelling Rule Quick Reference to help you learn the sounds as you teach them.

In some specific cases in the lessons and spelling rules, letter names need to be used for clarity. To indicate this, these letters are printed in capital letters. Otherwise, the focus should be on the sounds.

<b>A, IGH</b>	Letters written in all capital letters should be read as the letter names.
<b>a, igh</b>	Letters written in lowercase should be read as the sound(s) of the phonogram.
<b>/s/</b>	Letters enclosed in slashes represent the individual sounds.
<b>/s-ī-t/</b>	Letters enclosed in slashes and separated by dashes represent the individual sounds separated by a pause. This should be read as /s/ pause /ī/ pause /t/.
<div style="border: 1px solid black; padding: 2px; display: inline-block;">wh</div>	To read Basic Phonogram Flash Cards aloud, use the sound(s) of the phonogram.
<div style="border: 1px solid blue; padding: 2px; display: inline-block;">ot</div>	To read Advanced Phonogram Flash Cards aloud, use the sound(s) of the phonogram or the letter names.

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# Materials Needed

## Logic of English (LOE) Materials

- *Essentials Teacher's Guide: Units 1-7*
- *Essentials Student Workbook: Units 1-7 – 1 per student*
- *Logic of English® Spelling Journal – 1 per student*
- *Phonogram Game Cards – 2 sets in different colors*
- *Basic Phonogram Flash Cards*
- *Spelling Rule Flash Cards*
- *Advanced Phonogram Flash Cards*
- *Grammar Flash Cards*
- *Morpheme Flash Cards: Units 1-7*
- *Phonogram Game Tiles*
- *Spelling Analysis Card*
- *LOE Whiteboard*
- *The Essentials Reader (optional) – 1 per student*
- *The Essentials Reader Teacher's Guide (optional)*
- *The Essentials Reader Student Activity Book (optional) – 1 per student*

## Additional LOE Materials for Pre-Lessons *(if needed)*

- *Rhythm of Handwriting (ROH) Cursive or Manuscript book*
- *Tactile Cards - Cursive or Manuscript*

## Additional Materials You Will Need

*Student notebook – 1 per student (any notebook with lined paper), various colored highlighters, colored pencils, extra paper, timer, index cards to create spelling and morpheme cards, whiteboard markers and eraser*

### Flash Card Management

Organize your flash cards and game cards by separating the ones you have taught from the ones you have not taught yet, using a box with dividers, rubber bands, or re-sealable plastic bags. This separation will save you time because you will not need to sort the cards for every review activity or game.

If you have students at different points in *Essentials*, it is most convenient to have a set of Game Cards and Basic Phonogram Flash Cards for each student. If you only have one set of cards, keep a list for each student of phonograms they have learned and then have each student use their list to sort out their cards before their lesson. Make it a game by timing them and seeing if they can beat their best time each day!

# Symbols

## Key to Symbols

wh

Basic Phonogram Flash Cards. To read them aloud, use the sound(s) of the phonogram.

ot

Advanced Phonogram Flash Cards. To read them aloud, use the sound(s) of the phonogram or the letter names or both.

c

Cursive Tactile Cards

b

Manuscript Tactile Cards

-less

Level A Morpheme Cards

-less

Level B Morpheme Cards

sym-

Level C Morpheme Cards

t ee ear

Phonogram Game Tiles



Essentials Student Workbook



The Essentials Reader



Spelling Journal

**a, igh**

Letters written in lowercase should be read as the sound(s) of the phonogram.

**A, IGH**

Letters written in all capital letters should be read as the letter names.

**/s/**

Letters enclosed in slashes represent the individual sounds.

**/s-ī-t/**

Letters enclosed in slashes and separated by dashes represent the individual sounds separated by a pause. This would be read as /s/ pause /ī/ pause /t/.

**All**

The *All* tag at the margin indicates activities that all students should complete, whether they are working through Level A, Level B, or Level C.

**A**

Sections that are color-coded light blue are for students who are working in Level A.

**B**

Sections that are color-coded green are for students who are working in Level B.

**C**

Sections that are color-coded orange are for students who are working in Level C.

# Using the Three Levels

*Essentials* is designed to teach students with varying levels of skill or prior knowledge, and to respond to student growth. Each unit contains key concepts that should be taught to all students as well as three levels of spelling lists, grammar practice, and vocabulary instruction to customize the level of difficulty.

## Concepts Taught to All Students

Portions of each unit are designated **All**. These sections include core content and are meant to be taught to all students. Though there may be content that is review for some students, every unit has concepts that are new to students who have not studied Logic of English® before. For example, Unit 1 includes the definition of a vowel as a sound that can be sustained or sung, additional sounds of phonograms, and information about how phonograms will be cued that will be new to even advanced students.

Students continuing to *Essentials* from Logic of English® *Foundations* will also always need to complete these portions; some of it will be new content and much will be important review. Students studying *Essentials* for a second time at a more advanced level should complete these sections as well to review the concepts before applying them to new words. Teachers should not skip the content taught in these sections, though they may find that they move through it quickly with some students.

### Homeschools & Tutors

In a homeschool or tutoring setting, these sections may be taught to multiple grade levels at one time.

### Classrooms

In a classroom setting, these sections are intended for whole group instruction.

## Levels A, B, and C: Customizing the Level of Difficulty

Each unit also includes three distinct levels of application: **A**, **B**, and **C**. Differentiation begins with Spelling Analysis in Part 2 of each unit, and the words taught in Spelling Analysis determine the application and concepts students will encounter later in the unit. Each level continues with Grammar, Dictation, and Vocabulary in Parts 3 and 4.

A **Placement Test** is included on page 44 to help teachers place students into an appropriate initial level. However, these levels are designed to be flexible, and you may use them to adjust the level of challenge as you go.

### Homeschools & Tutors

A parent might teach Level A to a beginning speller, Level B to a stronger speller, and Level C to an advanced speller, thus teaching to the needs of each student with one curriculum. A parent could also opt to challenge a student who is doing well in Level A or B with some Spelling Analysis words from the Level B or C lists, or could provide additional fluency practice to a struggling student with words

from a lower Spelling Analysis level.

### **Classrooms**

In a classroom setting, the three levels can be used to differentiate instruction. For example, a teacher using Level B with the entire class could use Spelling Analysis words from Level A for pull-out lessons to support struggling students, and words from Level C to provide more challenging instruction for advanced students.

## **After You Finish This Book**

After Unit 7, continue to *Essentials* Units 8-15 at the same level of application your student used in Units 1-7. You will need the supplements that you used with the units in this book, plus the new Teacher's Guide, Student Workbook, and Morpheme Cards for each set of units.

## **Teaching *Essentials* Again at a New Level**

With three levels of application, *Essentials* may be taught two or three times to the same students. A student who completed *Essentials* at Level A can return to Unit 1 at Level B. One who has completed Level B can return at Level C. The next level will provide students with a review of the phonograms, spelling rules, and grammar concepts while introducing new spelling words, vocabulary, and morphology content.

### **How to Adjust Instruction for the Second Time Through**

For students repeating *Essentials*, Part 1 of each unit will be mostly review, Parts 3 and 5 will contain some review and some new material, and Parts 2 and 4 will be almost entirely new.

The sections marked **All** may either be fully retaught to all students as a way to deepen mastery or be taught as a quick review while focusing more on the new spelling words and vocabulary concepts. You may choose to skip the phonogram practice games if students know all the Basic Phonograms with confidence. Your pace through the review material should be based on the students' level of mastery of the phonograms and spelling rules.

We never expect students to memorize the advanced phonograms. You can feel free to include them in the phonogram practice if students have completely mastered all the basic phonograms; however, the ability to observe when advanced phonograms are being used while **reading** is more important than keeping a mental list of advanced phonograms or knowing by memory which advanced phonogram to use to **spell** any given word. We recommend cuing students for advanced phonograms in spelling for as long as necessary, as these are not used frequently in the language.



# Creating Your Schedule

## Scheduling the Units

Each unit is divided into five parts, each designed to take 45-60 minutes. Short assessments and review activities are built into each unit. Completing one part per day and one unit per week is a realistic starting goal. However, teachers should feel no obligation to follow this schedule if it does not work well for your student(s). *Essentials* units are designed to be easily adaptable, and you should feel free to adjust the pace as needed. Keep in mind that frequent practice—daily if possible—is vital for mastery of foundational reading and spelling skills. This is more important than how much you accomplish at once.

## Adjusting the Pace for Your Students

### Advanced Students

If you are teaching an advanced student or one who has already been exposed to some of the concepts, you will still want to teach all the core content of each unit, but you may want to do so at a quicker pace whenever concepts are reviewed. If you are confident that the student is comfortable with a concept, feel free to skip the games or shorten the review activities in order to keep moving forward.

### Young Students

If you are teaching *Essentials* with younger children, particularly age eight and under, be prepared to divide the unit parts into two or even three days if needed. Increase the number of games you play in order to keep the units fun and provide enough practice. See the Index for a list of games. You may also find it helpful to skip the grammar the first time through; see page 16 for more information. Most seven-year-olds, and all children age six and younger, will be best served by starting with the playful and more gently paced lessons in *Logic of English® Foundations*, rather than *Essentials*.

### Strong Readers who Struggle with Spelling

It is not unusual for students to be strong readers and yet struggle with spelling. Make sure that you use the spelling analysis process outlined on your Spelling Analysis Card and do not use the spelling list as a spelling test. Have the student identify rules that apply to the word. Provide a phonogram cue when clarification is needed. When a student chooses a spelling that follows the rules but is incorrect, let the student know that it was a good guess; then tell them the correct phonogram to use, and move on.

### Struggling Readers

Students with **dyslexia**, **working memory** deficits, weak **visual memory**, and **processing** issues often need more time for practice and review to master new concepts and spelling words. The student does not need to master every concept perfectly before moving on (see “Assessments” on page 37), but it is important to take note if the student starts to feel overwhelmed and to allow adequate processing time and practice. When a sound has multiple options for spelling, provide plenty of practice and remember that learning *how* spelling works is far more important for students’ lives than never misspelling a word.

**Intensive Intervention**

In an intensive reading intervention program, it may be possible to complete an entire unit in two to three days. In this way it would be possible to complete Units 1-7 of *Essentials* in two to three weeks.

For an intensive program, games and review activities can be shortened as long as students are showing mastery of the content. The goal would be to continue moving forward at a quick pace without allowing content to become overwhelming for the student(s).

**Suggested Scheduling for *The Essentials Reader***

*The Essentials Reader* is an optional, phonics-controlled reading comprehension and composition supplement designed particularly to meet the needs of struggling readers ages 8 and up. It may also be used as a comprehension and composition program for students in second through fifth grades. The passages in the reader are carefully controlled to match the phonics content taught up through the identically numbered *Essentials* unit, so that students can successfully read the passages, practice the tools they are learning, and develop comprehension and composition skills, while growing in confidence and fluency as readers.

The units in this book provide suggested scheduling for activities using *The Essentials Reader*. Beginning in Unit 2, there are prompts to complete activities with *The Essentials Reader* in each part of the unit; however, these are completely optional and only a suggested pace.

The suggested pacing is staggered by one unit; for example, Unit 2 in this *Essentials Teacher's Guide* will suggest activities for Unit 1 in *The Essentials Reader*. The purpose of this pacing is to provide more practice with new concepts before asking students to use them to read a more complex text. Some people may elect to schedule each unit in *The Essentials Reader* immediately after finishing its corresponding unit in this teacher's guide. This is also fine. If you choose to work with the reader in this way, you would complete the reader activities for Unit 1 after completing Unit 1 in the *Essentials Teacher's Guide*. The concepts for each Reader passage are taught in Parts 1-4 of the Essentials units; developing readers should not be asked to read the Reader passage until after Part 4 of the corresponding unit at the earliest, to give them time to learn all the new concepts needed.

## Helping Struggling Students

When students struggle, it is important to consider a few possibilities:

**1) The student is struggling to complete the units and feels overwhelmed.** Students in this category need more practice to develop mastery. If this is the case, spend more time on phonogram games, spelling games, and dictation. Slow your overall pace through the units if necessary. Consider skipping the grammar sections until your second time through Essentials (see notes on page 16).

**2) The student is still struggling with reading outside of Essentials, but is mastering the material within the units.** Consider spending more time each day in Essentials, speeding up your progress. Most students who are struggling readers begin reading outside material confidently after about Unit 20 of Essentials. Do not require the student to read from texts outside of *Essentials* and The Essentials Reader until the student wants to on his own or you have completed Unit 20 or more. For other subjects, read the text aloud to the student or use audio books, and work on oral comprehension.

**3) The student does not believe the program will help.** Many older students who have been struggling with reading or spelling for years will be cynical about a new program. This is a healthy response. Do not argue with the student. Simply assure the student that this program will offer logical explanations for English reading and spelling. Many struggling students need to see the patterns and phonograms in hundreds of words over time before they begin to appreciate the program. With these students it is very important to keep moving and not get hung up on mastering every phonogram or word. Provide help by writing a forgotten phonogram on the board and gently reminding them about forgotten rules. Your goal is to inspire struggling students that there is a new, logical way to understand words.

**4) The student is struggling with Spelling Analysis.** The spelling analysis process typically gets easier as the teacher and student become more accustomed to it. We encourage everyone to begin by trying spelling analysis as written for several weeks, along with frequent phonogram practice. However, students who have working memory, processing, or attention deficits can struggle to hold multiple pieces of information in their heads at once. If needed, try one of the following modifications:

- Try teaching one syllable at a time. Say the whole word and have the student count the syllables. Say-to-spell the word. Then say just the first syllable, have the student segment it as you finger spell and cue, and then have the student write that syllable. Repeat with the remaining syllables. Finally, have the student sound out and read the whole word to tie it all back together.
- If providing verbal cues along with finger spelling is interrupting the student's thought process rather than helping clarify the spelling, consider holding off on giving verbal cues unless the student asks for them or until the student is ready to write the sound. Make sure the student knows it is her job to figure out when she needs a cue for a sound that has multiple spellings.
- If a student is still struggling, try having the student spell the words with Phonogram Game Tiles. Place only a few tiles in front of the student in order to narrow the options for spelling each sound. The next day, repeat spelling analysis with the student writing the words.

**5) The student is struggling with handwriting.** This can cause spelling and writing activities to be frustrating. Allow struggling writers to spell some of their spelling analysis words with Phonogram Game Tiles, while using the *Rhythm of Handwriting* program to develop stronger handwriting skills.

## Grammar in *Essentials*: Why it is Included, and Who Could Skip It

Grammar instruction and practice is incorporated into *Essentials* units along with spelling, reading, and vocabulary instruction. We normally recommend including the grammar lessons, but in some cases it may be advisable to skip them. To understand whether this would be appropriate for your setting, it is important to know why *Essentials* units include grammar:

- 1) Meaningful Practice:** The grammar lessons in *Essentials* provide meaningful practice with the reading and spelling concepts students are learning in the units. These sections enable students to use and reinforce what they have recently learned while working on learning something else. This additional reading practice is particularly helpful for struggling readers.
- 2) Meeting Struggling Readers Where They Are:** Grammar lessons that are controlled for words that students have the tools to read also enable struggling readers to study these grammar concepts successfully, avoiding unnecessary discouragement and frustration.
- 3) Efficiency and Consistency:** Grammar lessons that are efficiently integrated with other language arts concepts can save you and your students time, decrease curriculum cost, and prevent contradiction and unnecessary overlaps between different programs.
- 4) Grammar for Life:** Systematic grammar instruction is beneficial for all students for strengthening comprehension and writing skills. We include grammar because it is a valuable skill.

### Who Could Consider Skipping the Grammar?

- Anyone whose student finds the grammar concepts overwhelming, particularly those completing *Essentials* the first time through with a young student. You can teach the grammar concepts later while completing *Essentials* a second time at a higher level.
- Those with limited time to introduce a struggling student to as many of the tools for reading and spelling as possible. This includes those teaching a short-term intervention and those seeking to strengthen a student's reading or spelling skills before he or she begins a particular course or grade. While grammar instruction is helpful, it is not as vital to students' success as learning the phonograms and spelling rules.
- Those who have a separate grammar program they would prefer to use. (Note that for struggling readers, we strongly recommend either using *Essentials* for grammar or waiting until the student has completed *Essentials* before beginning any other grammar course.)
- Those teaching students who have already learned all the grammar concepts taught in *Essentials* (see the Appendix for a complete Scope and Sequence), and who have limited time available for *Essentials* units. You may still find it helpful to complete the Identifying Parts of Speech activities as a review of grammar concepts the students have learned.

### If You Skip the Grammar Sections

Be aware that the grammar activities are part of the reading and spelling practice for each unit. Be prepared to provide additional reading or spelling practice if needed. Additional practice may include games from the units or additional games from *Foundations* or the *Logic of English Game Book*, readings and activities from *The Essentials Reader*, and writing additional dictation sentences using the students' spelling words.

# Handwriting

## Why to Teach Handwriting

Handwriting instruction is integral to reading and spelling instruction. By writing phonograms and words, students experience their shapes kinesthetically. Consequently, we strongly recommend teaching handwriting before starting Unit 1 with any students who lack fluid and legible handwriting.

For students who do not already have well developed handwriting skills, a suggested schedule of instruction from the Logic of English® *Rhythm of Handwriting* curriculum is incorporated into the *Essentials* pre-lessons.

## Cursive or Manuscript

Before beginning instruction in *Essentials* and before starting *Rhythm of Handwriting* instruction, teachers will need to determine if they are using cursive or manuscript writing. At Logic of English, we strongly recommend instructing students in cursive handwriting. Cursive is especially beneficial for students with reading disabilities. It has seven primary advantages over manuscript:

<i>Cursive Compared to Manuscript</i>	
All lowercase cursive letters begin on the baseline.	Lowercase manuscript letters begin in seven different places.
Pick up pencil only between words.	Pick up pencil between each letter.
Cannot put too much space between letters within a word and too little space between words.	Too much space is commonly placed between letters within a word and too little space between words.
Emphasizes where words begin and end.	Commonly creates confusion about beginning and ending of words.
Cannot reverse b's and d's.	Reversals are common.
Historically taught first.	Taught first only for the last 80 years.
Designed for the human hand.	Designed for the printing press.

# Spelling Markings

## Single-Letter Phonograms

**First Sounds of a Phonogram** – No marking. These are the most common sounds.

*hat*

**Short Vowels** – Mark with a breve. The breve is used only in a few activities. We do not ask students to mark short vowels in Spelling Analysis.

*măp*

*věnt*

*hŷnt*

*hŷnt*

**Long Vowels** – Mark with a macron (line).

*pāper*

*tītle*

*sō*

*cūte*

**Broad Vowels** – Mark with two dots.

*făther*

*dö*

*püt*

**The Third Sound of U, /ö/** – Mark with a macron (line). U has two long sounds. This one sounds the same as the /ö/ in *do*.

*flūte*

*prūne*

*rūde*

**The Third and Fourth Sounds of I** – Mark with a 3 or a 4 respectively.

*piano<sup>3</sup>*

*stallion<sup>4</sup>*

**The Second Sound of Y** – Mark with a breve. This is a short vowel sound.

*gŷm*

**The Third Sound of Y** – Mark with a macron (line). This is a long vowel sound.

*tŷpe*

**The Fourth Sound of Y** – Mark with a 4.

*baby<sup>4</sup>*

### Teacher Tip

#### Why Aren't Short Vowels Marked in the Spelling Lists?

We mark phonograms only when they are saying something besides their most common sound in order to keep the markings simple and minimal. In the spelling lists, short vowels are not marked because they are the first and most common sound of the phonogram. If a particular student or teacher prefers to mark short vowels in the spelling list, that is fine.

## Multi-Letter Phonograms

**Multi-Letter Phonograms** - Underline multi-letter phonograms.

*eight      black      paint*

**Multi-Letter Phonograms with Multiple Sounds** - Mark with a 2, 3, 4... if the phonogram is not saying its first sound.

*boo<sup>2</sup>k      grea<sup>3</sup>t      coun<sup>4</sup>try*

## Silent Letters

**Silent Final E** – Double underline the silent final E.

*same      voice      title*

**Other Silent Letters** - Double underline other silent letters.

*talk      answer*

## Advanced Phonograms

**Multi-Letter Advanced Phonograms** – Underline the multi-letter phonogram and mark it with an A.

*dep<sup>A</sup>ot      pne<sup>A</sup>umonia*

**Single-Letter Advanced Phonograms** – Mark it with an A.

*jal<sup>A</sup>apeño<sup>AA</sup>      deb<sup>A</sup>ris*

## Phonograms Saying an Exception

**Multi-Letter Phonograms** – Underline the multi-letter phonogram and mark it with an X.

*frie<sup>X</sup>nd      broa<sup>X</sup>d*

**Single-Letter Phonograms** – Mark it with an X.

*of<sup>X</sup>      bus<sup>X</sup>y*



# Spelling Analysis Tips

## Key Steps for Students to Master Spelling

Spelling Analysis is a key part of the Logic of English® approach and is central in each *Essentials* unit. It differs from traditional spelling lists in that rather than being asked to memorize each word by the letters that spell it, students are taught how to apply the phonograms and spelling rules to words. Spelling Analysis provides direct instruction for reading and spelling words and for understanding the reason for their spelling.

Spelling Analysis is taught in a series of ten steps. For ease of instruction, each Spelling Analysis List in the units is laid out in a chart with a section corresponding to each step. The steps are also provided for teachers on the *Spelling Analysis Quick Reference*. Teachers will find it beneficial to keep the *Spelling Analysis Quick Reference* near them as they learn how to teach Spelling Analysis.

Every unit includes three levels of spelling: Levels A, B, and C. Choose the level that is best suited for your student. See “Where to Start” on page 44 for more information on the levels.

The pages that follow provide a step-by-step tutorial on how to teach Spelling Analysis. Examine the information provided in the table and how it corresponds with the One-Syllable Words side of the *Spelling Analysis Quick Reference*.

## Spelling Analysis with One-Syllable Words

In the Spelling Analysis section of each unit you will find a chart like the one below. This chart includes all the information you need to teach each word. Notice how the colored numbers on the chart correspond to the *Spelling Analysis Quick Reference*.

Spelling Analysis							List 1.A
1	2	3	4	5	6	6	7
Word	Sentence	# Syllables	Say-to-Spell	Say syllable	Segment...	... Finger Spell & Cue	Write
1. map	Point to Los Angeles on the map.	1	măp	/măp/	/m-a-p/		
8	9						10
Write Segment	Analyze						Read
map	All first sounds.						
Vocabulary				Part of Speech		Plural / Past Tense	
				N, V		maps, mapped	




Take out your *Spelling Analysis Quick Reference* that looks like this:

One-Syllable Words

# Spelling Analysis

Quick Reference



- 1 Say the **word**.
- 2 Read the **sentence**. Repeat the word.
- 3 3 Used only for multi-syllable words and
- 4 4 one-syllable words that include say-to-spell.
- 5 The students **say the word**.
- 6 6 While the students **segment** the word, **finger spell** and **cue** which phonogram to use if there are multiple options.
- 7 The students **write the word**, sounding it out as they write.
- 8 8 **Help me write it**. Write the word as the students **segment** it aloud.
- 9 9 **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.
- 10 The students sound out the word and **read it**.

Let's apply the process with some one-syllable words like *map*.

- 1 Say the **word**.

**Teacher:** map

- 2 Read the **sentence**. Repeat the word.

**Teacher:** Point to Los Angeles on the map. map

- 5 The students **say the word**.

**Students:** map

## Teacher Tip

### Steps 3 and 4

Steps 3 and 4 are not used with most one-syllable words. They will be introduced with multi-syllable words.

## Teacher Tip

### Finger Spelling

Finger spelling while students sound out a word provides a visual clue for them to see whether a single-letter phonogram or a multi-letter phonogram should be used to spell the sound. As the student sounds out the word, hold up fingers to indicate how many letters are in each phonogram in the word. When a sound is spelled with one letter, such as **m** saying /m/, the teacher holds up one finger. When a sound is spelled with two letters, such as **qu** saying /kw/, the teacher holds up two fingers. When a sound is spelled with three letters, such as **igh** saying /ī/, the teacher holds up three fingers. When a sound is spelled with four letters, such as **eigh** saying /ā/, the teacher holds up four fingers.

- 6 6** While the students **segment** the word, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**



**Students:** /m/ /a/ /p/

The phonograms in "map" do not need additional cues. There is only one way to spell each sound.

- 7** The students **write the word**, sounding it out as they write.

**The students sound out /m-a-p/ as they write in their workbooks:** *map*

- 8 8** **Help me write it.** Write the word as the students **segment** it aloud.

**Students:** /m-a-p/

**Teacher writes the word on the board:** *map*

- 9 9** **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.

The word "map" does not need marking. We'll introduce markings in the next example.

- 10** The students sound out the word and **read it**.

**Students:** /m-a-p/ *map*

### Teacher Tip

#### Step 7

Notice that the students have sounded out the word and written it down themselves before the teacher writes it in Step 8. The students will see the word for the first time in their own handwriting. Any time a student can't remember what phonogram you are cuing during spelling analysis, it is appropriate to hold up the phonogram card or write the phonogram on the board.

Now let's try the word *night*. Notice that the students can know to use three-letter /ī/ when you hold up three fingers during finger spelling. No other cue or clarification is needed to spell this word correctly.

Any relevant spelling rule(s) will be listed in step 9 of the chart. When a word uses a spelling rule, draw students' attention to that part of the word and ask them to tell you what rule applies to it.

<b>3. night</b>	The city is so beautiful at night.	1	nīt	/nīt/	/n-igh-t/
<i>nigh<sup>t</sup></i>	Underline /ī/. <sup>28</sup> Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /f/.				
				N	nights

1 Say the **word**.

**Teacher:** night

2 Read the **sentence**. Repeat the word.

**Teacher:** The city is so beautiful at night. night

5 The students **say the word**.

**Students:** *night*

6 6 While the students **segment** the word, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**



**Students:** /n/ /i/ /t/

7 The students **write the word**, sounding it out as they write.

**The students sound out /n-ī-t/ as they write:** *night*

8 8 **Help me write it.** Write the word as the students **segment** it aloud.

**Students:** /n-ī-t/

**Teacher writes the word on the board:** *night*

9 9 **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.

**Students:** *Underline the /i/.*

**Teacher underlines /i/ on the board:** *night*

**Students underline /i/ in their workbooks:** *night*

**Teacher:** Use a spelling rule to tell me where three-letter /i/ is used.

**Students:** *Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /f/. Three-letter /i/ was used before a T. The GH was silent.*

10 The students sound out the word and **read it**.

**Students:** /n-ī-t/ *night*

## Teacher Tip

### Markings

Multi-letter phonograms are underlined to show that the letters are working together as a phonogram to say one sound. See "Spelling Markings" on page 18 for a complete list of markings. The various ways to mark words will be introduced in the units.

## One-Syllable Sample Words with Cues

At times in Spelling Analysis, a cue is needed to provide students with specific hints about which phonogram to use when there are multiple options for spelling the same sound. For example, if the teacher holds up two fingers for the sound /ā/, it could be spelled in five different ways: ai, ay, ea, ei, or ey. In this case the teacher will need to cue students further about which phonogram to use. Sounds which include multiple options for spelling are highlighted in pink under the blue 6 “Segment” as a reminder that a cue is needed. (See the orange circle below.) The wording for the cue is provided for the teacher under the pink 6 “Finger Spell & Cue” on the Spelling Analysis chart. (See the blue circle below.) Study the example below with the word *play*, which has one sound that requires an additional cue.

Spelling Analysis						List 10.A
1 Word	2 Sentence	3 # Syllables	4 4 Say-to-Spell	5 Say syllable	6 Segment...	7 Write
1. <b>play</b>	Haley likes to play with her little brother.	1	plā	/plā/	/p-l-ay/	Use two-letter /ā/ that may be used at the end of English words.
8 8 Write Segment	9 9 Analyze					
p <u>lay</u>	Underline /ā/. <sup>3</sup> English words do not end in I, U, V, or J. <sup>9</sup> AY usually spells the sound /ā/ at the end of a base word.					10 Read
Vocabulary		Part of Speech		Plural / Past Tense		
		V, N		plays, played		

Now let's try working through the steps to teach the word *play* using Spelling Analysis.

1 Say the **word**.

**Teacher:** play

2 Read the **sentence**. Repeat the word.

**Teacher:** Haley likes to play with her little brother. play

5 The students **say the word**.

**Students:** play

- 6 6** While the students **segment** the word, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**



**Students:** /p/ /l/ /ā/

**Teacher:** Use two-letter /ā/ that may be used at the end of English words.

As the students sound out *play*, after they say /ā/ point to your two fingers and say, "Use two-letter /ā/ that may be used at the end of English words."

- 7** The students **write the word**, sounding it out as they write.

**The students sound out /p-l-ā/ as they write in their workbooks:** *play*

- 8 8** **Help me write it.** Write the word as the students **segment** it aloud.

**Students:** /p-l-ā/

**Teacher writes the word on the board:** *play*

- 9 9** **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.

**Students:** *Underline the /ā/.*

**Teacher underlines /ā/ on the board:** *play*

**Students underline /ā/ in their workbooks:** *play*

**Teacher:** What is the spelling rule that tells us which phonogram to use to spell the /ā/ sound in this word? (\*Lead students in saying the correct rule if they need guidance. They will catch on with practice.)

**Students:** *AY usually spells the sound /ā/ at the end of a base word.*

**Teacher:** Why can't we use AI?

**Students:** *English words do not end in I, U, V, or J.*

- 10** The students sound out the word and **read it**.

**Students:** /p-l-ā/ *play*

### Teacher Tip

#### Markings

Multi-letter phonograms are underlined to show that the letters are working together as a phonogram to say one sound. See "Spelling Markings" on page 18 for a complete list of markings.

Now let's try it with the word *cat*.

9. <b>cat</b>	That is a funny cat!	1	kăt	/kăt/	/c-a-t/	Use /k-s/.
<i>cat</i>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
				N	cats	

1 Say the **word**.

**Teacher:** cat

2 Read the **sentence**. Repeat the word.

**Teacher:** That is a funny cat! cat

5 The students **say the word**.

**Students:** cat

6 6 While the students **segment** the word, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**



**Students:** /k/ /ă/ /t/

**Teacher:** Use /k-s/.

As the students are sounding out *cat*, interrupt them after the /k/ and point to your finger as you say "use /k-s/."

7 The students **write the word**, sounding it out as they write.

**The students sound out /k-ă-t/ as they write in their workbooks:** *cat*

8 8 **Help me write it.** Write the word as the students **segment** it aloud.

**Students:** /k-ă-t/

**Teacher writes the word on the board:** *cat*

### Teacher Tip

#### The Shaded Rows

The charts for each unit's Spelling Lists also include grammar and vocabulary information in the last, shaded row for each word. Skip these rows during Spelling Analysis; you will return to them in Part 3 of the unit.

**9 9** **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.

The word “cat” does not need marking.

**Teacher:** Do you remember why the C says /k/ here? (\*Lead students in saying the correct rule if they need guidance. They will catch on with practice.)

**Students:** Because the C is followed by an A. C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

**10** The students sound out the word and **read it**.

**Students:** /k-ă-t/ cat

## Practice

Now pretend you are teaching a student the word *tree* using the Spelling Analysis Chart below and the *Spelling Analysis Quick Reference*.

When you have finished, check the example on the next page.

<b>14. tree</b>	This redwood tree is huge!	1	trē	/trē/	/t-r-ee/	Use /ē/ double /ē/.
<u>tree</u>	Underline /ē/ double /ē/.					
				N, V		trees, treed

- 1 Say the **word**.

**Teacher:** tree

- 2 Read the **sentence**. Repeat the word.

**Teacher:** This redwood tree is huge! tree

- 5 The students **say the word**.

**Students:** tree

- 6 6 While the students **segment** the word, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**



**Students:** /t/ /r/ /ē/

**Teacher:** Point to your two fingers as you say "Use /ē/ double /ē/" after students say /ē/.

- 7 The students **write the word**, sounding it out as they write.

**The students sound out /t-r-ē/ as they write in their workbooks:** tree

- 8 8 **Help me write it.** Write the word as the students **segment** it aloud.

**Students:** /t-r-ē/

**Teacher writes the word on the board:** tree

- 9 9 **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.

**Students:** Underline the /ē/.

**Teacher underlines /ē/ on the board:** tree

**Students underline /ē/ in their workbooks:** tree

- 10 The students sound out the word and **read it**.

**Students:** /t-r-ē/ tree

## Teacher Tip

### Markings

Multi-letter phonograms are underlined to show the letters are working together as a phonogram. See "Spelling Markings" on page 18 for a complete list of markings.



## Spelling Analysis with Multi-Syllable Words

When teaching multi-syllable words, use the second side of the *Spelling Analysis Quick Reference*. Steps 3 and 4 will now be included.

### Multi-Syllable Words

## Spelling Analysis Quick Reference



- 1 Say the **word**.
- 2 Read the **sentence**. Repeat the word.
- 3 3 **How many syllables?** The students **count the syllables**. Hum the word or feel under the chin.
- 4 4 **Say-to-spell**. Pause for syllable breaks and carefully enunciate each syllable as written in the Say-to-Spell column. The students repeat the **say-to-spell**.
- 5 The students **say the first syllable**.
- 6 6 While the students **segment** the first syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.  
Repeat steps 5 and 6 with any additional syllables.
- 7 The students **write the word**, leaving a space between the syllables, and sounding it out as they write.
- 8 8 **Help me write it**. Write the word as the students **segment** it aloud.
- 9 9 **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.
- 10 The students sound out the word and **read it**.

### Teacher Tip

#### Key

**Teacher** steps in violet.

**Student** steps in blue.

## Sweetest

Let's teach the two-syllable word *sweetest*.

Spelling Analysis					List 2.B		
1 Word	2 Sentence	3 # Syllables	4 4 Say-to-Spell	5 Say syllable	6 Segment...	6 ... Finger Spell & Cue	7 Write
1. <b>sweetest</b>	This cake has the sweetest frosting I've ever tasted.	2	swēt ěst	/swēt/ /ěst/	/s-w-ee-t/ /e-s-t/	Use /s-z/. Use /ē/ double /ē/. Use /s-z/.	
8 8 Write Segment	9 9 Analyze				10 Read		
swe <u>e</u> t est	Underline /ē/ double /ē/.						
Vocabulary		Part of Speech		Plural / Past Tense			
-est superlative, adjective		Adj					

1 Say the **word**.

**Teacher:** sweetest

2 Read the **sentence**. Repeat the word.

**Teacher:** This cake has the sweetest frosting I've ever tasted.  
sweetest

3 3 **How many syllables?** The students **count the syllables**.  
Hum the word or feel under the chin.

**Teacher:** How many syllables?

**Students:** hm-hm two syllables

4 4 **Say-to-spell**. Pause for syllable breaks and carefully enunciate each syllable as written in the Say-to-Spell column. The students repeat the **say-to-spell**.

**Teacher:** Say-to-spell swēt ěst.

**Students:** swēt ěst

5 The students **say the first syllable**.

**Students:** sweet

### Teacher Tip

#### Step 4: Say-to-Spell

Always leave a clear pause between the syllables. Through this tip, students know where the syllable breaks are.

- 6 6** While the students **segment** the first syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**



**Students:** /s/ /w/ /ē/ /t/

**Teacher:** Use /s-z/. Use /ē/ double /ē/.

As the students are sounding out *sweet*, interrupt them after the /s/ and point to your finger as you say, "Use /s-z/." Interrupt them after the /ē/ and point to your two fingers as you say, "Use /ē/ double /ē/."

### Teacher Tip

#### Cue

Remember, sounds that require an additional cue are highlighted for you in pink under column 6 "Segment, Finger Spell, and Cue" for each word in the spelling list.

- 5** The students **say the second syllable**.

**Students:** *est*

- 6 6** While the students **segment** the second syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**



**Students:** /ē/ /s/ /t/

**Teacher:** Use /s-z/.

As the students are sounding out *est*, interrupt them after the /s/ and point to your finger as you say, "Use /s-z/."

- 7** The students **write the word**, leaving a space between the syllables and sounding it out as they write.

**The students sound out** /s-w-ē-t/ /ē-s-t/ **as they write in their workbooks:** *sweet est*

- 8 8** **Help me write it.** Write the word as the students **segment** it aloud.

**Students:** *sweet* /s-w-ē-t/ *est* /ē-s-t/

**Teacher writes the word on the board:** *sweet est*

- 9 9** **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.

**Students:** *Underline /ē/.*

**Teacher underlines /ē/ on the board:** *sweet est*

**Students underline /ē/ in their workbooks:** *sweet est*

- 10** The students sound out the word and **read it**.

**Students:** /s-w-ē-t/ /ē-s-t/ *sweetest*

## Teacher Tip

### Markings

Multi-letter phonograms are underlined to show that the letters are working together as a phonogram to say one sound. See "Spelling Markings" on page 18 for a complete list of markings.

Let's continue with the word *seedling*.

12. seedling	The seedling emerged overnight.	2	sēd līng	/sēd/	/s-ee-d/	Use /s-z/. Use /ē/ double /ē/.
				/līng/	/l-i-ng/	Use /ī-ī-ē-y/.
	<u>seed</u> <u>ling</u>	Underline /ē/ double /ē/. Underline /ng/.				
				N	seedlings	

- 1** Say the **word**.

**Teacher:** seedling

- 2** Read the **sentence**. Repeat the word.

**Teacher:** The seedling emerged overnight. seedling

- 3 3** **How many syllables?** The students **count the syllables**. Hum the word or feel under the chin.

**Teacher:** How many syllables?

**Students:** *hm-hm two syllables*

- 4 4** **Say-to-spell.** Pause for syllable breaks and carefully enunciate each syllable as written in the Say-to-Spell column. The students repeat the **say-to-spell**.

**Teacher:** Say-to-spell sēd līng.

**Students:** *sēd līng*

## Teacher Tip

### The Shaded Rows

The charts for each unit's Spelling Lists also include grammar and vocabulary information in the last, shaded row for each word. Skip these rows during Spelling Analysis; you will return to them in Part 3 of the unit.

## Teacher Tip

### Say-to-Spell

Leave a clear pause between the syllables.

- 5 The students **say the first syllable**.

**Students:** *seed*

- 6 6 While the students **segment** the first syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**



**Students:** /s/ /ē/ /d/

**Teacher:** Use /s-z/. Use /ē/ double /ē/.

As the students are sounding out *seed*, interrupt them after the /s/ and point to your finger as you say, "Use /s-z/." Interrupt them after the /ē/ and point to your two fingers as you say, "Use /ē/ double /ē/."

- 5 The students **say the second syllable**.

**Students:** *ling*

- 6 6 While the students **segment** the second syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**



**Students:** /l/ /ī/ /ng/

**Teacher:** Use /ī-ī-ē-y/.

As the students are sounding out *ling*, interrupt them after the /l/ and point to your finger as you say, "Use /ī-ī-ē-y/."

- 7 The students **write the word**, leaving a space between the syllables and sounding it out as they write.

**The students sound out** /s-ē-d/ /l-ī-ng/ **as they write in their workbooks:** *seed ling*

- 8 8 **Help me write it.** Write the word as the students **segment** it aloud.

**Students:** *seed* /s-ē-d/ *ling* /l-ī-ng/

**Teacher writes the word on the board:** *seed ling*

- 9 9 How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.

**Students:** *Underline /ē/.*

**Teacher underlines /ē/ on the board:** *seed ling*

**Students underline /ē/ in their workbooks:** *seed ling*

**Students:** *Underline /ng/.*

**Teacher underlines /ng/ on the board:** *seed ling*

**Students underline /ng/ in their workbooks:** *seed ling*

- 10** The students sound out the word and **read it**.

**Students:** /s-ē-d/ /l-ī-ng/ *seedling*

## Teacher Tip

### Markings

Multi-letter phonograms are underlined to show the letters are working together as a phonogram. See "Spelling Markings" on page 18 for a complete list of markings.

## Teacher Tip

### Say-to-Spell

Enunciate both the /t/ at the end of the first syllable and the /t/ at the beginning of the second syllable.

Some words will also use a technique called Say-to-Spell to help students hear sounds that are obscured or distorted in normal speech. Say-to-spell is most common with words that include a schwa sound or two consonants. Now we will try the word *mitten*. Notice you will need to sound out both /t/ sounds and enunciate the /ē/ sound clearly.

<b>5. mitten</b>	The mitten is hanging on the line.	2	mīt tēn	/mīt/ /tēn/	/m-ī-t/ /t-e-n/	Use /ī-ī-ē-y/.
<i>mīt ten</i>	Say-to-spell /ē/. <sup>31.1</sup> Schwa in an unstressed syllable or word.					
				N	mittens	

- 1** Say the **word**.

**Teacher:** mitten

- 2** Read the **sentence**. Repeat the word.

**Teacher:** The mitten is hanging on the line. mitten

- 3 3 How many syllables?** The students **count the syllables**. Hum the word or feel under the chin.

**Teacher:** How many syllables?

**Students:** hm-hm *two syllables*

- 4 4 **Say-to-spell.** Pause for syllable breaks and carefully enunciate each syllable as written in the Say-to-Spell column. The students repeat the **say-to-spell**.

**Teacher:** Say-to-spell mĭt tĕn.

**Students:** *mĭt tĕn*

- 5 The students **say the first syllable**.

**Students:** *mĭt*

- 6 6 While the students **segment** the first syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**



**Students:** /m/ /i/ /t/

**Teacher:** Use /ĩ-ĩ-ē-y/.

As the students are sounding out *mĭt*, interrupt them after the /ĩ/ and point to your finger as you say, "Use /ĩ-ĩ-ē-y/."

- 5 The students **say the second syllable**.

**Students:** *ten*

- 6 6 While the students **segment** the second syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.

**Teacher:**



**Students:** /t/ /ē/ /n/

- 7 The students **write the word**, leaving a space between the syllables and sounding it out as they write.

**The students sound out** /m-ĩ-t/ /t-ē-n/ **as they write in their workbooks:** *mĭt tĕn*

## Teacher Tip

### Say-to-Spell

Say the red bold sounds as written, not as you would say them in the word in daily speech. These are sounds that are commonly distorted or unemphasized. By Saying to Spell the sounds clearly, you provide students with an auditory picture of the word. Any time a student can't remember what phonogram you are cuing during spelling analysis, it is appropriate to hold up the phonogram card or write the phonogram on the board.

**8 8** **Help me write it.** Write the word as the students **segment** it aloud.

**Students:** *mit /m-ĭ-t/ ten /t-ě-n/*

**Teacher writes the word on the board:** *mit ten*

---

**9 9** **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.

**Students:** *No markings.*

**Teacher:** Why don't we hear the /ě/ sound clearly in normal speech when we say the word *mitten*?

**Students:** *It is in an unstressed syllable. Any vowel may say one of the schwa sounds, /ŭ/ or /ĩ/, in an unstressed syllable or unstressed word.*

---

**10** The students sound out the word and **read it**.

**Students:** */m-ĭ-t/ /t-ě-n/ mitten*

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## Tips for Modifying Spelling Analysis

For tips on how to modify the spelling analysis process for students who struggle with processing or attention deficits, please see tip #4 under the Helping Struggling Students section on page 15.

For tips on how to modify spelling analysis for students who struggle with handwriting, please see tip #5 under the Helping Struggling Students section on page 15.



# Assessments

## A Culture of Learning

Logic of English® assessments are designed to monitor students' progress. **Reading and spelling are subjects that should be taught to the point of mastery for all students.** These are fundamental skills, so students should never be graded and then left to struggle. Assessments provide the teacher and students an opportunity to gain insight into what needs more work. If a student needs additional practice with a concept, the teacher should go back to the unit and reteach the concept or repeat the review activities.

Many students, especially those who have struggled with reading, become discouraged when they are assessed because they see the assessment as a judgement. When they do poorly, these students often believe they are stupid and incapable, and they struggle to remain emotionally engaged with the lessons. It is vital that teachers help students develop a new perspective toward learning to read and toward assessments. Create an atmosphere where it is acceptable to make errors. Identify and correct mistakes calmly, seeing them as a normal part of the learning process.

There is no shame in needing to practice material again. Learning is a process of remembering and forgetting. In order to master material for lifelong retention, it must be practiced daily over a long period of time. To help the students gain this mastery, you need their input on what concepts you should review before going on. Used correctly, the assessments are an opportunity to help students develop tools to assess their own level of mastery. Mature learners know they need to continually assess their own learning and evaluate which concepts need further study and which ones can be reviewed less frequently.

## Using the Assessments

The assessment activities are found in the “Check Your Understanding” section (Part 5) of each unit. The most important part of the assessment is the dictation of phrases or sentences. Dictation simulates the writing process more effectively than spelling individual words does. It also integrates grammar and is the best predictor of how well the students will transfer the concepts to their own writing and reading.

## Students Grade Their Own Assessments

After students have taken the assessment, model how to write each dictation phrase or sentence on the board. Ask the students to mark their mistakes. It is also beneficial for them to highlight words or punctuation which they guessed at during the assessment. Discuss with the students what concepts they would like to practice or review.

Ask each student to evaluate the types of mistakes that he is making.

- Is the student consistently missing the same phonogram?
- Is there a rule that is being misapplied?

- Is the student misspelling a sound that has multiple options, choosing another phonogram that is also permitted by the rules? This is the most common and least concerning type of mistake.

Reteach and review the content based upon the patterns observed. Let the students help decide which phonograms to keep in the “Not Mastered” category for ongoing practice, and which ones can be moved to “Mastered” and set aside for later review.

## **Review and Move On**

Remember, spelling analysis is not about memorizing individual words. Instead, students are learning to think about the language in a new way – critically and insightfully. Many students, especially older students, need to experience the tools being applied to a large number of words in order to gain mastery. Provide review when students need it, but do not get bogged down.

### **Misspelling Sounds that have Multiple Options**

If a student is primarily making spelling mistakes with sounds that have more than one option for spelling, he should add the words that he needs to practice to the Spelling Journal and play additional spelling games. In particular, remember that guessing an incorrect but phonetically reasonable spelling that follows the spelling rules still demonstrates a strong understanding of the language. If a student needs a reminder of which phonogram to use for a sound while practicing, simply finger spell, give a verbal cue, or let him consult his Spelling Journal. It is also appropriate to hold up the correct Phonogram Card or write the phonogram on the board.

Many teachers worry when students miss more than two or three spelling words in the Check Your Understanding assessments. While it is important to provide needed review and clarification, you should resist the temptation to get stuck on one unit for too long. Students do not need to have every concept, and particularly every spelling word, mastered before they can progress to new material. The concepts will continue to appear in later units because these are the tools needed to explain 98% of English words.

# Support and Resources

## Reference Charts

Tables of phonograms, spelling rules, morphemes, other concepts, and a comprehensive index are included at the back of this book.

## Answer Key

Although *Essentials* is designed not to need an answer key, an Answer Key PDF is available for purchase at [store.logicofenglish.com](http://store.logicofenglish.com) for those who would like to use one.

## Online Resources

Teacher training videos, topic videos exploring a variety of the concepts taught in *Essentials*, frequently asked questions, and other resources can be found at [logicofenglish.com/resources](http://logicofenglish.com/resources). A wealth of information and guidance on teaching the Logic of English®, including tips on pacing, struggling students, challenging words, and more, can be found at [logicofenglish.com/blog](http://logicofenglish.com/blog).

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