



Grade 1-8 Teachers

Scientific Spelling is a professional learning course focused on teaching reliable patterns for spelling.

Instructor Knowledge and Skills

| Neuhaus Learning Objectives | IDA Knowledge and Practice Standards |
|---|--------------------------------------|
| Describe the roles of phonological awareness (Section 1), regular spelling patterns (Section 2), reliable spelling rules (Section 3), irregular words for spelling (Section 4), and lesson planning (Section 5) in effective spelling instruction. | 1.3, 4B.1, 4B.2, 4C.1, 4G.3 |
| Determine learner needs through analyzing spelling errors. | 3.6, 4C.2, 4G.3 |
| Verbalize common spelling patterns (e.g., <i>c</i> vs. <i>k</i> , <i>oi</i> vs. <i>oy</i> , final /k/, final /ch/). | 4C.1, 4G.3 |
| Explain five spelling rules that require the speller to double, drop, or change a letter. | 4G.3 |
| Categorize lists of spelling words as regular, rule, or irregular. | 4C.4, 4C.5, 4G.3 |
| Demonstrate an explicit introduction of a common spelling pattern using the S.O.S. procedure. | 4A.2, 4C.3-4C.5, 4G.3 |
| Plan the inclusion of <i>Scientific Spelling</i> in the daily reading block. | 4C.3, 4G.3 |

Student Knowledge and Skills

If an Instructor successfully masters the Learning Objectives and utilizes Scientific Spelling with skill and fidelity, instruction will meet the following student knowledge and skill needs:

| Grade | TEKS | COMMON CORE |
|--------------|----------------------|-------------------------|
| Kindergarten | 2.A (iv,vi,ix,x);2.C | RF.K.2b,c,d,e L.K.2c,d |
| First | 2.A(iv,vi,vii);2.C | RF.1.2a-d L.1.2d,e |
| Second | 2.A(iii), (iv);2.C | L.2.2d |
| Third | 2B. | L.3.2e,f |
| Fourth | 2B. | L.4.2d |
| Fifth | 2B. | L.5.e |