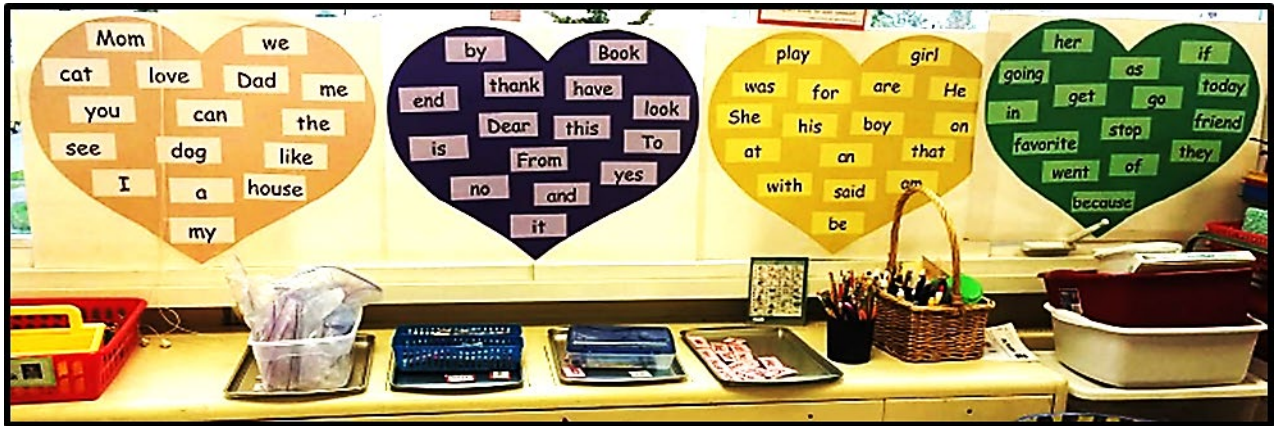


## Nellie Edge Online Seminar #3: Authentic Sight Word Work

Self-Assessment Guidelines features 15 points of excellence

1. We Have High Expectations and Systematic Instruction; We Give Students Crystal Clear Learning Targets



Children have visible learning targets: Wall posters of high-frequency "heart words" and individual sets of words.

2. We Provide the 3 M's: Meaningful, Multisensory, Musical Teaching and Learning for Accelerated Literacy



Learning is social: We use children's names! The word "love" is our anchor word. Children are taught to access the word walls for writing support.

3. We Use Fingerspelling to Help Children Develop Memory Hooks for Mastery of "Heart Words," and CVC (consonant-vowel-consonant) Fluency with Words

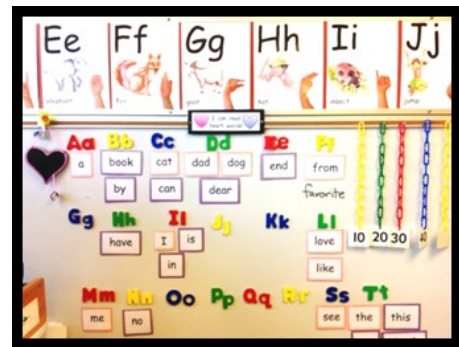


We sing, sign, fingerspell, and write high-frequency "heart words" with good handwriting.

Do you wish Nellie Edge could personally take you step-by-step through these strategies? Her **Online Seminar #3** will do this!



#### 4. Our Rooms Have A-Z Word Walls with Movable "Heart Word" Cards That Children Use!

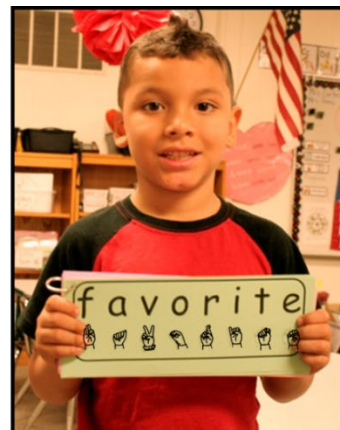


After we introduce new words, we expect children to spell them conventionally. If they need help remembering how to spell a "heart word" during writer's workshop, they learn to pull the word from the wall and copy it at their table. With limited space, a cookie sheet or an oil pan may become an additional movable Word Wall!

#### 5. Involve "Parents as Partners" in Individualizing the Study of High-Frequency "Heart Words" and reinforcing the 3 Levels of ABC Phonics Mastery

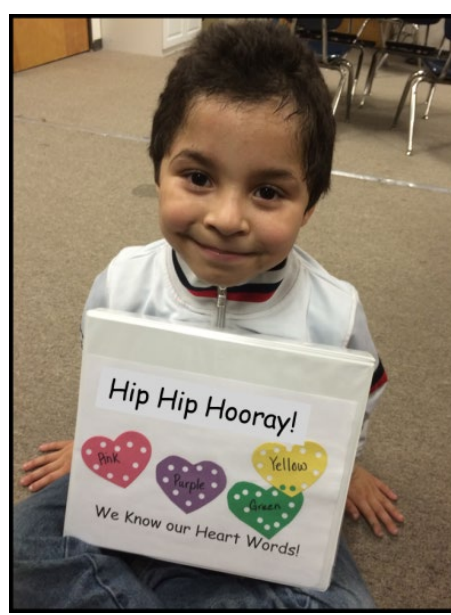
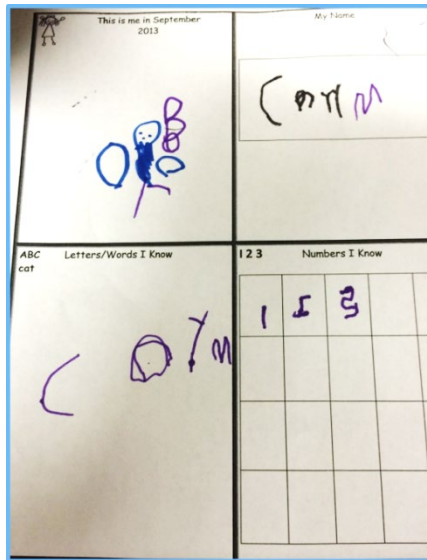


Each new set of "heart words" goes home on a ring in a special box for family practice as soon as the previous set is mastered; each student moves at an individual pace.



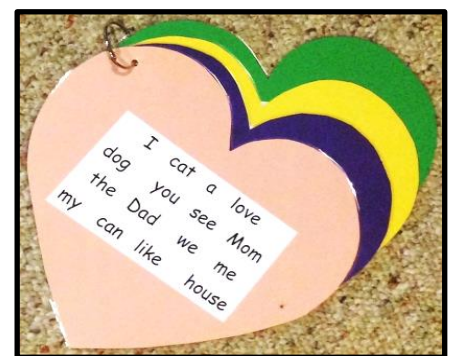
"Heart word" fingerspelling cards may also be sent home for family review.

#### 6. Ongoing Assessment with "Heart Words" and Assessment of Phonics-Based CVC Words Drives Instruction: Teaching Is Intentional, and Learning Is Celebrated!



Each student progresses through the pink, purple, yellow, and green "heart words." He or she knows which set of "heart words" has been mastered and what the next "heart word" challenge is.

## 7. Our Students Use the Arts: Music, Fingerspelling, Writing, Drawing, and Sign Language to Create Memory Hooks. We Take Advantage of How the Brain Learns Best!

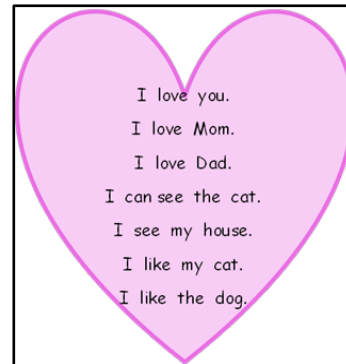
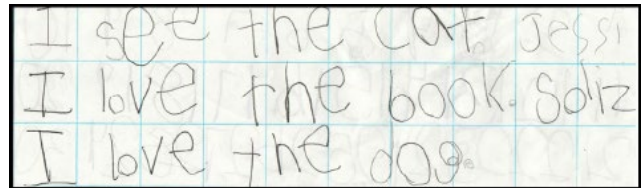
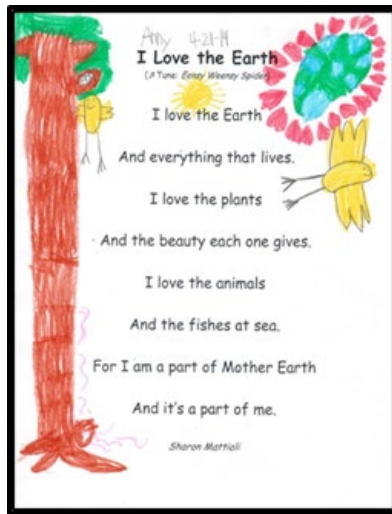
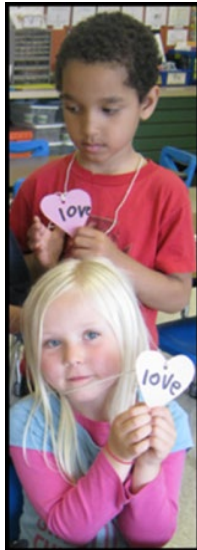


Set of 4 mini Heart Word posters



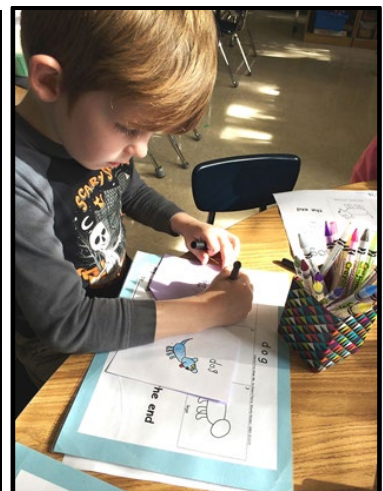
Children **simultaneously** practice handwriting and high-frequency "heart words."

8. "I love you" Is Our "Heart Word" Anchor Sentence: We Read, Write, and Practice for Fluency. (Students are expected to have automaticity with these 3 sentences by December: I love you. I see my mom. I like the...)



We expect all children to master "I love you" with good handwriting, spaces between words, and punctuation. Even special needs students can write "I love you" early in the year.

9. Independent Writing Totes Provide Systematic and Authentic "Heart Word" Practice



Independent writing totes provide drawing and bookmaking experiences with a sequence of "heart word" sentences: "I love...," "I see the...," "I like my...," "I can see...," "This is the..."

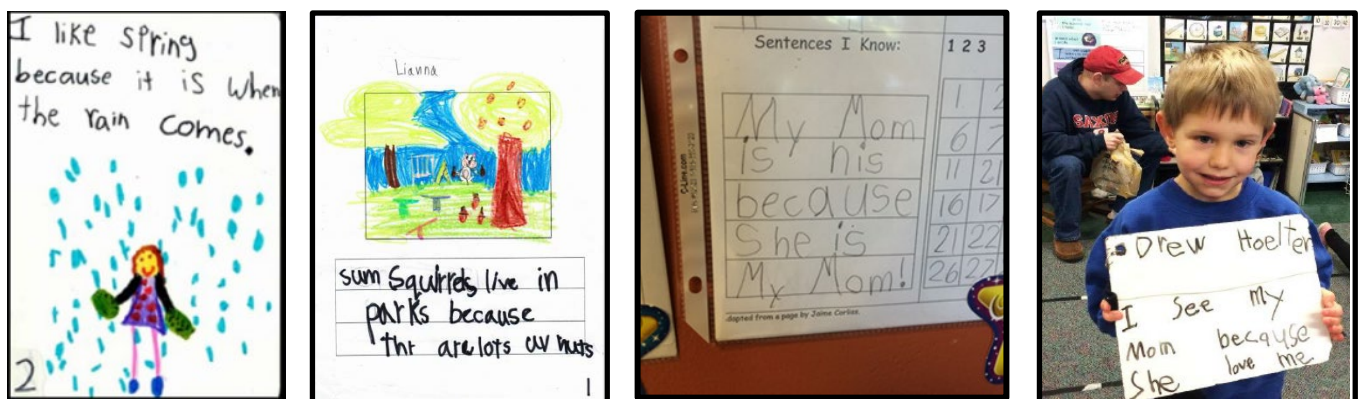
Do you want more detailed instruction to make these strategies routine in your classroom? **Nellie Edge Online Seminar #3** is a step-by-step video tutorial.

## 10. Learning Is Differentiated, and All Children Receive an Arts-Rich "Talented and Gifted" (TAG) Learning Model



There is constant challenge for the more-proficient readers and writers, and there is scaffolding for the developmentally-younger and less-experienced writers.

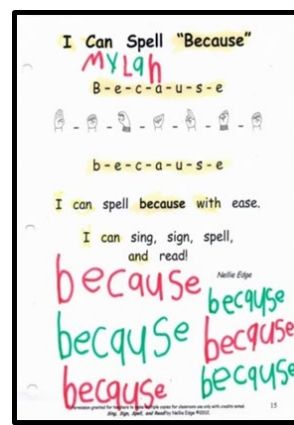
## 11. We Teach the Common Core Opinion Writing Word "because" Through Rhythm, Rhyme, and Writing Early in the Year



Children engage in high-quality oral language rehearsals emphasizing the word "because." Children write compound sentences, e.g. "I love spring because it is when the rain comes."

## 12. "I Can Read" Anthology Pages Featuring "Heart Word" Spelling Songs and Chants Are Illustrated and Collected in Each Child's School/Home Anthology Notebook





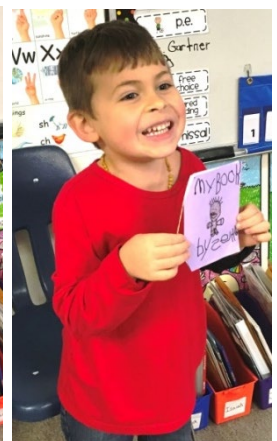
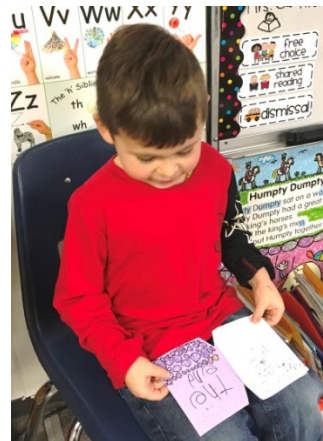
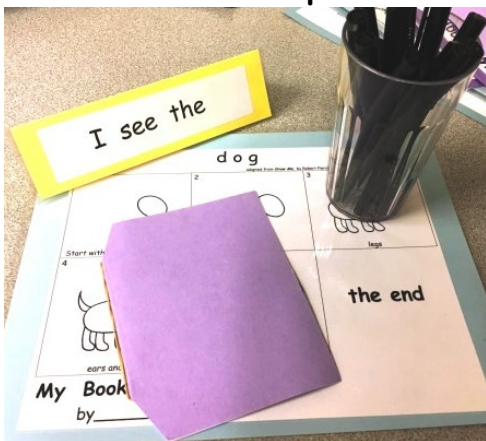
Children take pride in doing quality work and in challenging themselves to fingerspell, write, and read each new word. Music and art make learning fun!

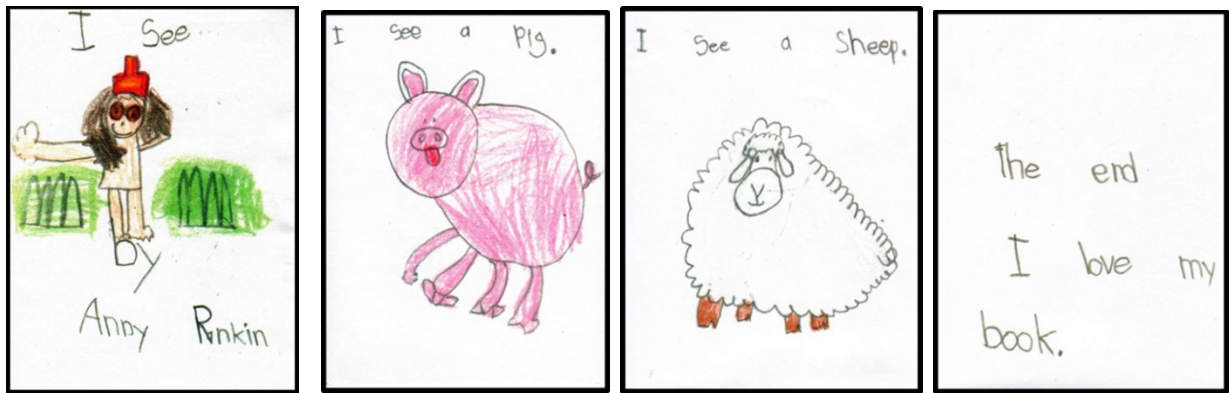
### 13. Harder-to-Accelerate Students Receive Additional Multisensory "Heart Word" and Phonics Practice, CVC Word Work, and ABC Brain Exercises for Fluency



Response to Intervention (RTI) teams, volunteers, and parents provide additional targeted practice. Our goal with good first teaching is fluency — speed and accuracy!

### 14. Children Are Engaged in Writing Workshop and Authentic, Motivating Writing-to-Read Experiences Throughout the Day and Across the Curriculum





Kindergartners love to draw and write and make "really cool" books.

**15. Writing Workshop Is Where Children Practice the Craft of Becoming a Writer**  
Systematic phonics instruction is rehearsed in an authentic context.

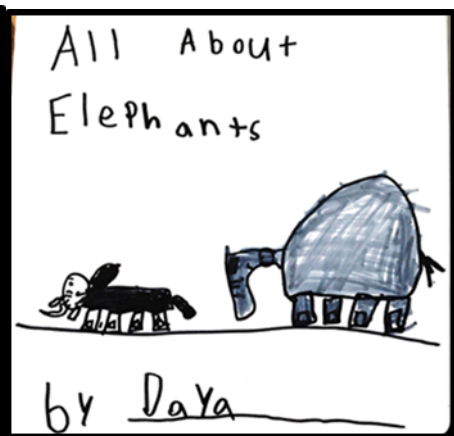


Heterogeneous groups of students receive individual coaching into the writing process and language that promotes a growth mindset. *What are you training your brain to remember as a writer today?*

\*This is a Comprehensive Kindergarten Writing Workshop model. We invite all students to be authors and illustrators, publishing their own fiction and information books. Young writers are capable of amazing work!

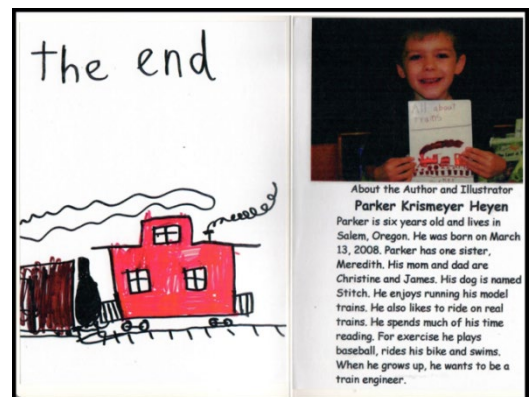
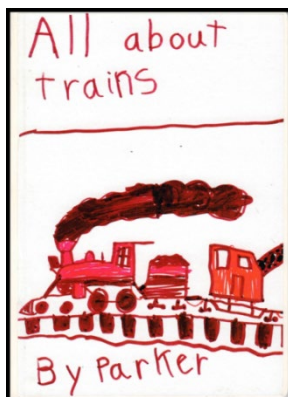


## Nonfiction Studies Inspire Information Writing



(Thank you Jaime Corliss and Katie Nelson for published books)

Kindergartners, like twelfth graders, draft, edit, and publish their writing. Lucy Calkins



If kindergartners are capable of writing like this, just imagine how our 3<sup>rd</sup> and 4<sup>th</sup> graders will write!



**BONUS! Art, Creativity, Voice, and Playfulness Are Part of the Writing Process!**

