

Common Pitfalls Implementing *Literacy Essentials: Journey From Spelling To Reading*®

- All teachers not having necessary materials for the program
 - Grade Level Teacher Guides for K-3 (and 4-6 in first year schools), Copy Masters for K-2, phonogram cards for each teacher, wall charts for K-3;
 - per student copies of My Orthography Notebook (grades 1-3, and 4-6 in first year schools);
 - practice texts for reading:
 - K and 1 - *Primary Phonics* by Barbara Makar;
 - 1st grade -*Stevenson Supplemental Readers, Test Lessons in Primary Reading* by McCall-Harby, classroom library of leveled texts (see suggested list for Grade 1);
 - 2nd – 3rd *Standard Test Lessons in Reading* by McCall-Crabbs (Books A-F one level per grade), classroom library of leveled texts (see suggested list for Grade 2);
 - 4th – 6th for students reading below grade level, classroom library of leveled texts for practice, *Standard Test Lessons in Reading* by McCall-Crabb (a few copies of each, Books A-F)

- Teachers who do not have mastery of the phonograms.

- Spelling to read NOT the other way around (K-1).

- First year schools: Must schedule extra time the first 9-weeks to teach orthography and literacy skills for 3rd-6th grade students using the Older Student Adaptation found in the Third Grade Teacher Guide.

- Scheduling – especially in K-3, allowing 2 - 2.5 hours for literacy and allowing teachers to break it up throughout the day as needed to include spelling/vocabulary; practice; reading; grammar and writing; literature.

- Pacing – teachers often move too slowly because they are pacing the classroom based on five struggling students; where should they be at the end of each year.

- Classroom set-up – size of desks for the littlest children; desks facing the teacher.

- Using Graphic Organizers: Wall Charts and/or student copies of My Orthography Notebook are not used.

- Must have a school plan for bringing in new students in the middle of the year.

- Homework – no phonograms or spelling sent home!

- Practice/Assessment Folders not created and/or used to track progress and for practice.
- Plan for new incoming students, 2nd grade and older, enrolling in your school after the first year.

Things you would never want to see:

___ Every desk in the classroom the same size (especially in lower elementary).

___ A teacher writing a new spelling word on the board before the students had written it.

___ A teacher sending phonograms or spelling practice as homework.

___ K-1st grade classrooms with no wall charts,

___ 2nd-6th grade classrooms with empty or near empty student notebooks, My Orthography Notebook.

___ Average K students reading in Primary Phonics before the end of the first semester.

___ Lower elementary students not saying the sounds as they write whether individual phonograms or words.

___ Using letter names for practicing or teaching spelling.