

MRA – Teaching and Assessing Spelling

At MRA we believe in a developmental approach to teaching spelling. Our spelling program, grades 3-8, requires teachers:

- Give each student the Words Their Way Spelling inventory at the beginning of each year
- Use the inventories to sets student goals
- Separate students into a minimum of two spelling groups
- Teach spelling rules/expectations per Words Their Way guidelines (in Literacy binders), grades 3-6 (Units last 3 – 6 weeks). Latin/Greek root words grades 7 and 8.
- Use the matrix for student practice/homework or use the activities in Word Their Way, or something comparable that is approved by the executive director. Matrixes can be found in the Literacy binders)
- Give students a post-test as they finish units.

Student Expectations:

- Clarkia –
 - Should end 4th grade at the beginning of the Derivational stage, Elementary Level.
 - Should be taught all of the PDX prefixes at a minimum. See the Literacy binder for the minimum list and the full list
- Alders –
 - Should end 6th grade at the upper level late Syllables and Affixes or early Derivational, Upper level
 - Should be taught all of the PDX suffixes and review prefixes at a minimum. See the Literacy binder for the minimum list and the full list
- Cedars –
 - Greek and Latin roots – end of 8th grade should be in middle Derivational, Upper level
 - Should be taught all of the PDX Latin and Greek roots at a minimum. See the Literacy binder for the minimum list and the full list