Hear It, Spell It

Choose correct spellings, then write the words from memory.

1.2.SE.2 "Students will correctly spell high-frequency and irregularly-spelled words by using common letter/sound correspondences and recalling the irregular parts of words (e.g., the: th- is a common letter/sound correspondence, -e is irregular)."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a	**sed**	**said**	**sade**
b	**wos**	**wuz**	**was**
c	**have**	**hav**	**haev**

2 WRITE IT

ANSWER KEY

Hear It, Spell It

GRADE 1 · 1.2.SE.2

HOW TO RUN THIS PAGE

Say each word aloud without spelling it, and give students time to circle its correct spelling. Before dictation, have students cover every printed word in Part 1. Observe spelling accuracy and recall, and record any help separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE IT

SAY "Look at the three spellings in each row. I will say a word. Which spelling is correct? Circle it."

ROW	SAY	STUDENTS CIRCLE
a	The word is said. Which spelling is correct?	**said**
b	The word is was. Which spelling is correct?	**was**
c	The word is have. Which spelling is correct?	**have**

PART 2 · WRITE IT

SAY "Cover all the printed words in Part 1 with a sheet of paper, and keep them covered. Use sounds you know and remember the tricky parts. Write these words from memory: first box, said; second box, was; third box, have."

- Box 1: **said**
- Box 2: **was**
- Box 3: **have**

WHAT TO ACCEPT

Circle answers, in order: said, was, have. In the boxes, accept only those exact spellings in order. Note any prompting or uncovered models separately.