



# Key Skills: Spelling and Phonics

## Meets the following National Standards:

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### **IRA/NCTE International Reading Association/National Council of Teachers of English Standards for the English Language Arts**

#### Standard 3

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

#### Standard 6

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

### **NCLB Reading First Essential Components of Reading Instruction**

#### Phonics

- the relationship between the letters of written language and the sounds of spoken language

### **ISTE National Educational Technology Standards for Students (NETS)**

#### **TECHNOLOGY FOUNDATION STANDARDS FOR STUDENTS**

1. Basic operations and concepts
  - Students demonstrate a sound understanding of the nature and operation of technology systems.
  - Students are proficient in the use of technology.
2. Social, ethical, and human issues
  - Students practice responsible use of technology systems, information, and software.
  - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
  - Students use technology tools to enhance learning, increase productivity, and promote creativity.

#### **PERFORMANCE INDICATORS FOR TECHNOLOGY—LITERATE STUDENTS**

##### **Prior to completion of Grade 2, students will:**

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
7. Practice responsible use of technology systems and software. (2)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)

##### **Prior to completion of Grade 5, students will:**

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)