

# Known Words

The writing of known words shows the ability to quickly remember and write words easily and automatically.

Students need to be able to write a small number of high-frequency words that occur in their reading and writing. This is part of a developmental process in which they learn how to remember and generate words as a whole.

## Competent readers and writers can:

- Record a moderate cadre of words that appear frequently in text.
- Know these words fluently and in every detail.
- Use these words as an “island of certainty” in both reading and writing.
- Use these words as a springboard to generate new words (analogy).



In an effective balanced literacy program, teachers:

- ✓ encourage children to attend to words in continuous text.
- ✓ explicitly teach students “how to learn” a new word.
- ✓ foster early writing.
- ✓ encourage children to use “phonetic” spelling and compare their writing with conventional spelling.
- ✓ encourage the use of analogy in spelling.
- ✓ drive words to fluency, using all kinds of media (paint brush, chalk, magnadoodle, wikki sticks, magnetic letters, etc.).
- ✓ provide students with the opportunity to write several times a day in different areas of the curriculum.

Intervention activities must be ongoing and reinforced daily. Teachers must provide the students with a variety of experiences to ensure automatic responses to words. Daily writing will allow the teacher to observe: letter formation; directional movement; concept of letter, word, and spacing; letter reversals; and the use of upper and lower case letters.