
800 Word Non-Negotiable Program

1st through 6th Grade

BASIC GUIDELINES AND IMPLEMENTATION

This (stop-gap) literacy program is designed for 1st grade through middle school (if needed in 6th – 8th grades) – struggling readers, English Language Learners (ELLs), English as a Second Language (ESL) students, and general use in Title 1 elementary and middle schools. The program rapidly accelerates a child ‘back’ to grade level. The program should be used in conjunction with the literacy stop-gap 1,000 Word Fluency Program. All word lists and literacy stop-gap programs are able for free downloads on the “The New 3Rs Education Consulting” website (www.thenew3rseducationconsulting.com).

Many Title 1 students clearly demonstrate that they are unable to correctly spell the most basic English words. 25% of English words do NOT follow a general spelling rule and at least 3% are so irregularly spelled that their spelling must be memorized by rote. A major reason for these spelling inconsistencies can historically be traced back to the Great Vowel Shift of the 1500’s. However, many of those spelling irregularities occur in the most frequently used words – mostly in the first 1,000 words of the English language. This is another important factor that makes this program so useful is the fact that the last literacy element a child masters is the written form of a new language. Since the vast majority of economically disadvantaged students enroll in school without an academic foundation as their more affluent peers, this program helps correct that infamous 32 million word gap associated with the research work by Hart and Risley (2003). It has been the author’s professional experience that approximately 10 to 20% of students enrolled in medium to high socioeconomic elementary schools do not spell words correctly; however, upwards to 70 to 80 percent of urban students attending Title 1 elementary schools are unable to correctly spell the most basic English words independent of race or native home language.

There is a separate non-negotiable word program for 1st graders, and there are two different versions for 2nd through 6th grade 800 Non-Negotiable Word Program. The first version consists of only the 25 weekly non-negotiable words; whereas, the second version includes the 25 weekly words and associated spelling and writing activities. All programs are available for free download at the website address provided above and in the footer.

This ancillary literacy program is not fancy in design or implementation, but it is extremely effective and a teacher of any level of experience may use it with equally efficiency. However, for the program to be effective, *it needs to be implemented consistently each week* and with high quality controls until the student completes the program. These words appear in approximately 60% of the words in any given reading passage or chapter book; however, these words also represent as much as 80% of the words a 3rd grade student will encounter on a 3rd grade reading STAAR or Common Core test. Of paramount importance is the fact that students will be able to write complete sentences with the words spelled correctly by 4th grade when the State of Texas and many Common Core testing States assess writing. Finally, the child will be rapidly accelerated to grade level so structured phonics and phonemic awareness programs as well as balanced literacy daily routines are more grade level effective. It is also imperative that accountable nightly reading – page limit requirements are monitored so students are actively engaged in reading and applying this fundamental word knowledge in the most authentic setting.

Recommended Implementation, Procedures and Routines

- Use a monitoring spreadsheet to track students’ progress. Spreadsheet should be emailed to the school’s administration each Friday afternoon prior to a teacher leaving the campus for the weekend. Spreadsheets are available for free download at website address provided in the footer.
- It is highly recommended the Non-negotiable word program be spirally bound and each student has their own copy. If the 800 Non-Negotiable Word Program version with the spelling activities is used, the sheet for the home practice (Home Copy) should be double-sided with the home practice test, so the student

tears ONLY that sheet out of the spiral bound book each week. The bound program copy should remain at school and eliminate the potential for the program bound book to be lost. Other sheets may be torn out of the book as needed for homework as well. Of course, teacher discretion on the use of the spelling activity version for homework is at their discretion.

- Students should write the words horizontally (NOT vertically) 5 times. Each time as students write each word, they should “say the word (quietly) aloud, think the word” – again, as they write the word each time. All student work should be neat and legible. A student’s paper exhibiting excellent penmanship should be posted as an example to other students for the expected and accepted level of student work.
- If the test is on Friday each week, the students should practice the next five (5) words for the following week after the test is over – on that Friday afternoon. On the following Monday, students should continue this practice routine and write the next five words in addition to the five words they practiced on the previous Friday. This practice should continue until Thursday. That way, all 25 words are practiced cumulatively in school to ensure success for the Friday test.
- A practice test is a recommended for Thursday afternoon. Student homework practice should emphasize the specific words that were not spelling correctly.
- An acceptable score on a Friday spelling test is 23 out of 25 correct. Students misspelling more than two to three words should be given extra practice in homework the following week, and the teacher should note those students throughout the week – quizzing them (and the group, as needed due to proximity) on the spelling of the more difficult words – or – the words they are spelling incorrectly as they transition to another activity or in lined-up in the hallway or on the playground. The key is sufficient routines of practice that guarantee success each Friday
- This is an ancillary program. Other spelling tests should also continue in parallel. These words are high frequency, non-negotiable words. Weekly spelling tests usually follow a phonics rule or have a pattern in how the words were selected – grade level rationale.
- Quick practice sessions are also encouraged if students are struggling with consistent weekly performance. If a child is not doing well on an activity, more concerted and specific practice is needed, not less.

1,000 Word Fluency Program

Grades: PK through 6th

BASIC GUIDELINES AND IMPLEMENTATION

This (stop-gap) literacy program is designed for PK through middle school (if needed in 6th – 8th grades) – struggling readers, English Language Learners (ELLs), English as a Second Language (ESL) students, and general use in both rural and urban Title 1 elementary and middle schools. The program rapidly accelerates a child ‘back’ to grade level. The program should be used in conjunction with the literacy stop-gap 800 Word Non-Negotiable Word Program. All word lists and literacy stop-gap programs are able for free downloads on the “The New 3Rs Education Consulting” website (www.thenew3rseducationconsulting.com).

Prekindergarten (PK) should require their students master the first 25 words in the ‘*monthly kindergarten word lists*’ sequencing by the end of the school year. The 1,000 word lists are divided in ten (10) groups of 100 words each and every 100 word list is further segregated into 4 columns of 25 words each. The grade level requirements and color coded 100 word lists are listed in the two tables below.

1,000 Word Requirements Per Grade Level			
Grade Level	Grade Level Folder Color	Number of Words Required per Grade Level for School Year	Time: Seconds to complete a 100 Word List
PK	None	25 words of first 100 K Words	N/A - See Monthly Word Lists
K	None	100	130 Seconds
1	Blue	600 – but all 1,000 words in folder	120 Seconds
2	Purple	1,000	110 Seconds
3	Green	1,000	100 Seconds
4	Yellow	1,000	95 Seconds
5	Orange	1,000	90 Seconds
6	Black	1,000	85 Seconds

Notes:

- 1.) Grade Level Color school preference selection – Color coding assists in preparing student folders based on grade level enrollment and returning to a grade level/teacher if student loses folder (and found). Folders should be durable plastic with brads to reuse folders for multiple years.
- 2.) Time requirement is higher than standard fluency reading rates – intentional to yield initial student success. Lower the fluency rates accordingly after year 1 or year 2 implementation to reflect national fluency norms.

Color Code Each 100 Word Sheet – (Recognition Purposes)									
1 st 100 Words	2 nd 100 Words	3 rd 100 Words	4 th 100 Words	5 th 100 Words	6 th 100 Words	7 th 100 Words	8 th 100 Words	9 th 100 Words	10 th 100 Words
Bright Pink	Light Yellow	Light Green	Light Blue	Light Pink	Gold	Dark Green	Dark Blue	White	Gray

Notes:

- 1.) Color Coding is for easy recognition purposes – school or teacher preference on color selection.
- 2.) Word Lists should be printed on 65 to 67 bond weight paper for durability reasons.

This ancillary literacy program is not fancy in design or implementation, but it is extremely effective and a teacher of any level of experience may use it with equally efficiency. However, the program needs to be implemented consistently with high quality controls each week until the student completes the program to be effective. These words represent 60% of the words printed in any given reading passage or chapter book; however, these words also appear as much as 85% to 90% of the total words a 3rd grade student will encounter on a 3rd grade reading STAAR or Common Core test. Finally, the child will rapidly accelerate to grade level so structured phonics and phonemic awareness programs as well as standard balanced literacy daily routines are more grade level effective.

Recommended Implementation, Procedures and Routines

- Use a monitoring spreadsheet to track students' progress. Spreadsheet should be emailed to the school's administration each Friday afternoon prior to a teacher leaving the campus for the weekend. Spreadsheets are available for free download at website address provided on previous page or in the footer.
- Use the digital files on the website to review the word lists globally for 1st grade through 6th grade (as needed per grade level). Students should say the word as the teacher pronounces each word on the list. This auditory exposure assists all students in both familiarity and the correct pronunciation of each word.
- Teachers should assess each student individually with a timer noting each word for correct pronunciation and speed. The teacher should note the specific number of words that student missed in their student fluency folder, so the student practices **ONLY** those few words and not the entire list.
- If the student is missing more than 10 words per column, break the fluency task down for each word list by 25 word columns. Mark the spreadsheet accordingly. For example, on the first 100 words, a bright pink sheet, the teacher can mark P1 and P2, if the child has finished 2 columns on the Pink (P) sheet. Over time, the student will be able to complete the entire sheet with required mastery. However, the teacher-student oral assessment should always cover the previously covered columns of words on the page.
- After the student demonstrates mastery of the words, it is highly recommended the teacher 'test' the student by spot checking word recognition at random on the 100 word list to ensure the student did not memorize the list in a specific sequentially assessed order. Reverse order from bottom to top as well.
- The student should move to the next 100 word list after demonstrating mastery of the current word list.
- The primary (or intermediate, if needed) teacher can use the digital files available for free download on the 'The New 3Rs Consulting Education' website as a center with headphones where the child may practice their word list individually. The teacher may also review the words on specific word lists during the instructional day for transition times between lessons or when a lesson finishes earlier than anticipated.
- The digital word auditory files may also be placed on a memory stick and sent home with a student/parent when there is a computer in the home. The child may practice at home regardless of the native language spoken. An older sibling that is competent with English may also assist the child with further home study.
- A reward or incentive program is encouraged in the primary grades, for example, where a student earns a sticker or a similar recognition for completing each word 100 list.
- It is recommended that when students are extremely successful at the program and reach the 7th and 8th hundred word lists that the teacher press those students to complete their word lists to provide more time for any students exhibiting more problems completing the first 3 to 4 hundred words.
- For fourth (4th) grade students and above, the teacher should check TIMED standardized testing scores from the year prior. If the student scored 80% or higher on the State assessment, consider exempting those students from the program – since fluency is not an issue in their reading ability.
- Students may be subdivided in to groups of 4 or 5 assigned days when they will be assessed on different days of the week. For example, group 1 (5 students) is tested on Monday, group 2 tested on Tuesday, etc. Two (2) different adjacent word lists inserted back to back in a clear plastic transparent folder assists teachers organizationally when assessing students, hence only five (5) plastic folders are needed to quickly assess students on the color coded sheets. For example: one transparent plastic folder has the 100 and 200 words back to back. The teacher can also mark a paper copy of the monitoring spreadsheet and update the digital spreadsheet later in the day at a more convenient time.