

DOCUMENT RESUME

ED 395 296

CS 012 465

TITLE How Do You Spell...? A Teacher's Guide to Spelling Instruction.

INSTITUTION Texas Education Agency, Austin.

PUB DATE 96

NOTE 83p.

PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS *Class Activities; Classroom Techniques; Curriculum Development; Elementary Secondary Education; Instructional Effectiveness; *Spelling; *Spelling Instruction; Surveys; Teaching Methods

IDENTIFIERS *Spelling Growth; Texas

ABSTRACT

Noting that just as some children learn to read with little instructional assistance, some will learn to spell accurately with little or no help from their teachers, this teacher's guide presents activities and suggestions that serve as a resource for instructional planning rather than a recipe to be followed in precisely measured steps. After an overview about spelling in Texas and a discussion of generalizations about effective spelling, sections of the teacher's guide present the developmental stages in learning to spell, instructional vignettes and activities for classrooms, additional instructional activities, and sample letters to parents and a sample student survey. Contains 40 references. Appendixes present a sample test item, a self-corrected test, and a "Have-a-Go" sheet. (RS)

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ED 395 296

How Do You Spell...?

A TEACHER'S GUIDE TO SPELLING INSTRUCTION

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1996



kind jump speech

dog meow

How Do You Spell...?

joy

class

A TEACHER'S GUIDE TO SPELLING INSTRUCTION

apple

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FOREWORD

Accurate spelling is a reflection of an individual's ability and thoughtfulness. Without it, an adult with great vision and creativity may be relegated to a secondary position in the world of work. While accurate spelling alone will not insure opportunities for leadership, often spelling is part of a first impression. For example, a highly qualified job applicant who misspells words may not be offered a position.

Because spelling is a critical skill for all students, teachers are constantly challenged to find effective, efficient, and meaningful ways of teaching spelling. It is my hope, and the hope of those teachers and administrators who worked with us, that this document will assist teachers in that effort.

Mike Moses
Commissioner of Education

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OVERVIEW

Learning to use language involves learning about reading, writing, listening, speaking, and viewing. While spelling is just one aspect of this development, it is a critical aspect. Knowledge of spelling patterns allows for rapid recognition of many words. The reader can then attend to the substance of what is being communicated rather than struggle with word analysis and recognition.

In addition, accurate spelling is important if writing is to be shared. If a student is taking notes or drafting a paper, conventional spelling is not as essential. However, once the audience for that writing moves beyond the writer, standard spelling is critical. Conventional spelling makes reading someone else's words easier.

Students in Texas are writing more than ever and better than ever. In fact, when compositions from the Texas Assessment of Academic Skills are compared with those of a decade ago, it is clear that teachers are succeeding in the teaching of writing. Many master teachers tell us that too much focus on perfect spelling can discourage students from doing their best writing. These same teachers say that they demand accurate spelling when a paper reaches its final stages and is ready to be "published" for fellow students or the outside world to read. These teachers tell us that spelling instruction can be effectively integrated into the language arts curriculum. By encouraging students to use invented or temporary spellings in their prewriting or initial drafts and correcting them as they revise and edit, spelling becomes a part of the writing process.

GENERALIZATIONS ABOUT AN EFFECTIVE SPELLING PROGRAM

Considerable research has gone into the teaching and learning of spelling, and many of the practices that we once thought were educationally sound have been shown to have little or no value in helping students to become competent spellers. On the other hand, research has provided ample evidence for several instructional recommendations. In fact, data indicate that students become better spellers when:

- Spelling is taught directly.
- Instruction is not focused on rules alone.
- As young children, they have the opportunity to manipulate sounds in language and develop an understanding of phonemic awareness.
- Learning to spell is connected to the writing process.
- Their written compositions are published.
- Proofreading is taught.
- They are provided opportunities to read often and widely.
- The words used for spelling instruction come from students' own writing.
- They are taught how to refer to resources such as dictionaries and computer spell checks to confirm their spelling attempts.
- They are taught to recognize common spelling patterns.
- Teachers use the pretest-study-test method rather than the study-test method.
- The initial presentation of words is in list form.
- Students are allowed to print words rather than use cursive in spelling instruction.
- No more than 60 to 75 minutes per week is devoted to spelling instruction.
- Frequent opportunities are provided for them to use spelling words in their written compositions.
- Multi-sensory or memory devices are provided for those students who need them.
- Spelling instruction is part of a daily program of reading and writing.

DEVELOPMENTAL STAGES IN LEARNING TO SPELL

Educational research has identified five developmental stages that most children go through as they mature and make progress in their awareness of the correspondence of meaning to sounds and symbols (Gentry & Gillett 1993). However, the rate of progress differs with different individuals and some children progress through given stages so rapidly that they indeed seem to skip them altogether. Still others regress and seem to repeat earlier stages. The following is a brief description of the characteristics of each of the stages. While the stages are listed separately for description, it is important to keep in mind that students move fluidly, back and forth between stages as their development progresses.

The Precommunicative Stage

At this level the students may be the only ones who can read their writing, as most of the writing may be random scribbling or strings of letters without any representation of letter-sound correspondence.

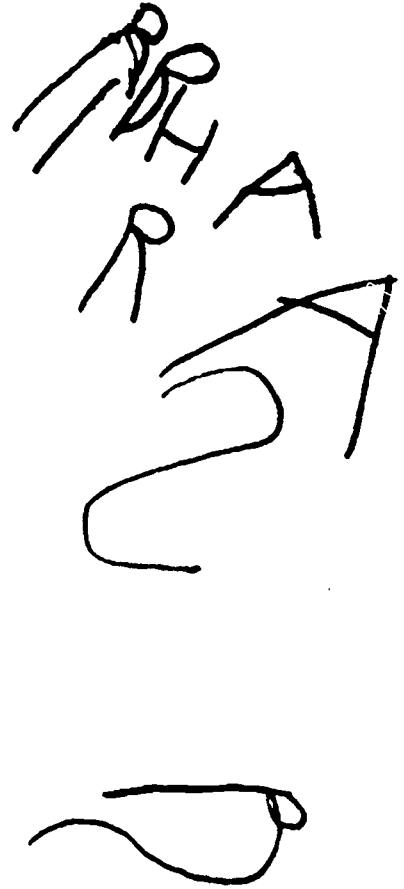
The precommunicative stage is marked by a child's construction of a "message" using letters that can be read only by the writer immediately after it is written. It is marked by the child's discovery of letters although the alphabetic principle has not been acquired.

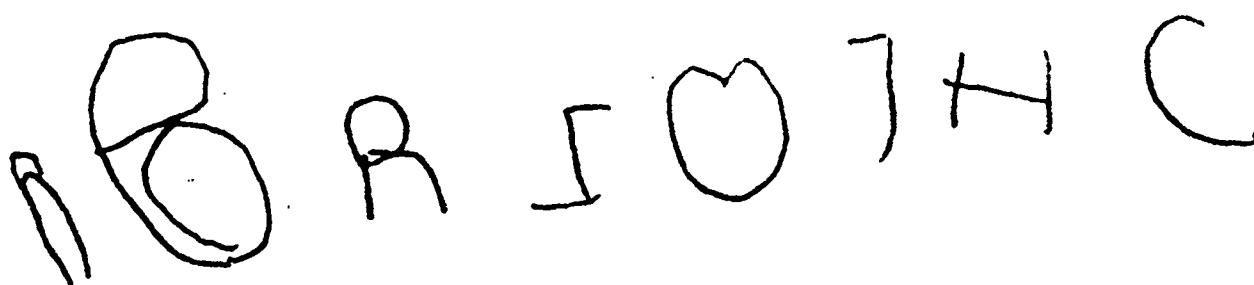
Writers/spellers in the precommunicative stage can be described as:

- Having no knowledge of letter-sound correspondence.
- Including both number symbols and letters when attempting to write "words."
- Exhibiting some knowledge of letters.
- Using uppercase and lowercase letter forms indiscriminately although uppercase is preferred.

The following are examples of children's writing at this stage:

4 years old





When you color put back up the colors.

Accompanying the precommunicative stage of writing for most children is an emerging understanding of phonemic awareness. Connie Juel's studies in 1991 defined phonemic awareness as "the realization that oral words are sequences of meaningless sounds (i.e., phonemes) which occur in many different words the child hears and says everyday." (Juel, 1991).

Phonemic awareness does not imply a single ability, but rather a range of skills or understandings. Juel stated that phonemic awareness included a student's:

- Ability to judge which word is longer in spoken duration.
- Ability to detect rhyming words when presented orally.
- Ability to demonstrate syllable sense in words presented orally.
- Ability to demonstrate that words in oral language are composed of overlapping sounds.

Phonemic awareness, as Juel noted, is based on spoken language and reflects the student's ability to detect sounds in spoken rather than written language. This ability to both identify and segment phonemes has been shown repeatedly to be linked to spelling and reading skills. In other words, a child who has a firm grasp of the concept of phonemes is more likely to be a good speller and a successful reader. (Adams 1990; Juel 1991).

The Semiphonetic Stage

Students at this stage of development use some letters to represent sounds in their writing, and they may spell some words conventionally. They may leave spaces between their words, and they will follow the left-to-right convention in most of their writing. Students at this stage should be encouraged to sound out words and to take risks when attempting to spell new words. Teachers of children at the semiphonetic stage of development will often ask students the following questions:

What do you hear first?
What do you hear next?

Children at the semiphonetic stage of spelling realize that alphabetic letters represent sounds. Additionally, they demonstrate awareness of phonemes, the speech sounds that correspond to individual letters in spoken language. This stage is labeled "semiphonetic" because these principles are not applied consistently.

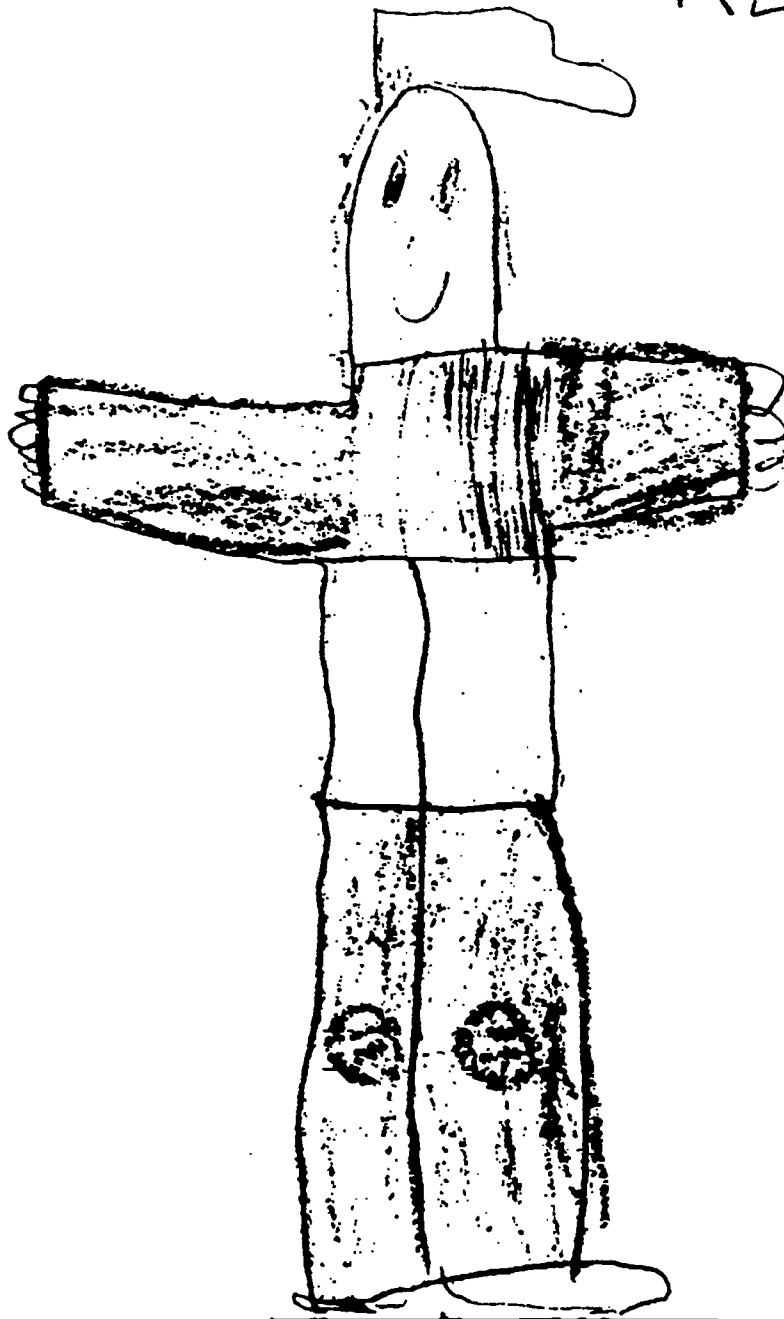
Writers/spellers in the semiphonetic stage can be described as:

- Often using a single letter or a cluster of letters to represent a large multi-syllabic word.
- Using the initial consonant of a word to represent the entire word.
- Sometimes using left-to-right sequence appropriately.
- Showing an increasing understanding of the alphabet and an increasing ability to form letters.

The following are examples of children's writing at the semiphonetic stage:

E-22

I Will Go
To a Fest.

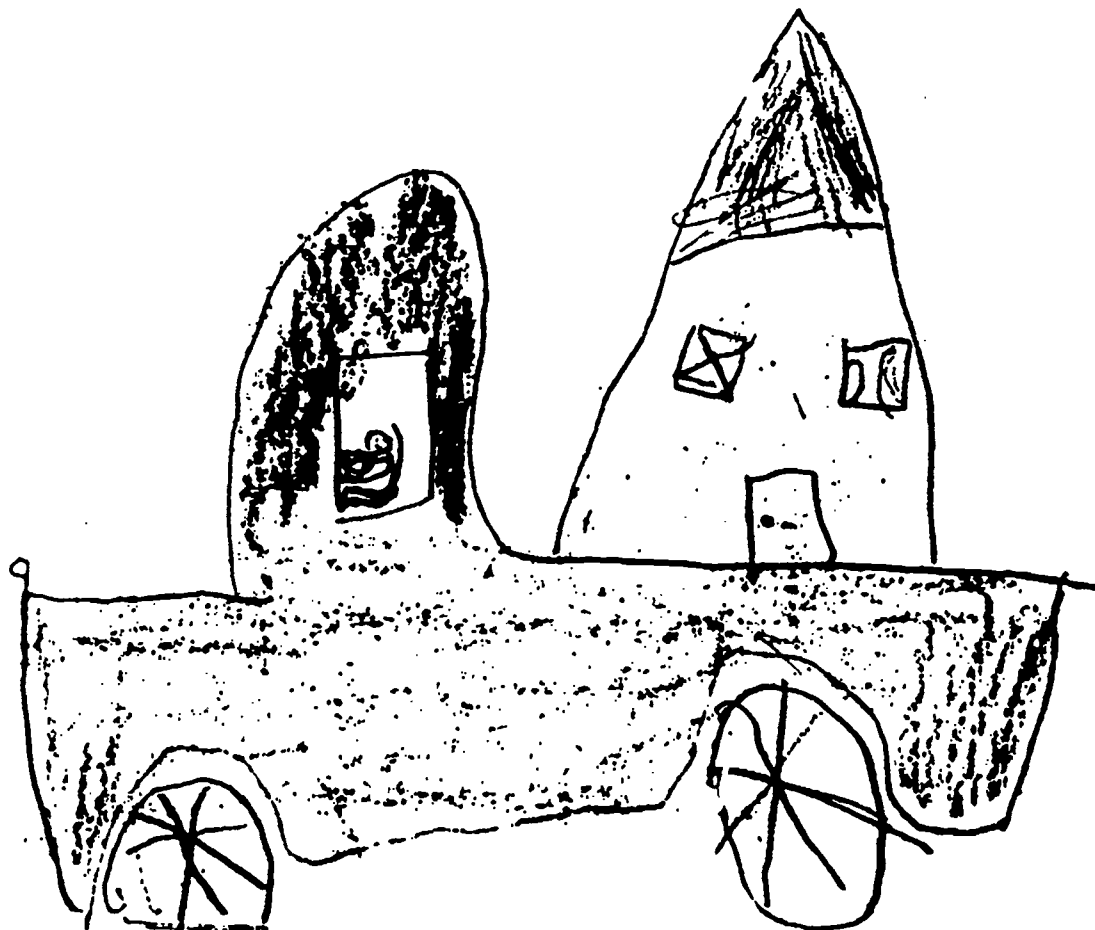


I will go to the
crash festival.

8-15

I AM MR. I BRAKU.

I am (student's name).



8-17

I To Teh DASSREZON

I go to the Discovery Zone.

11

The Phonetic Stage

Spellers at the phonetic stage of development have a solid understanding of phonemes. As mentioned earlier, these students already know that oral language is composed of sounds and these sounds or phonemes can be segmented and/or blended. The unique characteristic of this stage of development however is the student's ability to link the written letter to those phonemes or sounds. In other words, these spellers now understand that letters represent sounds. By spelling what they hear, they are beginning to internalize an important part of the English spelling or orthographic system. Spelling at this stage does not always conform to conventional English but is systematic and readable.

The student's writing may often be deciphered or read by the teacher since the students at this stage are using letter-sound correspondence to spell words. For example, a student may spell cat with a "k" instead of a "c," thus showing us that s/he knows that the letter "k" makes a hard c sound. The letters students write are chosen strictly on the basis of sound without regard to conventional English letter sequence. Students are also leaving spaces between words and writing from left to right and top to bottom.

Students at the phonetic stage may be developing a bank of known words. Wall charts, rhymes, big books, and other sources are often used by these students as references for correct spelling.

Writers/spellers in the phonetic stage can be described as:

- Understanding letter/sound correspondence.
- Assigning letters on the basis of sound alone, rather than conventional spelling.
- Showing an awareness of spatial orientation among letters and words.

The following are examples of children's writing at the phonetic stage:

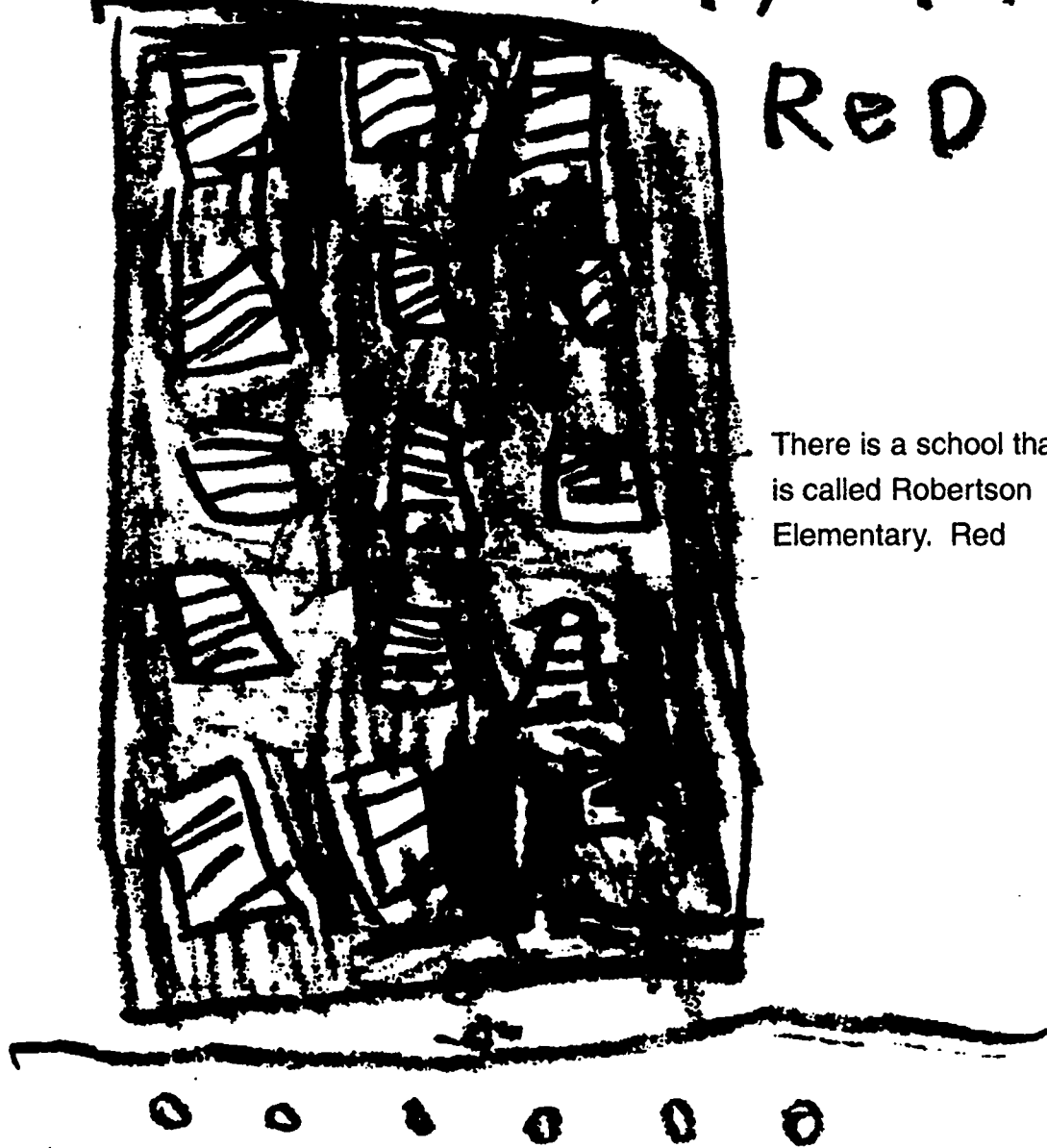
8-18

AND MY DAD HASS A red CAR
I HAD A BALL

My Dad has a red car and I had (have) a baseball.

ther iz A scol
th~~at~~ iz cold
ROBERTSON
ELEMENTARY

Red



There is a school that
is called Robertson
Elementary. Red

8-18-95

They went canoeing.
(canoeing)

They went camping in the
forest. They took pictures.
(pictures)

They went shopping before they
(shopping)

Went camping. They went to
bed late. The story was about
Camping

11.5

When he fell off the raft and
if he didn't have a life jacket
he would drown. He read a story
and put up a tent.

When he fell off the raft and if he didn't
have a life jacket he would drown. He
read a story and put up a tent.

Transitional Spelling

Progression from phonetic spelling to transitional spelling is marked by a child's awareness of the visual and morphological aspects of words as well as the way they sound. During this stage the speller begins to assimilate conventional alternatives for representing sounds. These changes are so complex that simple memorization of spelling patterns is inadequate.

Students at this stage are not only writing words as they sound but also as they look. They have developed an awareness of English letter patterns, and transitional spelling looks very different from early phonetic writing.

Transitional spellers exhibit the following characteristics:

Writers/spellers in the transitional stage can be described as:

- Using vowels in every syllable.
- Using vowel digraphs such as *ae* or *ou*.
- Using inflectional endings such as *ing* and *est* and spelling them correctly.
- Including all of the appropriate letters in a word although some may be reversed.
- Differentiating alternate spellings for the same sound.
- Using learned words in greater abundance in their writing.

The following are examples of children's writing at the transitional stage:

Grade 2

August 28 1995
Mrs Bailey

like my bike becuse it is fun to ride
it is a pick bike. My favorite toy is
ball I like to play basket ball with
e ball

I like my bike because it is fun to ride. It is a pink bike. My favorite toy is basketball. I like to play basketball with my ball.

Free Fall

The little boy was dreaming
and then he went to a
land called Chess. And a
(land)
King Castle the guard caught
the giant and then he (caught)
shrank (shrunk)
to a little size

Everybody came to
~~the~~ the music. They
sat in the seats.
In a few minutes
the music began.
The music went
on beat by beat.
The rhythm was very
much enjoyed by
the people. It went
on and on beat
by beat and
rhythm by rhythm.
It got slow and
the drums and
trumpets took over
the show and the
crowd cheered.
The pianos went
on. Everybody were
still enjoying them
selves. The music got
the trumpets in

the lead. Then the
peanos and trombone
got the lead beat
by beat. The march
det started again
with trumpets. Every
body left the
building in joy.

Conventional Spelling

Conventional spelling is usually viewed as the point at which students can benefit from more direct spelling instruction. Whether or not a student has reached this stage can be gauged by the number of frequently occurring correctly spelled words in the student's writing. Children at this stage are continuing to identify sound-symbol relationships and observe visual patterns within words. These students are able to explore and internalize phonetic, semantic, etymological and visual associations which develop over years of instruction and effort.

Students at the conventional stage are able to spell most words correctly in their compositions and are capable of proofreading all written work. Students' "published" work at this stage should exhibit accurate spelling.

Writers/spellers in the conventional stage can be described as:

- Having a firmly established knowledge of the English system of spelling and many of the rules that accompany that system.
- Knowing semantic demands and word structure, including prefixes, suffixes, contractions, compound words, and an ability to distinguish homonyms.
- Having an emerging understanding of silent consonants and rules regarding the doubling of consonants.
- Having mastered uncommon alternative patterns.
- Knowing when words do not look right.

Conclusion

Regardless of which stage may characterize a student, opportunities to read and write on a daily basis are crucial. For those at the precommunicative stage, such activity may consist of centers where students are allowed to respond by drawing pictures and encouraged when scribbles or letter like forms first appear on these "compositions." For those beginning to understand conventional spelling, experience in the process of writing is crucial. For these students, they may complete several drafts of the same paper before preparing their final copy, which has been carefully proof-read and should contain no spelling or grammatical errors.

While these stages help us to understand what students' level of understanding may be and how to provide instruction, they are in no way precise, linear steps. As children's abilities emerge and interests change and grow, they may seem to move ahead or return to an earlier stage. Perhaps it is best to think of these stages as indications of students' movement toward conventional spelling. This movement first includes a familiarity with letters, then an understanding of the sounds of our language, and finally an understanding of how those two might be linked. Each stage gives teachers and parents insights into the child's understanding of our written language. Movement through these stages provides the foundation for conventional spelling.

Writing

August 25, 1995

Why I like
to go to school.

I like to go to school
because you learn
to add, subtract, hundreds, tens
and ones. I learn many
new words and new
rules. I learn how
to tell time and learn
how to read, spell
and count by 10's, 5's,
100's. I help my teacher
some time.
I am 8 years old.

August 25, 1995

Why I like to go to school.

When I come to school I take all my stuff out of my backpack. I like to go to P.E. and Music. I like to go outside and play with my friends. We go to lunch early when we come back from lunch we do math. I like to go to the centers and play the games and play with my friends. I like to do spelling with my teacher and math and English. I like to tell time with my teacher. I like to count and write. I like when my teacher teaches me. My teacher is nice to me. I like to color pictures and I like to draw. Then I go home.

I am 8 years old

I hope the kids in your class are good. Pearce is a good school. I like it because it's fun going around to different classes. I have only one thing with lunch. You only get 30 minutes and the line is the size of King Kong. At first I thought the sixth grade was going to be boring but it's not so boring. You can not wear blue and red shoestrings.

I hope you have a good year. I'm going to try to come and see you. I hope my little brother gets to be in your class.

INSTRUCTIONAL ACTIVITIES AND VIGNETTES OF CLASSROOMS

The following instructional activities and vignettes of actual classrooms have been collected from teachers across the state to illustrate developmentally appropriate instruction. These activities may be used whenever a student demonstrates the characteristics of a particular stage of spelling development. Although the stages and grade levels of classrooms are listed sequentially for illustrative purposes, students at any grade level may demonstrate any of the stages as they develop into conventional spellers.

Instructional Activities - Precommunicative Stage

Students at this level may benefit from activities that demonstrate how letters represent the sounds in words we say. Activities such as the following, during this stage, should be conducted orally.

Activity One

Beginning and Ending Sounds

Say the following to the students:

"I am going to say a list of words. I want you to listen for words that begin with the same sound as the word "ball." Clap your hands together if the word I say has the same beginning sound as "ball." If the word I say does not have the same beginning sound, do nothing."

Teacher may want to have the students practice on a few examples before embarking on the activity.

Then say the following series of words: "balloon, circus, butter, bed, candy"

Develop other word lists to practice additional initial and final consonant sounds. For example the following list would be an example of the initial consonant "h."

hat, stand, horse, hot, game

This series of words could be used to practice ending sounds for the consonants "d" and "f."

/d/ bad, sad, nice, good, food

/f/ stiff, buff, ground, cuff, stuff

Activity Two

Sound Brainstorming

Write a consonant on the board. Students brainstorm words that begin or end with the letter's most common sound.

Activity Three

Rhyming Words

Ask students to identify words that rhyme from a list (cat, bat, sat, run, flat, mat, pill) as the teacher reads the list aloud.

Listen for rhyming words in a song, nursery rhyme, or predictable book.

Activity Four

Rhyme Brainstorming

Ask students to brainstorm words which rhyme with a chosen word: 'went' - cent, bent, dent, meant.

Activity Five

Alliteration

Share a tongue twister with the students. Encourage them to listen to the repeated sounds.

"She sells sea shells by the seashore."

Students may make up their own tongue twisters.

Example: The big black bug's blood is in a bucket.

Activity Six

Concepts of Print

Share a variety of enlarged print books (or "big books") with students. Make certain students observe the process of reading from left to right, top to bottom, and the return sweep necessary for the next line.

Point to each word as it is read or give students the opportunity to point to the words during repeated readings of the same text. Alert students to the difference between a letter and a word.

Provide students with index cards to show one or two letters or one or two words.

Activity Seven

Alphabet Names

Teach the names of letters through songs, rhymes, chants, or books. Encourage students to locate letters at the beginning of words and to match lowercase and uppercase letters.

Activity Eight

Shared Writing

Model writing for students daily in a variety of ways:

- **Experience Stories**
Students dictate a description, shared experience or story to the teacher. The teacher writes the story on chart paper and posts the story in the classroom.
- **Signs and Labels**
Teacher labels objects in the room and/or provides signs that enable students to locate places or materials.
- **Class Rules**
Teacher posts class or school rules on chart paper.
- **Morning Message**
Teacher writes a morning message each day. It may include the day of the week, the weather, information about the day's activities, or a thought for the day.

During each of these activities encourage students to assist in the spelling of some words during shared writing with the teacher by predicting what letters to write. Honor student responses as much as possible.

Provide magnetic letters, individual dry erase boards, or chalkboards for students to practice making words.

Encourage students to attempt to spell words during such center activities as:

- **Block Center**
Once a building is constructed, have students make signs or labels for their new building.
- **Housekeeping**
Provide materials so that students can generate grocery lists, telephone messages, etc.
- **Office**
Include typewriters, computers, and tape recorders if possible. Ask students to take telephone messages.
- **Writing Center**
Make certain students have a variety of paper and writing instruments as well as typewriters and computers if at all possible.

Instructional Activities—Semiphonetic Stage

Activity One

Letter-Sound Correspondence

Have students brainstorm words with a particular sound. For example the teacher may write the following words on a chart or on the blackboard:

/n/ sound - nice, near, new, nine, nail, knee, moon, Jan.

Any word with that particular sound should be accepted regardless of the letter used to represent it. Circle the letter(s) that make that sound.

As the teacher reads a list of words, ask students to listen for words that begin or end with a particular sound. Have students stand when they hear the designated sound. This activity is also explained on page 23 of this document. However, at this stage of development the teacher may want to increase the level of sophistication.

Continue to find rhyming words in nursery rhymes and songs. List the words on a chart. Circle the rhyming parts.

Activity Two

Concepts About Print

Teach students to identify uppercase and lowercase letters by providing students with index cards with a single letter printed on each card. While sharing a big book or a chart with a rhyme, or story, ask each student to match the specific letter on their card to one found in the text.

Reinforce the concept of leaving spaces between words by printing the first sentence of a familiar big book onto a long strip of tag board. Leave slightly larger spaces between words. Choral read the sentence. While the students watch, cut between each word and hand each word to a student. Have the students stand in the order of the sentence. Read the sentence.

Activity Three

Shared Writing

Continue to model writing daily for the class using large chart paper. Continue to ask for the students' assistance in spelling words during this shared writing time. Ask for the beginning sounds and ending sounds of words.

Generate words using word families. For example, if the students recognize the word "cat," ask them to remove the "c" and add other initial consonants to make new words such as "hat," "bat," "sat," and "rat."

Provide authentic purposes for students to write daily. Find as many readers as you can to provide real audiences for students' work.

Expand the writing center by adding a class mailbox. Make certain this center is equipped with a variety of pens, pencils, markers, paper and envelopes.

Publish students' stories by adding a cover and illustrations.

Kindergarten Vignette

Most kindergartners are not ready to begin formal spelling instruction. However, spelling is attended to in less formal ways. For example, I model how to sound out words as I write class charts and language experience stories. Children are given opportunities daily for meaningful writing activities.

Beginners start by drawing pictures in response to a story that has been read to them. They progress to scribbles and then to random printed letters. With their knowledge of the sound/symbol relationships and constantly hearing and seeing words written, children are soon using invented words with semiphonetic and phonetic spelling in their writing.

I rely heavily on oral activities until the children learn the sounds associated with each letter. Just as children learn to speak as a result of hearing, they also learn to spell by hearing the sounds of the letters and associating them with a key word.

I begin teaching written spelling with single letters. I say a word and ask the children to write the letter that represents the sound at the beginning of that word. Once the children are proficient in spelling beginning sounds, I ask them to write the ending sounds they hear in a word. The next step is to write both the beginning and ending sound in a word, drawing a line between the two letters to show the missing medial sound.

Glenda Gallegly
Brazosport ISD

Instructional Activities—Phonetic Stage

Almost as soon as students learn that letters represent sounds, they need to learn that some letters represent more than one sound and that one sound can be represented by more than one letter.

At this stage students need to continue their exploration of the sound-symbol correspondence adding medial vowels.

Activity One

Letter Patterns

Words from the students' reading and writing may be selected to illustrate the variance of the letter-sound relationship. For example, in the book *Rosie's Walk* by Pat Hutchins, the students might be asked to find the words that have an "e" in them and then notice the variety of sounds the letter "e" represents. From this text such words as "went," "beehives," "time," "dinner," "fence," and "Rosie" might be selected.

It is important for the students rather than the teacher to generate the list so that they begin to understand the concept of letter sound correspondence on their own.

Activity Two

Rhyming Words

Identify rhyming words in songs, poems, and nursery rhymes. Make a class list of the words. Notice if they have the same letters or letter sequences to make the same sounds.

For example, a teacher might post the following well-known nursery rhyme in the classroom:

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the King's horses and all the King's men
Couldn't put Humpty together again.

After identifying the rhyming words in this poem, students could brainstorm other words that rhyme with "wall" or "fall." Ask students to notice how these words are alike.

Students might generate a list such as:

wall, fall, ball, mall, call, shawl
men, again, when, hen, den

"Hinky Pinkies"

"Hinky Pinkies" are rhyming riddles with two-syllable words.

"Hink Pinks" are one-syllable rhyming pairs.

Students love to solve the riddles and make up their own. Encourage students to notice if the rhyming pairs are spelled the same. Examples:

What do you call an overweight kitten?

A fat cat.

What do you call it when someone is afraid of large, four-legged, antlered animals?

A deer fear.

What do you call an electric daisy?

A power flower.

What do you call a rabbit who tells jokes?

A funny bunny.

Activity Three

Rhyming Bee

Divide the class into two teams. The object of the game is for each team to name as many rhyming words as possible within a given time period. The team that calls out the most words is the winner. For example, the teacher may give the first team the word "day." The teacher tallies the number of rhyming words brainstormed. The teacher gives the second team another word and tallies the responses. This game could be played with any number of teams.

Activity Four

Concepts About Print

Continue the identification of lower-case and upper-case letters in enlarged print on chart tablets and in big books. Begin the development of class lists of high frequency words as they arise. Drawings or pictures may be placed beside appropriate words to aid in word recognition. Students may refer to these lists for some of the words in their writing. Be sure students know that they do not need to know how to correctly spell a word before they attempt to write it.

Students could start keeping a list of words they know how to spell.

Activity Five

Shared Writing

Continue to model writing for students in a variety of ways and for a variety of reasons. Try to be as authentic as possible. Have students practice "letter boxes" when you ask them to think of how to spell a word. For high frequency words, refer to the list that has been started by the class. Students may also refer to their individual list or another source to find the correct spelling.

First Grade Vignette

Formal (planned or unplanned) spelling instruction plays a vital role in a student's progression from basic to sophisticated spelling. We know that students move through developmental stages as they learn to spell. At the first stages, spelling instruction differs immensely from later stages. A major difference between isolated spelling instruction and integrated instruction is that now teachers are emphasizing the teaching of word orthography and not the testing of words.

Direct instruction occurs at three levels in my classroom. Whole class mini-teaches occur weekly on areas developmentally appropriate for students at the grade level. Individual spelling instruction occurs primarily through HAVE-A-GO sheets once during a unit of study (Routman, 1991).

When I teach, I must first consider the principle which the child is using to spell a word. If a word is spelled using the alphabetic principle, I must remember that this occurs at the early stages of literacy development and that children primarily use the name of the letter, spelling from left to right. A basic strategy for instruction would be to teach the sounds of letters.

Another strategy might be to lead a student through a HAVE-A-GO sheet (Routman, 1991). Teaching students to visualize the word in a setting is effective for some.

If a word is spelled by the "within word pattern principle," my strategies would differ. First, I must remind myself that the students must come to realize that not all spelling occurs from left to right and that the location of letters in relation to others is important. I would use whole class "word sorts" and personal "word sorts."

Whole class "word sorts" is an activity in which students categorize words by patterns. They learn that there are similarities in words and can often recall them more easily because of the associations they have made to other words that follow the same pattern (Templeton, 1991). From there I have students sort their spelling lists into patterns and place them in personal word books that are organized not alphabetically, but by patterns in words.

As they identify individual words they would like to incorporate into their spelling collection, students add words to an existing category or initiate a new one.

Finally, if a word is spelled by the "meaning principle," I continue to do words sorts. I teach students to sort the words according to the significant meaning base. Some examples of words spelled by meaning follow. The most obvious are homophones; for example, tale/tail or their/there/they're which are spelled differently because they are different words with different meanings. In addition, learning related words often helps the spelling of those words "make sense." For example, teaching bomb and bombard simultaneously will help students understand and remember the silent "b." One of the most sophisticated aspects of spelling words by the meaning principle is that of roots. Shane Templeton gives excellent examples of this with the spelling of wise/wisdom, please/pleasure, sign/signature/signal, or mnemonic/amnesia/amnesty just to name a very few.

When a student is in need of spelling assistance, it is obvious that the teacher should not be the only available resource. The resources listed below should not just be “made available” to students, but specific instruction should be given in how and when to use each effectively.

1. Environmental print—posters, labels, charts, etc...
2. Printed resources—texts, encyclopedias, maps, trade books, etc...
3. Dictionaries
4. Personal word books—students categorize words by similar patterns
5. Class word books—lists of words the entire class has generated for and from reading and writing
6. Word walls—after mini-teaches on phonetic structures, patterns, or meanings the large lists we develop are displayed for the year
7. Peers—ask your neighbor, always a great source of information from age 6 to 60

Teachers need to take grades to evaluate the effectiveness of instruction and learning. I take spelling grades in four forms:

- on the ability to identify misspellings,
- on participation in the process of acquiring an accurate spelling,
- on spelling tests, and
- on the application of spellings in writing.

Specifically, students are asked to identify misspelled words and are graded on this proofreading task. This can be done in their own writing or in another setting. If students participate actively in HAVE-A-GO sheets, word sorts, and word book activities, I give them a process grade. I give spelling tests at the end of units. Finally, and of course most importantly, I take a spelling grade as a portion of a paper that student has written while engaged in the writing process, that is a paper that has been through several drafts before the final copy is completed.

Dawn Mathews McLendon
Northside ISD

Instructional Strategies - Transitional Stage

Activity One

Letter-Sound Correspondence

New Word for the Day

Each day ask a student to choose a new word from a shared book, newspaper article or content area. Write the word on the board. Discuss the meaning of the word. Look for chunks in the word such as prefixes, suffixes or smaller words. Then use the letters in the words to make as many other words as possible. Group the new words according to sound and letter patterns. Long words work best for this activity. The following is an example of a word used for this activity:

elephant, ant, plant, leap, plea, pant, heel, peal, lap, tap, pan, tan, ten, pen, hen

group	ant	ten	leap	lap
by	pant	pen	plea	tap
sounds	plant	hen	heel	pan
			peal	tan

group	ant	leap	lap	tan
by	pant	peal	tap	pan
patterns	plant	plea		

Activity Two

Compound Words

List compound words from the content area studied or a book read. Find the two smaller words. Brainstorm other compound words. For example, from *Where the Wild Things Are*, by Maurice Sendak, the teacher could list "someone," "without," and "anything." The students' brainstorming could look like the following:

	someone		without		anything
something	no one	withdraw	outside	anywhere	something
someday	anyone	within	out back	anyone	nothing
somehow	everyone	withstand	out bid	anymore	
somewhere		withhold	outboard	anyway	
somebody			outcast		
sometime			outdo		
somewhat			outdoor		

Activity Three

Concepts About Print

Continue the development and display of class lists of words that arise from topics, themes, and use. Encourage students to check these lists to check their spelling.

Students may start keeping individual alphabetical listings of words they know. Small, inexpensive telephone or address books or spiral notebooks may be used. These books often have individual tabs for each letter. This way students can easily find words they need when checking their spelling.

Provide a variety of resources for students to use—picture dictionaries, dictionaries, spellers, and alphabet books. Try some of the following activities to increase the students' skill in finding words in alphabetical order:

1. Have the students put themselves in alphabetical order by first name, then by last name. Teach them to go to the second and third letters.
2. Show students how to use the phone directory. Make a class or grade-level directory.
3. Make a variety of class alphabet books according theme or topic. For example, a transportation alphabet book, an animal or pet alphabet book.

Activity Four

Shared Writing

Continue to provide a period of time daily to write with the students. Model more complex decisions. Point out to them some of the more consistent aspects of the English language: tenses, plurals, prefixes, and suffixes.

Provide a variety of opportunities for students to edit their work—editing conferences with peers and/or the teacher, an editing day, an editing table. Give students a variety of ways to edit—reading backwards, pointing with their finger, or using a ruler.

Publish, publish, publish the students' work. Be their editor-in-chief and check for correct spelling in their edited copy.

Third Grade Vignette

Each Monday, students review previous writings and choose a word from their writing they would like to know how to spell during the editing stage of the writing process. The students dictate the word to me, and I copy the list onto the board. The students then copy the list into their spelling folders. I provide a typed list for them to take home. If the words are challenging enough, I divide the word list in half and use the second half for the next week. Depending upon the students' writings, words on our class list range from very easy to extremely difficult. Since motivation to learn the relevant words is high, the students can master much harder words than are generally found in published spelling programs.

After copying the words in their folders, the students work with peers to edit spelling errors in the rest of their writing. They use their spelling folders, library books, peers, and/or dictionaries to accomplish this.

Before the next day, I analyze the list for problem areas and spelling patterns. From this analysis, I create or find activities that correspond to the problem or pattern.

Another activity I use involves dividing the words into syllables or into what I call "spellable" chunks. This allows the students to recognize patterns as well as breaking a difficult word into more manageable pieces. If any words in our list have prefixes or suffixes, I have the students generate other words that have the same parts in common. Then we scan our writing for more words that fit that pattern.

The students spend at least one spelling period working with a spelling partner. The partners are responsible for each other. They help each other with editing as well as studying for our weekly spelling test.

I give a practice test during the middle of the week that helps the students identify which words they should concentrate on. At this time, many students have mastered the word list and spend the remaining time engaged in reading and writing. Those who have not mastered the list continue working until they can do so.

Some weeks I let the spelling partners work together to create lists of words from their writing folders, each student having his or her own list. I conference with partners to check progress and determine activities needed. The partners then are responsible for studying and testing each other on their lists. This makes the classroom a noisy place, but is well worth the trouble.

Linda Dunbar
Stephenville ISD

Fifth Grade Vignette

Students should be encouraged to create their own spelling dictionaries to collect newly learned words as well as words that are the students' special favorites. The class can also create dictionaries for the whole class; such dictionaries provide an enjoyable reference and create a sense of a "spelling community."

Teachers need to provide daily input regarding common spelling patterns through the natural course of a day's learning. A variety of texts and content areas, including "morning news" sessions, journal-sharing, writing or reading "mini-lessons," can be utilized for learning. Additionally, use of poetry or song and sharing with the teacher can repeatedly provide patterns in spelling. Slowly and predictably building concepts about spelling through the course of a day's lesson provides a steady "channel" for students to "tune in"; such a channel serves as a subconscious guide for the students when editing is needed in writing.

"Word walls" or charts should be created and utilized; such vehicles provide a way in which words can be categorized by spelling patterns; the "tion" chart and the "ould" chart are examples. Students should feel free to add words with these focus patterns as words are located throughout the day. The words can be added by an individual, by partners, or by the whole class during reading/writing periods. Word lists, often relating to thematic or content area development, can also be posted. Additionally, the class—or individual students—can create spelling books with rules and patterns; the rules and patterns would be those that the students consider important and have been mastered as a part of self—or whole—class evaluation.

If teachers choose to have spelling tests, students should be allowed to sign up when ready to be tested; the words should be a natural outcome of the students' reading, writing and editing. Additionally, the class can generate a list of favorite words and then be tested over those words. These selected words can be charted in the classroom for all the students to see over a period of several days or weeks. Categories can be rotated, such as "Words Found During D.E.A.R.S. (Drop Everything and Read/Share) Time," "Place Value Words," "Solar System Words," etc.

Students must be taught to "have-a-go" at spelling, as the New Zealanders refer to inventive spelling. Students learn to spell by hearing a familiar sound or sounds. Daily practice with the class, while students hear spelling patterns, needs to be part of the classroom routine. By learning to approximate and explore how words are spelled, students are encouraged to spell and to use the dictionary.

Appropriately taught spelling also produces a benefit in writing skills. After students become involved in the process of writing by modeling, individual students can be encouraged to create a special piece of writing to be published. This process should occur at least every six weeks. Teachers are an integral part of this process by scheduling frequent individual writing conferences with the students; students also have the opportunity to serve as editors for their own work. Spelling is an important part of this writing and editing process; students can be "paired up" to evaluate words that just "don't look quite right" in their work. Students can then look up the words in the dictionary and use a colored marker as a "spell checker." Students are encouraged to find such

words and are praised when a correction can be made. Over several class periods, students, in supportive pairs, can thus help each other locate spelling errors and add newly located, correctly spelled words to their own personal dictionaries. When students learn to spell not only their own words but also those of their partner, learning is essentially doubled.

If teachers believe that spelling is fun and enjoyable—and if teachers model how enjoyable the spelling process can be for the class—students will progress through the continuum of spelling at a rapid pace, with the self-confidence necessary to support a lifetime of writing and editing.

Ann Norton Browne
Temple ISD

Instructional Activities - Conventional Stage

Activity One

Same Letters/Different Sounds

Many students at the conventional stage need to continue learning about sound/symbol relationships and noting visual patterns or letter sequences in words. Therefore, it may be useful to have them identify words that are pronounced differently, but have the same letter pattern. For example, words with "ei" spelling pattern such as:

beige, ceiling, conceive, deity, eight, either, lei, leisure, neigh, neither, perceive, receipt, receive, reindeer, seize, sheik, sleigh, weigh, weight

Students can be asked to group these words according to sound.

/a/	/e/
beige	ceiling
eight	conceive
lei	deify
neigh	either
neighbor	leisure
reign	neither
reindeer	perceive
sleigh	receipt
weigh	receive
weight	seize
	sheik

Identify words in students' writing that have the same sound even though they are spelled with different letters. The following words with the /k/ sound for example, were pulled from one student's writing:

ache, antique, atomic, bionic, cat, cattle, chalk, cholera, cholesterol, Christmas, duck, hulk, kangaroo, kite, kitten, luck, make, picnic, quack, take, talk, technique, unique, walk

The student can then be asked to group the words according to letter pattern.

<u>duck</u>	<u>cat</u>	<u>Christmas</u>	<u>kangaroo</u>	<u>hulk</u>	<u>unique</u>
<u>quack</u>	<u>cattle</u>	<u>cholera</u>	<u>kite</u>	<u>talk</u>	
<u>luck</u>	<u>bionic</u>	<u>cholesterol</u>	<u>kitten</u>	<u>chalk</u>	<u>antique</u>
<u>atomic</u>	<u>technique</u>	<u>make</u>	<u>walk</u>		
	<u>picnic</u>	<u>ache</u>	<u>take</u>		

Ask the student to identify generalizations about the letter patterns. The following questions may help.

Where does “ck” usually appear in a word?

Where does “ch” usually appear?

Activity Two

Homophones

Homophones are words that are pronounced the same but are spelled differently. They are a common problem for students and a wonderful opportunity for the teacher to introduce the importance of meaning in spelling words. Students usually know how to spell the homophone (to, two, too), but are unable to associate the correct meaning with the spelling. These words are so common that students often write them without a thought to their spelling or meaning. To develop the students’ spelling conscious, make a class chart of common homophones with illustrations to explain their meaning.

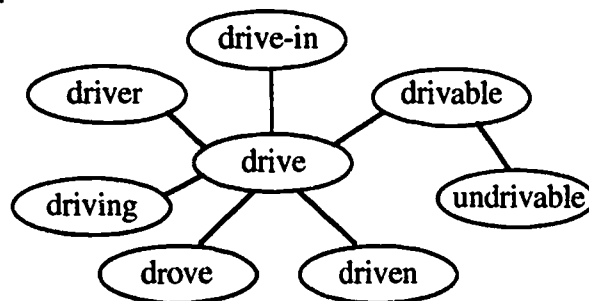
The use of mnemonic devices, such as “heir in their,” may clear some confusion.

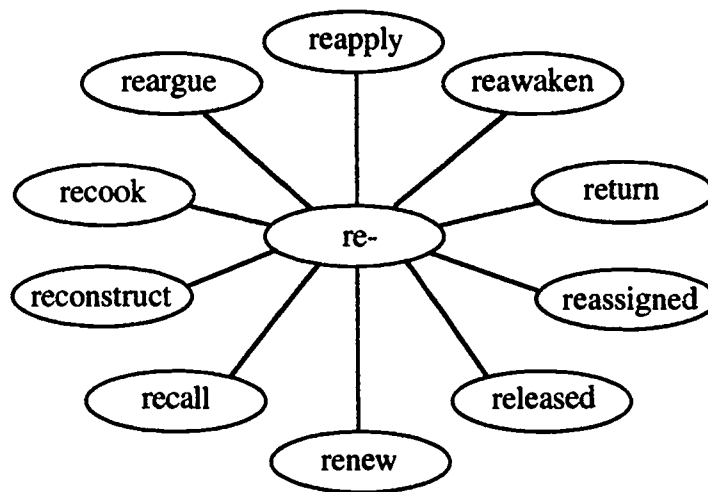
Activity Three

Concepts About Print

The spelling of some words as they appear in students’ writing is worthy of investigation by both teachers and students working together. The words selected should be high frequency words to develop visual memory or words with common roots or affixes to discuss and develop generalizations.

Direct students’ attention to root words, prefixes, or suffixes by creating word maps for known words.





Students need to continue the practice of keeping individual alphabetical lists of words they have misspelled.

Students may start categorizing their spelling errors by patterns or rules in their individual spelling notebooks. For example:

- Drop the “y” and add “ing.”
- “Able” words
- Problem words in general

Activity Four

Shared Writing

Continue to provide a period of time daily to write with the students.

Daily Edit

Put a selection on the blackboard or overhead. Choose a selection from student work that illustrates common problems or write your own selection incorporating errors or points you wish to teach: suffixes, inflections, root words, acronyms, contractions, homophones or compound words.

Spelling or Editing Conferences

Schedule a spelling conference with each student once every six weeks. Review the writing folders and spelling notebooks of each student, noting patterns of misspellings. Select one type of misspelling to address with each student and decide upon a strategy to help the student gain control of the language. Spelling conferences should be short, no longer than five minutes, and may be combined with an editing conference.

Activity Five

Spelling Rules

Although some scholars do not recommend instruction centered around the 314 spelling rules, most agree that a few generalizations occur with enough frequency to make them instructionally sound. They include the following:

1. *q* is followed by u (examples: queen, quiet)
2. *i* before *e* except after *c* (examples: chief, ceiling) or when sounded as *a* as in neighbor and weigh
3. plurals:
 - words ending with *s*, *ss*, *sh*, *ch*, or *x* add *es* (example: church, churches)
 - words ending with *f* or *fe*, change the *f* or *fe* to *v* and add *es* (example: knife, knives)
 - words ending with vowel *y*, keep the *y* and add *s* (examples: day, days; monkey, monkeys)
4. suffixes:
 - double the final consonant before adding a suffix that begins with a vowel when the base word ends in a simple consonant and has a single accent (example: hop/hopped)
 - drop the final *e* when the suffix begins with a vowel (example: hope/hoping) except when the word ends in *ce/ge* (examples: courageous, noticeable)
 - keep the final *e* when suffixes begin with a consonant (example: advance/advancement)
 - change the *y* to *i*, unless the suffix begins with *i* (examples: happy/happily, bury/burying)
 - change *c* to *ck* (examples: panicking, panicky, trafficked, frolicking)
 - no English words end in *v* (examples: ove, glove)

“The only rules that should be taught are those that apply to a large number of words and have few exceptions” (E. Horn, 1960).

“There are very few rules that will provide the student with concrete spelling directions. Emphasis must be on teaching the child to learn the ways that words are spelled and not depend on one approach or way to spell a speech sound.” (Fitzsimmons and Loomer 1980):

Activity Six

Prefixes, Suffixes and Stems

The teaching of Latin, Greek, and other language prefixes, suffixes, and stems has ample support in current research studies (Henry, 1988; Cox and Hutcheson, 1988). Knowing the meaning and spelling of a prefix, stem, or suffix can give students clues to the spelling of a word derived from or made up of these parts. For example, “audi” is a prefix that means hear. The application of this knowledge can help students spell words such as “auditorium,” “audience,” and “inaudible.” All contain the stem “audi” and are related through the concept of hearing. Additionally, all must include the “i” in their spelling because it is part of “audi.” This knowledge expands a student’s ability to spell as well as his or her vocabulary.

I am the desert. I am
free come walk the sweeping
face of me.

I hear the coyote howling at
night on a rock by the
shining light of the moon.

I feel the sand falling down
my back like the rain pouring
from the sky.

I smell the drifting air
flowing right past me like
a flying bird.

I taste the gritty sand
between my teeth.

I am the desert. I am
free come walk the
sweeping face of me.

Activity Seven

Have-A-Go Sheets

Have-a-Go sheets are used in an activity based on the idea that people can usually spot a misspelled word even when they can't spell it correctly (Parry & Hornsby 1985). An example of one of these sheets can be found in Appendix 1 on page 70 of this document.

Designate a time of each week when students find words from their writing to work with on the Have-A-Go sheets. Students circle words that they know are misspelled and transfer them to their Have-A-Go sheets. Most teachers choose to do this activity in the editing stage of the writing process. Other teachers prefer for students to choose one new word a day. In any case this is a time for teacher guidance and support.

Before students use the Have-A-Go, several demonstrations will need to take place. These demonstrations will need to take place until the students understand and can apply the procedures. To start the demonstration, place a blank transparency of a Have-A-Go sheet on the overhead projector. Ask students to find a word in their writing that they know is misspelled. Ask a student to say a word and dictate the way the word was spelled in their paper. Write the invented spelling in the first column of the Have-A-Go sheet. Work through various attempts to spell the word.

First, slowly pronounce the word, stretching out each syllable. Sometimes the correct pronunciation, especially for a student who has difficulty hearing sounds in words, may be enough for the student to find and correct the error.

Then ask the student, "Which part looks right to you?" Put a check over the letters that are correct. Next, ask, "Which part looks wrong to you?" Surprisingly, most students, even poor spellers and learning disabled students, can often identify the part of the word that looks wrong even when they cannot spell the word. Circle that part of the word and ask the student to make a first attempt. After the first attempt, continue to guide the student with prompts such as the following:

- Does it look right now?
- What else could you try?
- What other letters could you use there to make that same sound?
- What do you know about words that have the (for example, "er") sound at the end?
- How else could you spell that?
- You're missing a letter here. (Put in a caret.) What do you think it could be?
- Do you know how to spell? This word has a part that's the same.
- Take a look at the wall chart we worked on the other day. Your word is similar.
- What can you do to help yourself?

Verbalize some approaches that can be used if the student doesn't come up with any after prompting.

Finally, write the standard spelling in the last column, telling the student to look at the word carefully, “especially the tricky part that gave you trouble,” and to come up to the overhead projector and write the word. Because the students have been actively involved in working through the trouble spot, even the poor spellers almost always write their words correctly.

After modeling this procedure several times, allow the students to try their Have-A-Go sheets independently. The teacher still needs to be available for support and prompting the use of strategies anytime students use this procedure.

Activity Eight

Proofreading

Since spelling instruction is an integral part of the writing process, students must be taught to self-correct and proofread their own writing as they prepare it for publishing. Writing for real audiences other than the teacher encourages good proofreading and the value of correctness.

First of all, students should not be expected to proofread for a skill not taught. As each item of capitalization or punctuation is taught, starting with what is needed for students’ writing, post in the classroom a list of the rules and generalizations used or have students write them in a personal style manual or proofreading section of their writer’s notebook.

When proofreading for end punctuation, the student must determine if sentence structure is correct. The student should ask if sentence fragments or run-on sentences have been avoided. When proofing for capital letters at the beginning of sentences, a student can simply skim end punctuation in order to determine if the letter following that end mark is capitalized.

Homonyms present a special problem for the proofreader who is reading backwards to avoid the distraction of context. Context will have to be used for tricky words such as “hear and here” and “there, their, and they’re.”

Even the youngest writer can be encouraged to identify by circling or underlining any word, even in early drafts, that might be misspelled. This develops an awareness of errors, responsibility for checking resources, and the skill of proofreading.

Students could also be encouraged to use the following proofreading techniques:

1. Place a ruler or large card under each line to focus concentration and vision.
2. Cut an average word-length block out of an index card, moving it along the lines word by word to check for misspelling.
3. Read the paper aloud, looking carefully at each word as it is pronounced.

Students can also be taught to proofread by isolating an error through a process called clocking. Students are put in two circles or in rows facing each other. An editing sheet is prepared with the student's name at the top. As each kind of error is listed on the board, the student writes it on his or her paper. The student's manuscript as well as the editing sheet is exchanged. Students proofread for one error at a time. For example, the entire paper may be read for the spelling of *it's* and *its*.

Students do not write on each other's papers, but rather note any errors on the editing sheet. The papers are returned. The students in the outside circle or row stand and move to the left facing a new partner. The process is repeated as students look for a new error. Usually spelling is "clocked" by first reading the entire paper backwards—beginning with the last word and progressing forward. This forces the student to isolate each word visually. The paper is exchanged and another reader then reads it from beginning to end.

Because the TAAS assesses spelling in a proofreading format, these activities could be viewed as preparation for the test as well as spelling instruction. (See Appendix 2 on page 71 of this document for information on this portion of the TAAS.)

On the TAAS, students are asked to proofread for errors in underlined passages and then to classify the errors in the categories of spelling, capitalization, or mechanics. Isolating the reading of manuscripts for one error at a time, such as in clocking, assists students in reading for errors.

Kaye Price-Hawkins, education specialist for Region XIV, recommends a procedure that was suggested by Dr. Shirley Crook after she analyzed the TAAS test (as well as other standardized tests). It provides a proofreading strategy for students who are taking the TAAS and is specifically designed to meet the format needs:

TAAS Proofreading Practice

- Highlight the underlined segment
- Circle the first letter of each capitalized word in the underlined portion
- Ask yourself, "Is the capital needed?"
(Look at the context as well as the part that is underlined.)
- Slash through the first letter of each word not capitalized in the underlined portion
- Ask yourself, "Should this word be capitalized?" (Look at the context as well as the underlined section.)
- Place a dot between each word. Is punctuation needed? Confirm by reading.
- Begin reading at the end of the underlined section, checking each word individually. Read forward for meaning. Is a word misspelled?
- Mark "no mistake" only if you are absolutely positive that you do not find an error.

To be an effective proofreader and speller, students must be taught how to focus on the minute details of words. Therefore, students must be taught how to proofread, not simply be given practice at proofreading.

Eighth Grade Vignette

The teaching of spelling in my seventh and eighth grade classes begins quite informally. Basically, we read and write daily, and I wait for the first spelling question to arise.

If the question involves a word needed in an individual's writing assignment, I work one on one with that student to generate a possible spelling and then have the student circle the word for later checking.

If the question arises during a mini-lesson and involves a word needed by all students for notes, I teach my first whole-class spelling lesson by eliciting possible spellings for the word and listing these on the board. As a class, we determine the most likely spelling, discussing the strategies used to arrive at that spelling. For example, parts of the word *conjunction* can be spelled by sound while the ending can be spelled because of our knowledge of other words with the "shen" sound (nation, function, production, reduction). The discussion of the "shen" sound leads us to other spellings, such as mission and vision. Finally, we verify the spelling of the word in question by checking the dictionary.

My formal spelling lessons occur during the final editing stage of the writing process, the point where students focus on the conventions or courtesies of writing. At this time, I instruct students to read backwards through their papers and circle words they think they may have misspelled. They then exchange papers and have a partner check for nonstandard spellings.

Once students have completed this task, I teach a mini-lesson on spelling strategies by having students tell me how they spell new or unfamiliar words. Naturally, the most frequently stated strategy is "sounding it out." During the discussion, students usually mention this strategy in several different ways (listen to the parts, break it down, say it slowly). Students also mention other strategies: writing the word down several different times and seeing which looks right, asking someone else, thinking of similar words, knowing roots and suffixes, using spelling rules, picturing the word in print, knowing different ways to spell different sounds, and checking the dictionary.

In classes where few whole-class spelling questions have arisen, I will demonstrate applying these strategies to words from the students' papers. The entire class becomes involved in finding the standard spelling of these words. Following the mini-lesson, students try to apply the various strategies to the circled words in their papers. I circulate, question, and direct students to specific strategies as necessary. They then verify the standard spelling by checking the dictionary.

The next check for spelling comes when students proofread the final drafts of peers for last-minute corrections before submitting the paper for evaluation. Again students read backwards, apply the strategies for spelling, and verify by using the dictionary.

This process results in a considerable reduction of nonstandard spellings and in improvement in almost every paper. Even so, some of my students will still have one or more spelling errors in their papers. I identify the nonstandard spellings and list them with the page number on the grade sheet I

use for evaluating major writing assignments. When I return the papers, students select five of their misspelled words to study.

Those with no misspelled words spend their time reading or writing while the other students create a work-in-progress spelling sheet (an adaptation of Regie Routman's HAVE-A-GO sheet, 1991) divided into two columns: educated guess and standard spelling. Students then use the spelling strategies discussed to correct the spelling in the educated guess column. Once again they go to the dictionary to see if they now have the standard spelling. Many students reach the standard spelling with one educated guess and simply place a checkmark in the standard spelling column. If not, they copy the word from the dictionary. Once students have the standard spellings of their words, they make a copy of the words on a separate sheet of paper to give to me. I check them to ensure they have standard spellings.

At this point, students are instructed to study their individual lists. Students may study at home or as a part of the reading/writing workshop.

Approximately one week later, I pair students to administer and take the test. I orchestrate the dictating of the words so that the room remains relatively quiet during the test. I do this by calling the numbers for the students and indicating which partner—the one seated to the left or the one to the right—will dictate the words first. This helps with pacing and ensures student honesty in the testing situation. Students grade the tests immediately, using the list of words given to me as an answer key. Students misspelling words on the test circle these on their work-in-progress spelling sheet as a reminder that they must study these words again for next week's test. Usually only about ten percent of the students must retake a word the following week.

Students repeat this entire process the following week for five additional words from the same major piece of writing. These two tests, each worth fifty points, are combined to make one grade. Students having no errors in their final paper earn a one hundred for this grade as do the majority of the students taking the tests. Students with more than ten errors on the final paper may opt to add these words to the work-in-progress spelling list, but they are not tested over these words. The next round of spelling tests comes the following six weeks with the completion of another major writing assignment.

In my classes, spelling takes its place as one of the vehicles that writers use to communicate effectively to readers. I try to teach spelling within this context, giving my students many opportunities to function as writers with readers.

Cynthia Katz Tyroff
Northside ISD

High School Vignette

Spelling is not an end—it's a tool. Once students feel power and control over their words, then the content of their papers no longer has to compete with the mechanics of spelling. From the start, young writers should learn to focus on language and content during a first draft and later on, when the piece is ready to be edited, search in dictionaries and word banks for the correct spelling of the words they want to use. The writing process can improve students' spelling skills and vocabularies by giving students responsibility for and power over the words they want to use as they write. Prewriting, revising, editing, and proofreading encourage curiosity and enthusiasm for words because they have relevance for the student.

I teach ninth grade students, who vary a great deal in maturity levels and abilities. Generally the girls are better spellers than the boys. Many students use "invented spelling" because they have more advanced oral vocabularies than written vocabularies. Quite a few of them have access to typewriters or word processors. The single most important factor in their success as writers is the teacher-student relationship. Any plan to improve their spelling and increase their vocabularies must encourage them to take responsibility for their writing, using individualized instruction in a positive and non-threatening way.

Students and teachers can achieve this goal by using the writing process. First, the reading/writing connection helps students during the prewriting stages by exposing them to words in print and ideas for writing assignments.

Another prewriting activity that improves spelling and vocabulary skills involves brainstorming words connected with an idea or topic for a writing assignment. For instance, when we write "scary" stories for Halloween (after reading "The Cask of Amontillado," "August Heat," and "The Cremation of Sam McGee"), they brainstorm words they associate with fear, like "midnight," "screeching owls," "caverns," and "werewolves." After that, they cluster them into sights, sounds, smells, and feelings. When they begin composing, they have lists of correctly spelled words from the literature they read and common experiences they can use in their stories. Prewriting activities such as these instill curiosity about words. Students become "learners of spelling as the writing task becomes more important than producing correctly spelled texts immediately" (Calkins 1986).

Writers lose track of what they want to say if they stop while writing a rough draft to worry about or search for a correct spelling; therefore, teachers should encourage invented spelling in the early stages of writing. Concern for spelling belongs in the final stages of the writing process.

Throughout the writing process, students have many opportunities to read and share each other's papers. I conference with each one of them individually about their papers. After they have completed a trial rough draft, a rough draft, revising, and editing, I encourage students to type or use word processors equipped with spell check, an invaluable aid for poor spellers. I also suggest that parents help at this point, particularly if they realize their child has a spelling problem. Since student writers are extremely possessive, I sometimes find it necessary to remind parents that their main task is to proofread rather than revise. Students understand this, and usually parents do too.

The final stage of the writing process, careful proofreading, eliminates almost all remaining errors from a final draft of a piece of student writing. I teach proofreading skills (so important for success on the TAAS test) in several different ways. As a warm-up activity, students locate and correct misspelled words in writing samples, which helps them to develop a "keen eye." Next, I pair good spellers with spellers who want to improve, and by this time they are so anxious to improve that they seek help eagerly from their peers. Students exchange their final drafts, and during proofreading they touch each word on a draft lightly with a pencil, a trick that causes the proofreader to look carefully at each word. Reading a paper backward also helps isolate words from the context of the paper and allows the proofreader to see a word individually. Student writers correct misspellings by neatly drawing a line through the incorrect words and rewriting them correctly.

The mechanics point-count on a composition ranges from 5-10 points, depending on the focus of grading for each particular assignment. Students work diligently to earn those points as they gain confidence and realize they have control over their pieces. Grades improve dramatically. They have also scored well on the TAAS test, particularly on proofreading skills. Students attack assignments with enthusiasm and take responsibility for them. However, student pride, evident in the smiles on their faces when they turn in their stories, essays, and poems, remains the ultimate measure of success.

Now, when parents ask me how their children can improve their spelling, I reply, "Student writers can improve these skills by reading more and by using a word processor or typewriter, a thesaurus or dictionary, an adult or friend as a proofreader, and the techniques of the writing process that we'll learn in class."

Mary Lynne Dozier
Klein ISD

Students With Special Needs Vignette

The poor speller can be found in all levels of academia, even in honors classes, because the ability to reason does not make a speller. Good spellers are usually the visual/ sequential learners who can visualize the word as they write. Most at-risk students learn best through an auditory or kinesthetic mode or a combination of the two. The differences in learning modalities may explain why many at-risk students have trouble with spelling.

Visual learners, who have trouble with spelling, need to focus on patterns and designs. Visual dyslexics begin by learning the sounds of letters and integrating them into wholes (Johnson & Myklebust 1967). Oral spelling will not help such students become good spellers. Spelling a word aloud for them will not help. No matter how many times you tell visual learners something, they will not learn it until they see it. Activities which might help are studying the configuration of a word such as double letters, proofreading passages for incorrect spellings, and puzzles. Specific activities could be fill-in-the-blank to help configuration and shape memory, finding affixes, making words into word pictures such as **huge**, finding similar patterns in groups of words, acrostic poems, crossword puzzles, word scrabble, concentration, and word wheels of similar patterns.

Auditory spellers often use invented spelling because they cannot visualize the word sequentially in their minds. They often get all the letters but may put them in the wrong sequence or hear the wrong sound. According to Johnson and Myklebust (1967), auditory dyslexics work from the whole to the parts, but often omit letters, reverse letters, or confuse the letter sequence, which makes the word impossible to read (Ward 1987). Seeing spelling words in print will not help auditory learners with spelling until they hear internally the sounds and the letters in the correct sequence. Poor skills in phonemic segmentation may hinder auditory learners from sounding out the word. Auditory learners need to have the words introduced orally with emphasis on accents and accepted pronunciation. Care should be taken that the student hears the sound sequence correctly. Activities which might help are listening for rhyming words or for categories of word parts such as initial sounds or vowel sounds.

Kinesthetic learners need to focus on writing the word. Writing words ten times each will help the kinesthetic learner, especially when the writing is paired with other receptive modes to enhance retention. Usually kinesthetic learners are also visual or auditory learners. It is necessary to consider these other receptors integrated with muscle memory. These students might write sentences with the words or write original poems and stories using spelling words. Using words done in textures such as yarn or glue, spelling in a sand box, coloring parts of the words differently, or making syllable folds on a piece of paper may help kinesthetic learners retain spelling words.

At-risk spellers can work with their classmates' scheduled spelling lesson. A multisensorial approach is best. Students need to learn how to study spelling words. These are the steps suggested in many sources.

Monday: Pretest on a triple-folded paper. In Column 2, write the correct word. Use Column 3 to make any notes of generalities.

Tuesday: Study the spelling words missed, using multisensorial study skills.

- 1) *Look* at the word and its shape;
- 2) *Say* the word and spell it aloud;
- 3) *Visualize* the word with eyes closed;
- 4) Cover the word and *write* it; and
- 5) Check spelling.

If the word is still giving trouble, then try additional steps.

- 6) *Trace* the letters of each word with your finger while saying each letter aloud;
- 7) *Close your eyes and orally spell* the word aloud;
- 8) Check to see if you are correct;
- 9) Cover the word and *write* it; and
- 10) Check the word.

Wednesday: Practice test using the back of the pretest. Student checks for missed words by folding the paper over so the correct words can be seen.

Thursday: Repeat study strategies on words missed.

Friday: Final test.

There are some general guidelines to use in teaching spelling to at-risk spellers.

1. Make sure the list of words in the formal spelling lesson contains essential words for the student(s).
2. Teach no more words than the student can learn in a week.
3. Spend some time talking about the generalization of the words and try to relate the generalization to words the student already knows (prior-knowledge bank).
4. Pay close attention to the pronunciation of the word. Listen to the student say the word to be sure it is being perceived correctly. Listen very carefully to yourself as you say the word to make sure that you too are saying the word correctly and are saying it the same way every time you give it.
5. Large-muscle learning is important for the at-risk speller. Use the blackboard and write the word on the board and allow the students to trace it with their index fingers.
6. Provide a large variety of writing activities with the words to be learned.

All students need to be encouraged to proofread their papers for spelling errors. Using a ruler under each line helps students focus on the words in that line. If they read the line forward and backward, spelling errors are easier to spot. Spelling errors are also easier to find if the piece is put up for several days and then proofed. Teachers who are grading holistically can circle the words that are misspelled and then write the correct word above the misspelled word. Students should be held responsible only for those words for which the generalization has been taught and tested. Students who are poor spellers should be allowed to use a spelling aid such as a Franklin Speller, *The Perfect Speller*, a dictionary, or *20,000 Words*, which only gives the spelling and syllable division.

If students type their words into a computer, allow them to use spell check. The more often they see the correct word, the more likely they are to learn the correct spelling. Computers are kinesthetic instruments because students touch keys with sound symbols and numbers on them. Students can visualize the words, and in some computer programs, auditory input is available.

Students must be motivated to spell by using words which have high frequency usage, not just in language arts, but in other content classes also. Students should be taught to study in a manner in which they retain the information. Not all students in a class should be studying in the same way or for the same amount of time. At-risk students must be made to feel good about themselves and know that the material being taught is related to the needs of the "real world" after school.

Mary Sykes, Ed.D.
Garland ISD

ADDITIONAL INSTRUCTIONAL ACTIVITIES

You may encounter students that need a more direct and structured approach to spelling instruction. Listed below are some strategies to help those few students that have continued difficulty in learning to spell.

Instruction centered around the 314 spelling rules, is generally not supported by research in the teaching of spelling. In certain cases, however, a teacher may find that such instruction is appropriate, and the following description of spelling patterns by Suzanne Carreker, staff member of the Neuhaus Education Center, might be helpful.

Patterns and Rules for Success in Spelling

Within the structure of the English language there are reliable patterns and rules for spelling (Hanna, Hodges, & Hanna 1971). Knowledge of these patterns and rules can help economize the learning of spelling (Barron 1978) so that students do not have to memorize every word for spelling. They can also use the information about the patterns and rules to reconstruct words they may have forgotten or to spell words that are unfamiliar to them.

When students are taught a few spelling patterns, they become aware of other patterns in words. The patterns may exist in the initial (beginning) position, the medial (anywhere in the middle of the word) position, or the final (last) position. The following patterns are frequent and reliable enough to teach:

1. When is the (k) sound in the initial or medial position spelled **k**, and when is it spelled **c**?

Before **e**, **i**, or **y**, use **k**.

keep sketch
kilt skill
sky

Before everything else, use **c**.

cap class
cost act
cut scrap

2. When is the (k) sound in final position spelled **ck**, when is it spelled **k** and when is it spelled **c**?

After a short vowel in
a one-syllable word use **ck**.

pick
sock
luck

After two vowels or
a consonant, use **k**.

book
peek
milk
damask

After a short vowel in a word with two or more syllables, use **c**.

picnic shellac traffic

3. When is the (ou) sound spelled ou, and when is it spelled ow?

In the initial and medial position, use ou.

out ound
ouch outh

In the final position, use ow.

ow ow
ow ow

In the initial and medial position before final l or n in a one-syllable word, use ow.

owl own owl own

4. When is the (oi) sound spelled oi, and when is it spelled oy?

In the initial and medial position, use oi.

oil oint
ointment oil

In the final position, use oy.

oy oy
oy oy

5. When is the final (ch) sound spelled tch, and when is it spelled ch?

In final position of a one-syllable word after a short vowel, use tch.

tch tch
tch tch
tch

After everything else or in a word of two or more syllables, use ch.

ch ch
ch ch
ch

6. When is the (j) sound spelled g, and when is it spelled j?

Before e, i, or y, use g.

gem ger
gist
gym

Before everything else, use j.

jack
job
jump

7. When is the final (j) sound spelled dge, and when is it spelled ge?

In final position of a one-syllable word after a short vowel, use dge.

dge dge
dge dge

After everything else, use ge.

ge ge
ge ge

These generalizations work for a high percentage of words but not all words. The students will find exceptions to these patterns. It is exciting when they find these exceptions because it means they are thinking about the language and the patterns they have learned. The students can keep a list of words that follow the patterns and words that do not.

There are informal and formal techniques for teaching the patterns of the language.

1. Informal

The teacher can teach a pattern to a student based on a need demonstrated in the student's writing. By teaching the word in the context of the student's writing, the word and the pattern that exists in the word have more meaning to the student. The student has demonstrated a need to know how to spell words with that pattern. The informal session may look like this:

Teacher: Johnny, let's look at this one sentence. [The teacher points to the sentence.]

Johnny: [Johnny reads the sentence.] After I finish my homework, Sam will play catch with me.

Teacher: Good sentence. I want to look at the word c-a-c-h. That does say catch, but the word "catch" is spelled differently. Instead of using ch to spell the (ch) sound, tch is used. Listen as I say the word. [The teacher says the word.] Where do you hear the (ch) sound?

Johnny: It is at the end of the word.

Teacher: Right. How many syllables do you hear?

Johnny: There is one syllable (one opening of the mouth).

Teacher: Good. What does the (ch) sound come after?

Johnny: After a short a.

Teacher: Yes. The (ch) sound immediately after a short vowel in a one-syllable base word is usually spelled tch. Every other time you can use ch.

Now, you told me that you heard the (ch) sound immediately after a short vowel in the word "catch." You also said it was a one-syllable base word. How do you think you should spell the word?

Johnny: c-a-t-c-h

Teacher: Would you spell "pitch" with tch?

Johnny: It is a one-syllable word. The (ch) is in final position. It does come after a short vowel. Yes.

Teacher: Yes. Let's try some other words. [The teacher dictates other words with the final (ch) sound: patch, blotch, porch, sketch, hitch, speech, bench. The student indicates whether the spelling of the (ch) sound is tch or ch.]

2. Formal

The teacher can present a list of words to the students which illustrate a pattern. The teacher allows the students to discover the pattern. This formal session might look like this:

Teacher: I will say some words. I want you to watch my mouth as I say each word. (Watching the teacher's mouth can help students discriminate similar sounds.) Repeat each word after me. Listen for the sound that is the same in all of these words.

kiss	king
skill	sketch
sky	skip

What sound is the same in all of these words?

Students: The (k) sound.

Teacher: Where do you hear the sound?

Students: At the beginning and in the middle of the words.

Teacher: Yes. How can we spell the (k) sound?

Students: With a c or a k.

Teacher: Right. I'm going to write the words on the board and you tell me if the (k) sound in these words is spelled c or k. [The teacher writes the words which were dictated on the board.] How is the (k) sound spelled?

Students: With a k.

Teacher: Yes. What letters does the k come before?

Students: The letters e, i, and y.

Teacher: Let's make up a statement about the spelling of the (k) sound before e, i, or y.

Students: When the (k) sound comes before e, i, or y, it is usually spelled k.

Teacher: That's right. Use k before e, i, or y. What do you think you will use before everything else?

Students: Before everything else. use c.

Teacher: Right. Before everything else use c. Let's apply what you have just learned. [The teacher dictates words with the (k) sound in initial or medial position: crust, skit, keep, scratch, sketch, clam, cost. The students indicate if the (k) sound is spelled with a k or a c.]

In addition to the patterns of the language, there are five reliable spelling rules which students can learn. Rules have a broader application to words than the patterns. The patterns give students a choice for spelling one particular sound. The rules help students double, drop or change a letter. These rules work with many different sounds.

1. The Doubling the Final Consonant Rule

When a one-syllable base word ends in (f), (l) or (s) immediately after a short vowel, the (f) sound is spelled ff, the (l) sound is spelled ll and the (s) sound is spelled ss.

Examples: stiff, doll, glass

2. The Rabbit Rule

One medial consonant sound immediately after a short vowel in a two-syllable base word is spelled with doubled consonants.

Examples: rabbit, muffin, ladder

3. The Doubling Rule

When a base word ends in one vowel, one consonant, and one accent, and a suffix that begins with a vowel is being added, double the final consonant before adding the suffix.

Examples: swim + er = swimmer, run + ing = running,
hop + ed = hopped

4. The Dropping Rule

When a base word ends in a silent final e and a suffix that begins with a vowel is being added, drop the e before adding the suffix.

Examples: hope + ing = hoping, pause + ed = paused

5. The Changing Rule

When a base word ends in a consonant and a y, and a suffix that does not begin with an i is being added, change the y to i before adding the suffix.

Examples: cry + ed = cried, happy + ness = happiness, penny + less = penniless

The rules are taught by using the same informal and formal techniques that are used to introduce reliable spelling patterns.

Mere memorization of patterns and rules or teaching these patterns and rules in isolation will not help students to spell. Students must be given many opportunities through writing to generalize and apply this information.

Another activity to help students with the generalization and application of patterns and rules is to have students categorize their spelling words. Generally English words fall into three categories for spelling. Words may be regular words which are spelled according to the reliable patterns of the language. They are spelled the way they sound. Words may be rule words. A letter in the word must be doubled, dropped or changed as the word is spelled. The words that do not follow the patterns or the rules of the language are irregular words.

As the students are learning to spell a word, they must analyze it. What sounds are in the word and how are those sounds spelled? If the spellings of the sounds in a word follow the expected patterns of the language, students know their strategy for learning and remembering the word. The word is spelled just the way it sounds. This strategy will help them learn the word and/or reconstruct the word whenever they need it. It also reinforces the patterns of the language for spelling other words that are not on the weekly spelling list.

If the spellings of the sounds, when the word is analyzed, indicate that a letter is doubled, dropped, or changed, the students again have a strategy. The word is spelled the way it sounds, but as the word is written a letter must be doubled, dropped or changed.

If the spellings of the sounds, when the word is analyzed, are unexpected, the students still have a strategy. This word must be memorized. This word can not be spelled as it sounds.

Example: This spelling list combines content area words as well as words taken from the written work of the students. When students analyze the words, they categorize them this way:

Regular	Rule	Irregular
lobster	swimming	ocean
crab	(swim+ing)	oyster
clam		where
want		they
wash		

The analysis of the spelling words not only indicates the strategy for learning the words, it provides the students the opportunity to review and apply what they have learned about the structure of the language. They now have a system to reconstruct these words long after the weekly spelling test is over. They also have information about the language that will make them risk-takers in their writing. They can spell words that were not and may never be on the weekly spelling test.

Suzanne Carreker
Neuhaus Education Center

See, Say, Spell Five-Day Model

Based on initial research by Fitzgerald (1951), Dr. Elton Stetson from the University of Houston developed the following five-day instructional plan designed to include a self-correcting pre-test, multi-sensory strategies, and visualization techniques. The plan should consume no more than the recommended 60 minutes per week for spelling instruction (Horn 1960). The list of spelling words should be compiled from words students are misspelling in their written work.

Day 1*

- a. Teacher directs students to prepare three-columned self-corrected test sheet (see Appendix 3). Teacher dictates first word instructing students to *print* the word in column one. If the word needs a context, use the shortest possible phrase or sentence.
 - b. Teacher spells the first word orally slowly, letter by letter. If the spelling in column one is correct, the word is circled and column three is not used.
 - c. If the student misspelled the word in column one, then the word is crossed out and printed correctly in column three (see Appendix 3).
 - d. Teacher repeats process *word by word* until all have been dictated, written, and corrected.
 - e. Column 3 then becomes the student's list of words to study.
- * If no other strategy except the self-correcting pre-test is used, students' spelling proficiency will increase by 50% (Stetson 1980).

Days 2 and 3

- a. Teacher divides the spelling list in half, using the following drill to teach the first half and then on the following day the second half of the list.
- b. Teacher shows the word (in print) on either a flash card or an overhead projector. (Word remains visible during steps c-e.)
- c. Teacher pronounces the word and asks the class to repeat.
- d. Teacher pronounces the word in parts (ap-ple for apple) and asks the class to repeat.
- e. Teacher spells the word by parts using rhythmical patterns while snapping fingers or clapping hands. (a—p—p—l—e).
- f. Teacher removes the word from view and completes the following, asking the student to "see" the word as she says it:
 - 1) Teacher says word. Students repeat.
 - 2) Teacher says the word parts. Students repeat.
 - 3) Teacher spells the word parts aloud. Students repeat.
 - 4) Students print the word on their papers.
- g. Teacher then shows students the word and tells them to circle the word if correct and self-correct the word if it is misspelled.

Remember that each word is taken through the entire drill before moving to the next word. This drill should be done rapidly.

Day 4

- a. Teacher asks students to prepare their papers by numbering.
- b. Using the printed flash card or overhead transparency, teacher directs students to observe closely.
- c. Teacher "flashes" the word one time for less than one second.
- d. Teacher instructs the students to do the following four things silently:
 - 1) see the word
 - 2) say the word
 - 3) spell the word
 - 4) write the word.
- e. Teacher then displays the word.
- f. Students are instructed to circle the word if correct or draw a line through the word and rewrite it correctly.

This process is repeated for each word.

Day 5

- a. Teacher dictates final test.
- b. Students exchange papers and correct, or teacher collects and corrects.
- c. The total number of correct responses is recorded at the top.

Visualizing Words

No relationship exists between spelling ability and intelligence. We do know that expert spellers sometimes visualize words and have the ability to store and retrieve the visual form of the word in their brain. Although we do not know how this system in the brain works, we do know that instructional strategies that emphasize visualization of the word are important to success in spelling.

Letters to Parents

In most cases, the teacher of language arts will be wise to communicate the goals of the language arts program and specifically the goals and methods of spelling instruction to the students' parents or guardians. The following sample letters may be helpful to the teacher. This document contains samples of several letters that may be duplicated and used by teachers.

Sample Letter Explaining Spelling Philosophy

Dear Parents:

The purpose of this letter is to introduce our spelling program to you. We support the philosophy that views spelling as an integral part of the total language arts program. We believe children develop spelling strategies through purposeful daily reading and writing. Therefore, your child will be creating personal spelling lists from daily writing, high frequency words, and content area words from within the curriculum. Through research and our own teaching experiences, we have found that children are most interested in learning to spell words they need to use to communicate. We have also found that the more children read and write, the better they read, write, and spell.

We will emphasize three strategies in helping your child become a better speller:

1. discovering and applying rules and patterns of words.
2. proofreading
3. using the dictionary and other resources

When your child asks you how to spell a word, here are some questions you can ask that may help him/her figure out the spelling:

- Does it look right?
- Can you try writing it another way?
- How does the word start? How does it end?
- Have you seen that word somewhere else?

After your child spells a word, verify that spelling by confirming its correctness. If incorrect, supply the correct spelling. Encourage your child to write the word as a whole from memory rather than copying it one letter at a time.

Keep in mind that the goal is **not** perfect spelling at this point in your child's development. The goal is to have children become more aware of spelling strategies and be able to express themselves legibly, competently, and confidently when writing. Remember, there is no reason to learn to spell if you don't write; writing must come first! Here are some suggested writing activities to promote writing at home:

- notes to each other
- greeting cards and invitations
- list for shopping, trips, gifts, parties
- letters to grandparents, relatives, and friends
- signs
- posters
- bumper stickers
- recipes
- songs
- phone messages
- post cards
- puzzles
- imaginative stories
- jokes and riddles
- cartoons
- menus
- map for a planned trip
- diary of a trip
- captions for photo pictures

We appreciate your cooperation, participation, and questions concerning our spelling program. Please feel free to contact us.

Sincerely,

Sample Letter Explaining Why Writing May Be Sent Home Uncorrected

Example #1

Dear Parents,

This writing is an example of your child's creative expression. No attempt has been made to edit for spelling or punctuation. Enjoy it and keep it as a remembrance of this time in your child's life. You may want to use it as an indicator of your child's developing writing skills.

Sincerely,

Example #2

Dear Parents,

The children have been using temporary spelling in most of their work. They are ready to start looking carefully at some of the words.

The words sent home will be words your child has used in personal writing. The following suggestions may be helpful in assisting your child with spelling:

- Find these words in newspapers, magazines, signs.
- Write the words using markers, sand, paint, or colored pencils.
- Use magnetic letters to form words on the refrigerator or some other place.
- Use cereal letters or macaroni letters to form the words.

Make learning these words a fun and purposeful experience.

Sincerely,

TAPPING STUDENTS' VIEWS ON WRITING CONCEPTS AND SKILLS

The teacher may find it helpful to discover how students view writing and the role accurate spelling should play in the writing process. Such information may be helpful in designing or selecting instructional strategies tailored to your students' needs. For older students who are capable readers, such surveys as those that follow may be given in a group setting. For younger students or for students for whom reading poses difficulty, you may wish to use the sample surveys on an individual basis, perhaps while conducting an initial writing conference. Many teachers find that the surveys are not necessary for all students but only for those for whom they need more information in order to plan more effectively for instruction.

Sample Survey #1

Name _____

Date _____

General Information Questions

1. Is spelling important? Why?

2. How do you feel about spelling? Do you like trying to figure out how to spell words?

3. When is it important to spell correctly?

4. Who's a good speller that you know? What makes him/her a good speller? Does he/she ever make a spelling mistake?

5. How do people learn how to spell? How did you learn how to spell? Are you still learning?

6. Why do you think words are spelled the way they are?

Questions That Examine Spelling Strategies

7. What do you do when you don't know how to spell a word?

8. What else could you do?

9. Where in the classroom would you look if you wanted to find how to spell a word?

10. If you were at home, where would you look?

11. How do you know when you've spelled something right?

12. What do you do when you haven't spelled something right?

Questions About Specific Spellings

13. How did you figure out how to spell the word?

14. Why did you change this spelling?

15. Pick out some words that you think are spelled wrong. Tell/show me how you could change them to the right spelling.

Spelling Concepts and Attitudes, reprinted with permission of Sandra Wilde: *You Kan Red This!* (Heinemann Educational Books, Portsmouth, NH, 1992)

CONCLUSION

Gentry and Gillet note in their book *Teaching Kids To Spell* that an effective spelling program is a school wide effort. All teachers take responsibility for spelling by instilling in each of their students a desire and concern for correct spelling. All teachers help students develop the habit of "care for correct spelling." While invented or temporary spelling allows both older and younger people to let their thoughts flow freely in early drafts of their work, accurate spelling in final pieces of writing, whether that be a letter to Grandmother or a technical report, is the sign of a well educated person. Accurate spelling can open doors for young people. However accurate spelling alone does not insure one of success. The ability to analyze ideas and understand others' ideas is central to education. Accurate spelling simply insures that those thoughts will be taken seriously.

Just as some children learn to read with little instructional assistance, some will learn to spell accurately with little or no help from their teachers. Other students will need a carefully planned instructional program in spelling. It is the hope of the contributors of this text that the activities and suggestions in this document can serve as a resource for instructional planning rather than a recipe to be followed in precisely measured steps. All Texas students deserve a writing program that not only ask them to create, analyze, and understand ideas, but also with writing programs that treat spelling with integrity.

APPENDIX

Appendix 1

Have-a-Go			
Copy Word	1st Attempt	2nd Attempt	Standard Spelling

Objective 7 Sample Test Items

Read the passage and decide which type of mistake, if any, appears in each underlined section. Mark the letter for your answer.

On October 10 1985, a humpback whale left his ocean home and wandered up the Sacramento river in california. Since whales need the saltwater of the ocean to live, scientists in the area tried to get the whale back to the ocean. They played a tape of the sounds of another humpback whale. The whale followed the scientists' boat all the way back to his ocean home.

1. A Spelling
B Capitalization
C* Punctuation
D No Mistake
2. A Spelling
B* Capitalization
C Punctuation
D No Mistake
3. A* Spelling
B Capitalization
C Punctuation
D No Mistake
4. A Spelling
B Capitalization
C Punctuation
D* No Mistake

Appendix 3

Self-Corrected Test

Name _____

Score =	Lesson #	Lesson #
Column #1 Trial Spelling	Column #2 Weekly Spelling List	Column #3 Words To Be Studied
1. aple	1. apple	apple
2. skul	2. school	school
3.	3.	
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	
9.	9.	
10.	10.	

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soft

talk

fall

horse

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