

Teaching Spelling in the 21st Century



mdek12.org

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ALL Students Proficient and Showing Growth in All Assessed Areas

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EVERY School Has Effective Teachers and Leaders



2

EVERY Student Graduates from High School and is Ready for College and Career

5

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes



3

EVERY Child Has Access to a High-Quality Early Childhood Program

6

EVERY School and District is Rated "C" or Higher

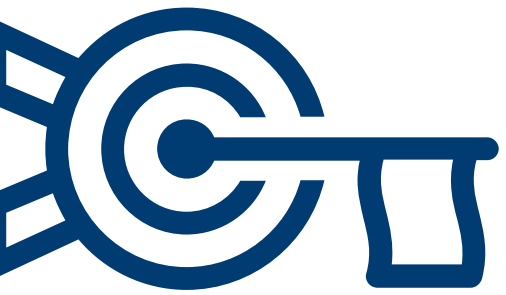


VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Session Goals

4



**Examine
Stages of
Spelling**



**Discover
what
Research
Says
about
Spelling**



**Compare
and
Contrast
Traditional
vs.
Evidence-
Based
Practice**



**Explore
Research-
Based
Spelling**



**Plan
Spelling
in Action**

Stages of Spelling Development



Five Developmental Stages of Spelling

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1. Pre-communicative Stage
2. Semi-phonetic Stage
3. Phonetic Stage
4. Transitional Stage
5. Correct Stage



Pre-communicative Stage

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- Typically seen in 3 years to 5 years of age
- Little evidence of letter-name knowledge or letter-sound relationship observed
- Uppercase letter forms are dominant
- Writing is a random string of letters, numbers, and common symbols



- Typically seen in 4 years to 6 years of age
- Recognition that sounds are represented by letters
- Initial sounds and final sounds most often represented
- Consonants used more than vowels
- Students engage “inventive spelling”



- Typically seen in 5 years to 7 years of age
- All major sounds are represented by letters
- Spatial orientation is visible
- Sounds of short regular words can be mapped, progressing to more complex words



- Typically seen in 6 years to 11 years of age
- Vowels and consonants are being used
- A more sophisticated understanding of spelling patterns and language structures is evident
- Extended knowledge of word structure is demonstrated



Correct Stage

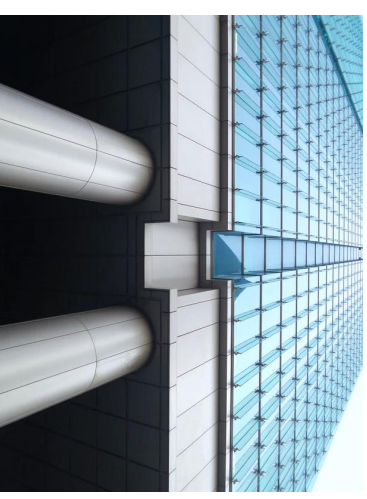
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- Typically seen in 10 years to 11 years of age
- Mastery of most complex sound-symbol correspondences
- Independent strategies used to self-check and correct spelling errors
- Extended knowledge of word structure is demonstrated



What Research Says about Stages of Spelling

Connection to Reading and Writing



In the early grades as students are learning phonics, they are simultaneously learning to spell through letter-sound correspondences. As students develop their reading skills, reading moves into a comprehensive aspect and spelling transitions into morphology.

-Moats & Tolman, 2019



Louisa Moats, Ed. D.
University of Texas

Knowledge of words and supports transfer into long-term memory

Reading by sight and writing is dependent on the ability to map letters and letter sound groupings

Thinking about spelling uses up valuable cognitive resources needed for comprehension and writing

Proficiency in spelling supports fluent reading and writing

Traditional vs. Research-Based Spelling Practice



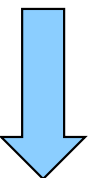
Spelling practices have not changed since the 1920's when students were given word lists in which rote memorization of words based on vocabulary was the foundation.

-Fresch, 2003



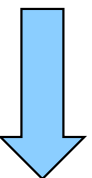
Traditional Spelling

- Rote memorization of spelling words
- Words are practiced throughout the week by writing repetition
- Test is given on the same words used for the week



Research-Based Spelling

- Explicit, systematic spelling instruction
- Spelling patterns are practiced throughout the week
- Test of spelling pattern(s) is a cold test



Discussion Activity: Let's Chat

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NASP

QNZ

RWR

SSSR

BASM

XMY

IEET

STE

ILOR

IKUY

NAACP

NBA

IEP

FBI

NHL

WNBA

PGA

IRS

NFL

HBCU

Research-Based Spelling



"The English language has been viewed as unpredictable when it comes to spelling words phonetically. However, 84% of the words in our language can be spelled grapho-phonically, with 50% of the words having full predictability and 34% only having one sound that is not predictable. "

-Joshi, et al. 2008/2009

- Create a spelling list based on phonics pattern
- Introduction of new phonics skill
- Daily practice using phoneme-grapheme mapping with gradual release for regular spelling words and heart word routine for irregular spelled words
- “Cold” spelling words given for spelling test with encoding or dictation



Decoding

Applying letter sound relationships and knowledge of letter patterns to correctly pronounce written words



Encoding

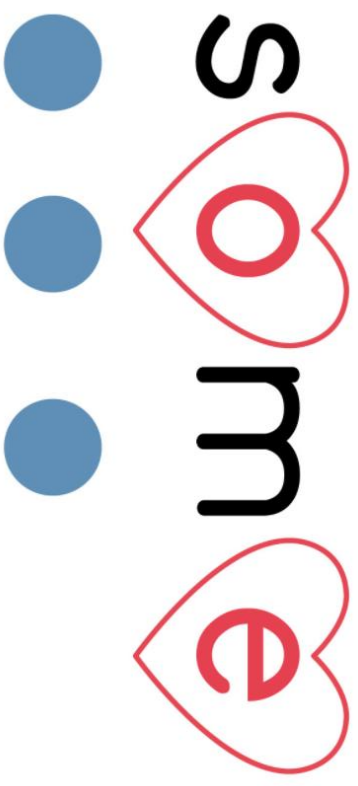
Applying letter sound relationships and knowledge of letter patterns to correctly write spoken words



Phoneme Grapheme Mapping

kn	ow		
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Heart Words



3 sounds – the /u/ sound is spelled with an “o” and there is a silent “e” at the end

Spelling in Action



LETRS Basic Phonics Routine

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Component of Lesson	Instructional Routines and Techniques	Approx. Time
State Goal and Purpose	State concept focus and expectations for outcomes ("Today we will study . . .")	1 min.
Practice Phonological Awareness	Warm-up exercises, listening to and manipulating sounds in spoken words	3 min.
Review Previous Lesson	Fluency drills; rereading familiar text; checking retention of learned words or concepts	3 min.
Introduce New Concept	Explicit, direct teaching of new phoneme-grapheme correspondence or letter pattern	3–5 min.
Provide Guided Practice	Teacher-led practice blending words, reading pattern-based words, phoneme-grapheme mapping, reading phrases and sentences	5 min.
Provide Extended Practice	Word sorts, word chains, word families, cloze tasks; timed reading of learned words	5 min.
Practice Dictation	Dictation of sounds, words, sentences	8 min.
Connect to Word Meaning	With phonics vocabulary, construct multiple-meaning web; locate words that have similar meanings or that go together; find the odd one out in a set of words; use two vocabulary words in a sentence, etc.	5 min.
Read Text	Read decodable text with a high proportion of words that have been taught	8 min.

Step 1: Plan Spelling Skill

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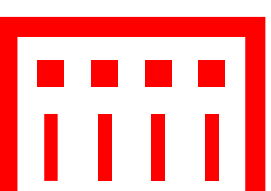
- Words are chosen based on phonics pattern or patterns for the week (15 to 20 words based on grade)
- Consider including three to five high frequency words
- Only focus on one or two patterns
- These can be cvc, vc, vccv, vcccv, vc-e, vowel teams, consonant digraphs, vowel digraphs, diphthongs, etc.

vc = if

cvc = cat




cvvc = leaf

vc-e = make



- Remember to state your goal and explicitly teach the new skill using gradual release before guided and extended practice.
- Choose two to three words to phoneme-grapheme map (PGM) each day and complete heart word routine for irregularly spelled high frequency words.
- Focus on the patterns that are being taught.
- As the week progresses, have students graph words independently.

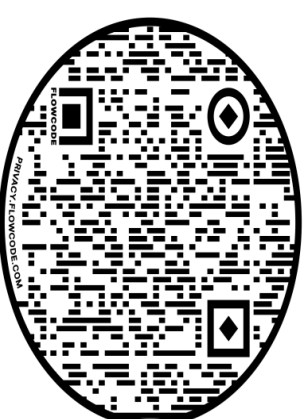
- 1) Say a word. Students repeat the word.
- 2) Say each sound in the word while students use markers (chip, coin, counting cube, sticky note, etc.) to represent each sound in the word.
- 3) One box (sound) at a time, students say the sound for the box, move the marker, and write the correct letter to represent the sound.
- 4) Repeat this process until the word is complete. Write the complete word.

		
C	A	T

Practice 2: Heart Word Routine for Irregular Words

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- 1) Study the parts of the word that are regular
- 2) Highlight the unexpected spellings/difficult parts
- 3) Link to pronunciation of the word



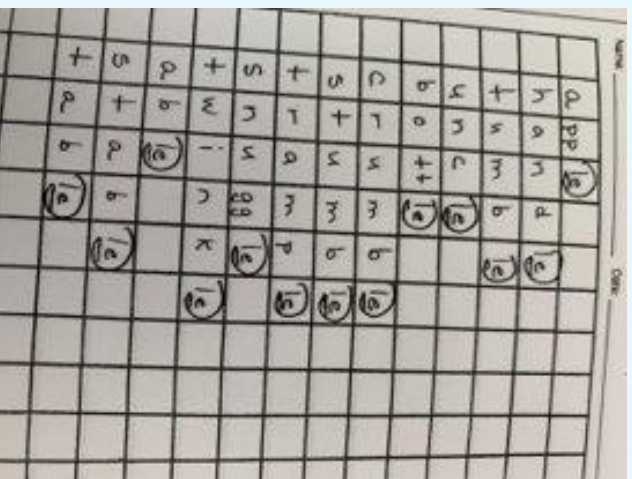
[Heart Word Magic](#)

[UFLI](#)

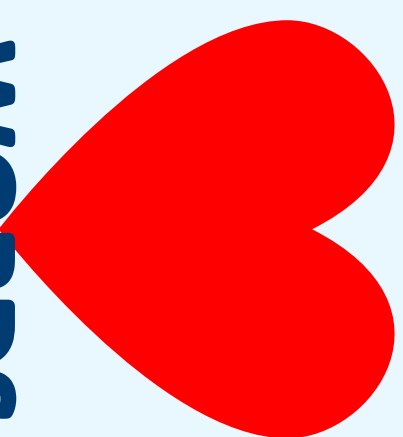
Activity: Practice Letter/Sound Correspondence Routines

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Phoneme-Grapheme Map 3
words.



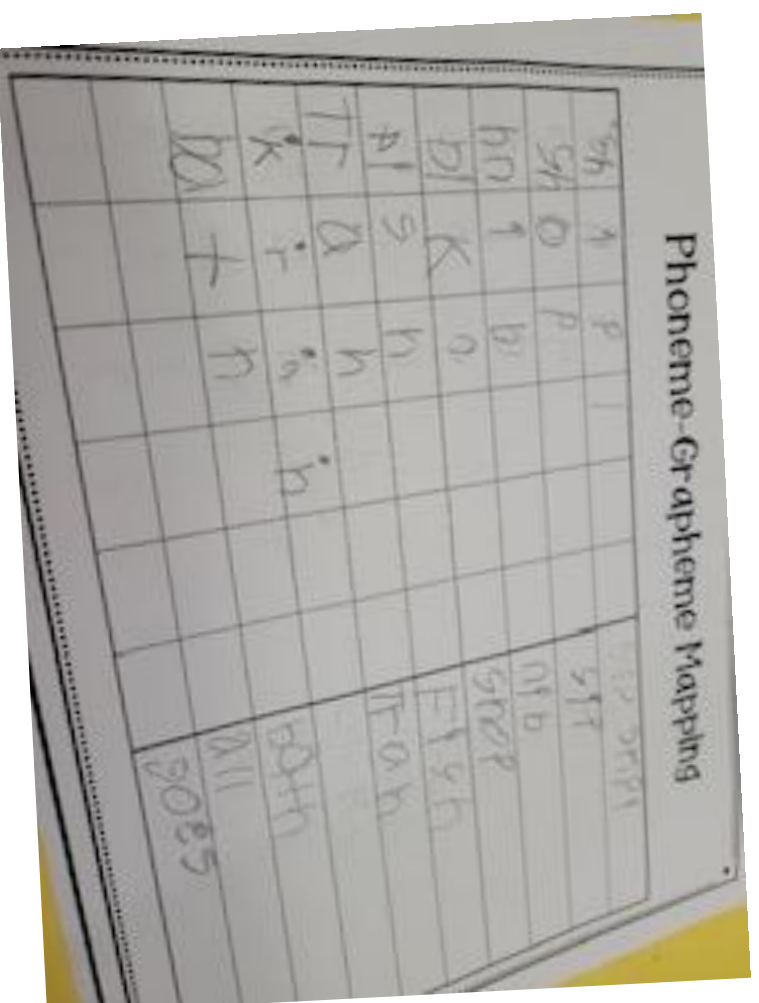
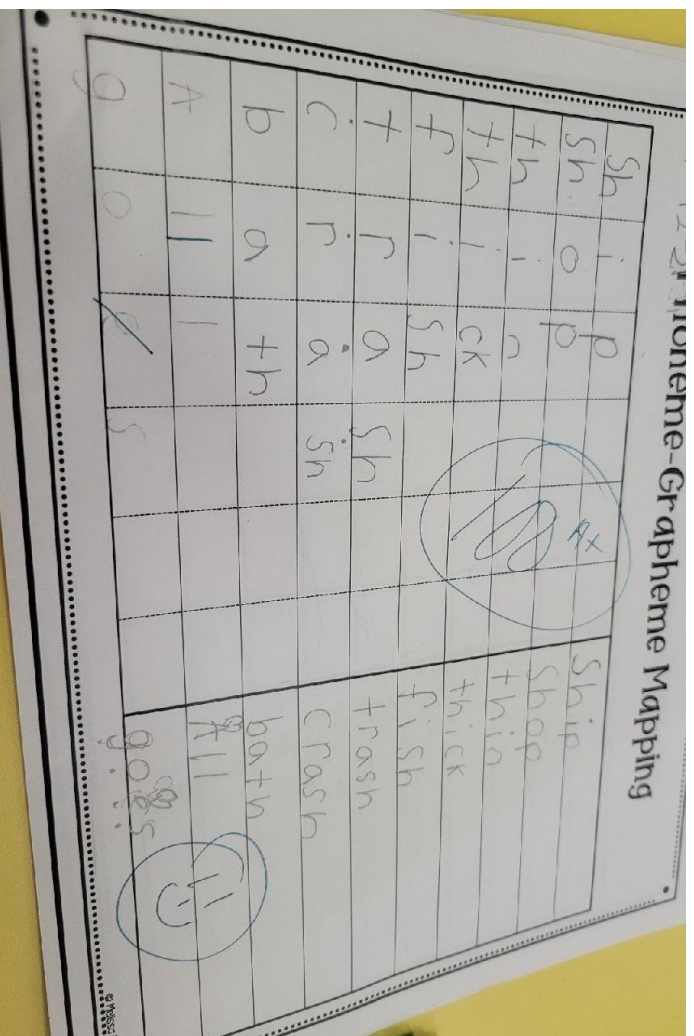
Heart Word Routine – High
frequency words

 **WORDS**

- Choose an appropriate number of words for the test
- Words should follow the phonics patterns for the week
- Choose different words than those practiced throughout the week
- Include sentences for dictation that incorporate words with the phonics pattern

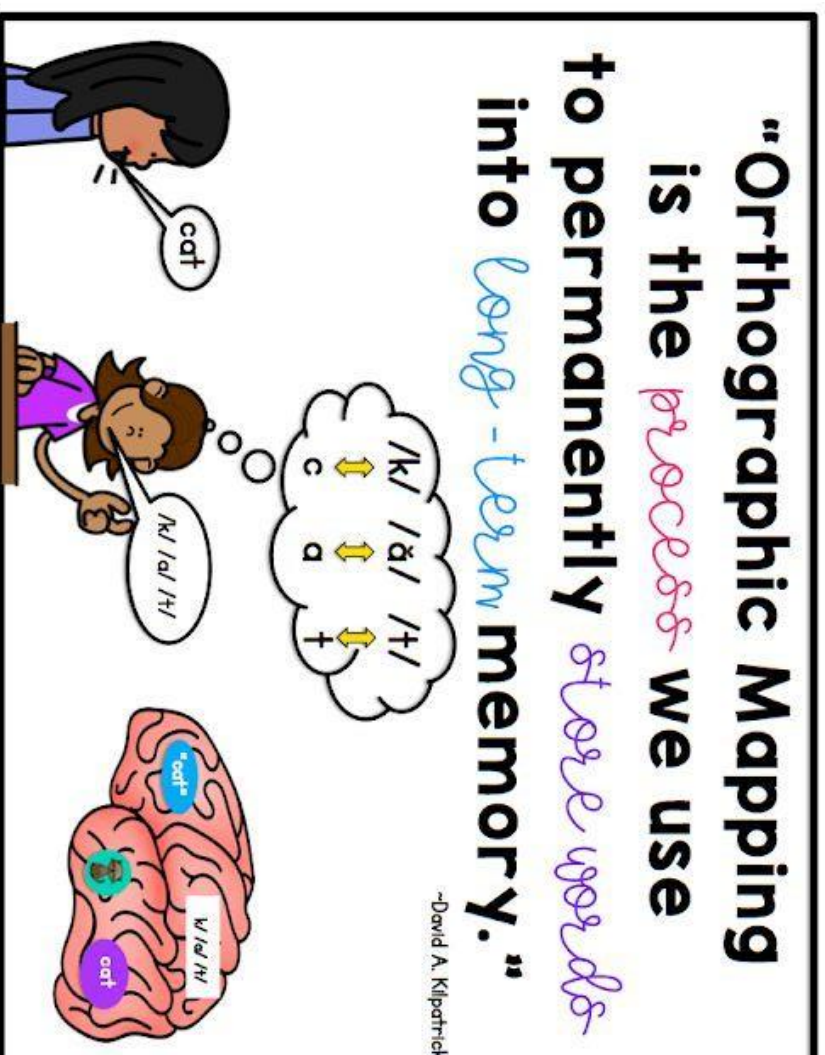
This is a COLD TEST!!!

Examples of 1st Grade Spelling Test



**“Orthographic Mapping
is the *process* we use
to permanently *store words*
into *long-term* memory.”**

—David A. Kilpatrick



"If a child memorizes 10 words, the child can only read 10 words, but if a child learns the sound of ten letters, the child will be able to read 350 three sound words, 4,320 four sound words, and 21,650 five sound words."

-Kozloff, 2002







Statewide public awareness campaign promotes literacy, particularly among PreK-3 students

Campaign aims to equip parents and community members with information and resources to help children become strong readers

Visit strongreadersms.com for more information!



- **LETRS (3rd edition):** Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.
- Speech to Print: Language Essentials for Teachers by Louisa Moats
- <https://www.readingrockets.org/article/how-spelling-supports-reading>
- <http://www.righttrackreading.com/howtospell.html>
- <https://education.ufl.edu/ufl/virtual-teaching/main/instructional-activities/irregular-and-high-frequency-words/irregular-words/>

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