

CHAPTER

7

Teaching Spelling and Word Study in the Language Arts Workshop

BIG IDEAS ABOUT SPELLING AND WORD STUDY

Students benefit from spelling instruction that is purposeful and follows a gradual release of responsibility model. Like other aspects of literacy acquisition, students move through developmental phases as they learn the sounds, patterns, and structures of the language. Teachers in the language arts workshop provide engaging spelling instruction and activities to develop each student's growing ability to spell the words they need for written communication.

Questions to Consider

When you have finished reading this chapter, you should be able to answer these questions:

- Why should time be devoted to spelling instruction in the language arts workshop?
- How do students learn to spell? What is the natural development of spelling?
- Which words should be taught in a spelling curriculum?
- What instructional activities support spelling acquisition?

Key Vocabulary

Speech-to-print connection

Graphs

Emergent stage

Letter Name stage

Within Word Pattern

Syllable Juncture

Derivational Constancy

VCE

Homophones

Synonyms

Antonyms

Affixes

Etymology

Homographs

Latin and Greek root words

Prefix

Suffix

Acquisition

Retention

Automaticity

Elkonin boxes

Letter boxes



A LOOK INSIDE

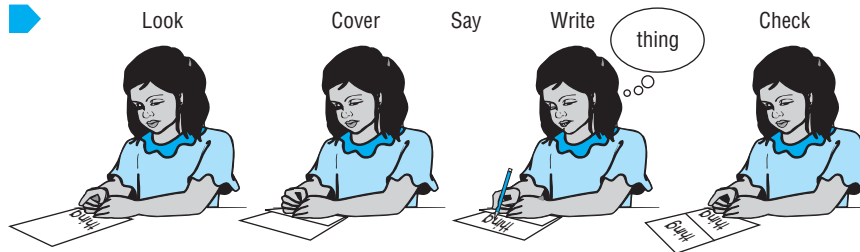
While Ms. Allen confers with individual students, others are working independently in this fifth-grade classroom. The students in Lupita's group are writing in their spelling journals. Miriam is practicing the class focus words by using a simple study technique called "*Look-Cover-Say-Write-Check*." Leo is using his *Have-a-Go notes* to figure out the correct spelling for *suggest*, puzzled about whether it has one *g* or two. He writes it both ways and settles on the latter, then continues with his writing. Meanwhile, Steve and Tino are working through a *word sort*, trying to create categories for the list of words they are learning this week. Lupita is contemplating which of the independent spelling activities she will do next. (The list, laminated and attached to each folder, can be seen in Figure 7.1.) She has just completed her "*Words to Learn*" list where she has identified the "tricky parts" of each word. At that moment, Ms. Allen checks in on the group to see how they are progressing. "I've got a new word for *Stump the Teacher*," says Lupita with a twinkle in her eye. "Great!" says Ms. Allen. "Bring it on—I'm ready!"

The students in this classroom are engaged in spelling and no one seems to be writing each word ten times or copying definitions out of the dictionary. Yet their spelling scores have risen all year, thanks to this teacher's developmental approach to spelling. These and many other spelling activities will be discussed throughout this chapter.

Figure 7.1 Fifth-Grade Spelling Folder

Independent Spelling Notebook Activities

➤ **Word Sorts**—study your words very carefully, decide how you want to sort them



➤ **Word Relationships**—add a **prefix** (re, un, dis) or **suffix** (ing, ed, s, er) of both to create relationships

Example: count, recount, discount, counting, counted, countable, countless

➤ **Spellamadoodle**—create a design using your spelling words three times

➤ **Find a synonym** (a word that has a similar meaning) for your spelling words

➤ **Find an antonym** (a word that is the opposite) for your spelling words

➤ **Itty Bitty**—find smaller words in your spelling words

Caterpillar: cat, rat, pill, later, liar

➤ **Rhyme Time**—find words that rhyme with your spelling words

Example: might, flight, sight

➤ **ABC Order**—put your spelling words in alphabetical order

➤ **Spelling Riddles**

I have 7 letters.
 I rhyme with might.
 I begin with the letter d.
 I have two syllables.

Answer: delight

➤ **Crazy Crossword**

where	cat
a	trace
p	a a
place	i team
y	n

SPELLING AND WORD STUDY IN THE LANGUAGE ARTS WORKSHOP

Students in the language arts workshop use words to read and write about the world. Their ability to use words well means that there is purposeful instruction in spelling and word study. Word study is the term used to describe a host of practices, including phonics, vocabulary, and spelling (Harris & Hodges, 1995). In this chapter, we will focus on spelling instruction as a key component of word study.

Focusing on Spelling

Why should students learn to spell? Don't you know someone who is a successful adult who regularly says, "I can't spell to save my life."? Why do we, as teachers, focus instructional time on a skill that may not be useful for adults? We were asked these questions when an Internet posting started circulating. It read, in part:

Aoccdrnig to a rscheearch at an Elingsh uinervtisy, it deosn't mtttaer in waht oredr the ltteers in a wrod are, the olny iprmoetnt tihng is taht the frist and lsat ltteer is at the rghit pclae. The rset can be in a toatl mses and you can sitll raed it wouthit any porbelms. Tihs is bcuseae we do not raed ervey lteter by itslef but the wrod as a wlohe.

Most people had little difficulty in reading this posting. We maintain that this is because most readers have a fairly well-developed sense of English spelling and can move the letters around to make the writing make sense. We also note that poor spellers or emerging readers and writers have more difficulty with this passage because of their under-developed spelling, and thus reading, ability.

Why Should Students Learn to Spell?

We imagine that your answer included something about the importance of making oneself understood in written communication. If so, then you understand that we do not teach spelling so that students can simply spell. Very few students want to spell just to excel in the local spelling bee. Instead, we focus on spelling so that students can read and write. Spelling is an important skill in the language arts workshop because it offers a means for successful expression of thoughts and ideas (Schlagal, 2002). Imagine students beginning their independent writing and not having any words at their disposal. Frustrating for the student, right? Beyond that, the language arts workshop becomes a waste of time that is also frustrating for the teacher.

Fearn and Farnan (2001) make an interesting point about this. They suggest that there is a difference in spelling needs depending on which side of the table the paper is on. In their example, when a student is writing, he or she only needs enough skill in spelling to be able to read the piece and edit it. However, this is not the case when, as Fearn and Farnan note, the paper crosses the table. When the reader, and not the writer, has the paper, there is an expectation that the words will be spelled correctly. Readers tend to notice errors in spelling and this can be very distracting for them (Thibodeau, 2002). In the worst-case scenario, the poor spelling makes the text unintelligible for the reader.



From *Albert's Alphabet* by Leslie Tryon, © 1994 by Simon & Schuster. Used by permission of Simon & Schuster.

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What Is the Speech-to-Print Connection?

Phonemes are the smallest units of sounds in a language. There are about 80 phonemes represented in the world's languages.

It is a common misconception that entry into school represents an introduction to language. To the contrary, children entering school have been drenched by the sounds of language since their birth. During the first five years of life they have learned to sort out the 44 phonemes of the English language in order to make sense of the jumble of sounds coming at them.

For many children, kindergarten does represent an introduction to the formal operations of the language. During the primary years, they will learn the **speech-to-print connection** that lies at the heart of reading and writing. Stated simply, these students will become skilled at recognizing how spoken words can be represented through **graphs** (symbols). Understanding the speech-to-print connection comprises three elements:

- *Phonemic awareness*—The ability to manipulate sounds, for instance, segmenting the sounds in *cat* and converting it into /c/ /a/ /t/
- *Letter knowledge*—Recognizing the names and shapes of the letters of the alphabet
- *Sound/symbol relationships*—Matching the sounds of the language to the letters and letter combinations

Each of these elements is essential to literacy development. The first, phonemic awareness, has been found to be a strong predictor in learning to read (Wagner, Torgesen, & Rashotte, 1994) and spell (Nation & Hulme, 1977). Among first-graders, letter knowledge was identified as the critical variable in spelling acquisition (Foorman, Francis, Novy, & Liberman, 1991). As well, instruction in sound-symbol relationships, especially regular spelling patterns, is necessary for spelling development (Snow, Burns, & Griffin, 1998). Knowledge of these and other elements of language development are at the heart of sound early literacy instruction (Moats, 2000). In addition to understanding the role of language in spelling, it is also necessary to recognize the developmental phases children move through.

Evidence Based

How Do Students Learn to Spell—What Is the Natural Development of Spelling?

The easy answer to this question is that students learn to spell when their teachers (and parents) teach them how to spell. The more complex answer to this question requires an explanation of spelling development. Over the past several decades, researchers have examined the spelling patterns children use (Henderson, 1990). Ganske (2000) provides an overview of each of the stages of spelling development: **Emergent, Letter Name, Within Word Pattern, Syllable Juncture, and Derivational Constancy**. We'll examine each of these stages in greater depth and provide examples of student writing that demonstrate each stage. The Developmental Screening Assessment for determining student levels will be explored further in chapter 11 on assessment (Ganske, 2000).

Emergent. Figure 7.2 contains student work samples at Stage I: Emergent. You will note that children at this stage of development have recognized that print conveys a message, but that they are not yet reading. They use scribbles, wavy lines, symbols that resemble letters, and random letters on the page. Children in Stage I often engage in writing-like activities and use drawings as part of their writing. At this stage, there is no correlation between the letter a child writes and the sound it was intended to represent (Bear, Invernizzi, Templeton, & Johnston, 2004).

Figure 7.2 Stage I: Emergent

Spelling Word	Emergent Speller's Representation
dog	OSX
Mom	IS2S
cat	DC WO

Figure 7.3 Stage II: Letter Name

Spelling Word	Letter Name Speller's Representation
dog	dG
Mom	MM
cat	kt

Knowledge of the way print works on the page and in books is referred to as concept about print.

The instructional implications for students at this stage include a focus on phonemic awareness (Adams, Foorman, Lundberg, & Beeler, 1998), read alouds (Yopp, 1995), and sound play activities such as singing, chanting, and rhyming words (Fisher, McDonald, & Strickland, 2001; Yopp & Yopp, 1997). In addition, as students develop their awareness of and skills in phonemic awareness, they need instruction in the concept of the word and concepts about print (Clay, 2000). For example, a teacher may point to individual words as they read. This builds one-to-one correspondence between the spoken and printed word. At this stage, children enjoy multiple rereadings of a single text. This also allows them to predict the story and memorize the words for their own “read” of the book. Finally, late in this stage, students need instruction in the letter knowledge and sound-symbol correlations. They also begin to memorize the spelling of specific words, such as their name, *mom*, *dad*, and other common words that they hear and use. Teachers often use word sorts based on the first letter of a word for students at this stage. This means that students sort words on cards based on common characteristics of sound or meaning. These are discussed in more detail later in this chapter.

Letter Name. Figure 7.3 contains student work samples at Stage II: Letter Name. You will note that students at this stage have started to master the sound-symbol relationships and the concept of a word. The name of this stage came from the evidence that students used the names of letters and their emerging understanding of the alphabetic principle to spell (Bear, Invernizzi, Templeton, & Johnston, 2004; Read, 1975). This leads to rather unconventional spelling of words, such as KSL for castle and PLES for police.

As you observe readers at this stage, you will likely note that they will read aloud slowly. This provides the novice reader time to figure out words they do not know and to use any picture or context clues to help with the words (Ganske, 2000). As you notice writers at this stage, you will likely notice that they are very purposeful in their writing. They often write each letter deliberately and continually sound out the word to identify the next letter (Sipe, 1998).

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Figure 7.4 Stage III: Within Word Pattern

Spelling Word	Letter Name Speller's Representation
dog	dog
Mom	Mom
cat	cat
clock	clok
goat	gote
enough	enuf

The instructional implications for students at this stage include read alouds and independent readings of predictable texts and texts that have repetition, rhyme, rhythm, or any other features that help the new reader expect words (Ganske, 2000). Again, teachers focus on the speech-to-print connection and provide explicit phonics instruction, often during the guided reading portion of the language arts workshop. Commonly, students need instruction on initial and final consonants, initial blends and digraphs, short vowels, and final blends and digraphs. Teachers also provide focus lessons, often via interactive writing, on concepts about print and common spelling patterns as well as word sorts on word families and common spelling patterns.

See chapter 3

Information on interactive writing was presented in chapter 2.

Within Word Pattern. Figure 7.4 contains student work samples at Stage III: Within Word Pattern. You will note that many of the common sight vocabulary words have been mastered and are spelled correctly. You will also notice that students at this stage can read increasingly difficult texts, including chapter books, because of their knowledge of letter sounds and short vowel patterns (Bear, Invernizzi, Templeton, & Johnston, 2004). Students at this stage are not relying on individual sounds to spell words, but rather can chunk words and use familiar word families and patterns to make either correct or closer approximations to conventional spelling (Ganske, 2000). In terms of both reading and writing, students are quicker. They also read longer texts and write longer papers. As budding writers, they begin to consider their audience and establish a purpose for their writing.

See information on using word walls later in this chapter

VCE stands for “vowel-consonant-silent e.”

The instructional implications for students at this stage include an increased focus on the word wall, individual spelling dictionaries, and systematic spelling instruction with self-corrected tests. An instructional shift to “what students use but confuse” (Bear, Invernizzi, Templeton, & Johnston, 2004, p. 16) is important. Commonly this shift includes **VCE** patterns (such as *make, drive*), r-controlled vowel patterns (such as *girl, hurt*), complex consonant patterns (such as *fight, knee*), and abstract vowel patterns that are not clearly long or short (such as *plow, boil*) (Ganske, 2000). In addition, students need to focus on **homophones** (*dear/deer, their/there/they're*), **synonyms** (*bucket/pail, present/gift*), and **antonyms** (*high/low, empty/full*) as described in Figure 7.5. These are often taught via whole class games such as Jeopardy™, word wall bingo, Concentration, and in cloze activities. In cloze activities, a word is removed from a sentence, producing a “fill-in-the-blank” action. Again, word sorts are useful as students sort words based on these characteristics.

Other cloze activities can be found in chapter 11 on assessment.

Figure 7.5 Dictionary of Language Terms

<i>Language term</i>	<i>Definition</i>	<i>Examples</i>
Homophone* (or <i>homonym**</i>)	Words that sound alike but are spelled differently and have different meanings	road/rode allowed/aloud our/hour
Synonym	Words that have similar meanings	rock/stone house/home sad/unhappy
Antonym	Words that are opposite one another in meaning	smooth/rough sunny/cloudy hot/cold

**Homophones* are words of the same language that are pronounced alike even if they differ in spelling, meaning, or origin, such as “pair” and “pear.” Homophones may also be spelled alike, as in “bear” (the animal) and “bear” (to carry). But this list consists only of homophones that are not spelled alike.

***Homonym* is a somewhat looser term than *homophone*, sometimes referring to all homophones and only homophones, and sometimes referring to the subset of homophones that are spelled alike.

Figure 7.6 Level IV: Syllable Juncture

Spelling Word	Letter Name Speller's Representation
table	tabel
confusion	confushun
cotton	coton
coming	comming
dollar	doller

Syllable Juncture. Figure 7.6 contains student work samples at Level IV: Syllable Juncture. You will note that students at this stage are skillful readers and writers. They spell most common words correctly and have a growing oral vocabulary. Literacy has increased in value for them as they explore various topics, genres, and ideas. Content areas such as social studies, art, music, science, physical education, and math provide students with access to new information as well as a challenge to read and write in increasingly complex ways. Students at this stage “write to persuade, explain, describe, summarize, and question, using such forms as letters, essays, and various types of response logs to convey their ideas” (Ganske, 2000, p. 17).

The instructional implications for students at this stage include a focus on words in which the -ed or -ing ending requires an /e/ to be dropped and the final consonant to be doubled (such as *taping* or *tapping*), doubling the consonant at a syllable juncture (such as *shopping* or *cattle*), and focus on stressed and unstressed syllables (such as *trample* or *hockey*) (Bear, Invernizzi, Templeton, & Johnston, 2004; Ganske, 2000). This is often accomplished when teachers meet with individual students during language arts workshop conferences, during self-corrected spelling tests, and a specific instructional focus on **affixes** (prefix, suffix, and roots).

More information on affixes will be presented later in the chapter.

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Figure 7.7 Level V: Derivational Constancy

Spelling Word	Letter Name Speller's Representation
consensus	conCensus
noticeable	noticable
guarantee	garantee
memento	momento
privilege	priviledge

Derivational Constancy. Figure 7.7 contains student work samples at Level V: Derivational Constancy. This final stage of spelling development typically begins in middle school and continues through adulthood. You will note that students at this stage rarely spell words incorrectly and that they are beginning to learn that words with similar meanings share common spelling patterns (such as *demonstrate*, *demonstration*, *demonstrable*). Students at this stage learn about the history of the language as well as the **etymology** (word origins).

The instructional implications for students at this stage allow the teacher to teach students to scrutinize words for their histories. Importantly, the teacher will often learn a lot about words as his or her students engage in this level of word study. Students should be encouraged to keep word journals and to capture the related etymology for the word in these journals. Often students like to record the first known use of the word, related words, and a typical sentence in which the word is used. As Bear, Invernizzi, Templeton, and Johnston suggest, the teacher can initiate the word study with a simple question, “Did you find any interesting words in your reading?” (2004, p. 20). In addition, Ganske (2000) suggests that teachers focus on silent and sounded consonants (such as *hasten* and *haste*), affixes, and vowel changes (such as *democracy* to *democratic*).

What Doesn't Work for a Spelling Curriculum?

As Templeton noted, “most classroom teachers may not be explicitly aware of the nature of English spelling and the different types of information that the system represents; nor may they be comfortable with how best to facilitate the development of this knowledge in students” (2003a, p. 738). As a result, there are at least three common approaches to spelling instruction that are ineffective, or even harmful, to the development of spellers who can use words correctly in their reading and writing.

Neglect. It's almost embarrassing to write about, but ignoring spelling instruction will not provide students the support they need to spell as they write or to read independently. Unfortunately, it is still too common for teachers to believe that spelling will just develop naturally as students read. Simply reading and absorbing patterns, as Bosman and Van Orden note, “is not the most effective way to learn to spell” (1997, p. 188). Perfetti was more explicit in his writing: “practice at spelling should help reading more than practice at reading helps spelling” (1997, p. 31). As Zutell (1994) notes, students need explicit instruction in spelling. Thus it should be clear that the language arts workshop cannot be productive if spelling is neglected or ignored.

The Monday-to-Friday routine. Giving students a list of words on Monday, asking them to practice the words at home during the week, and then testing their knowledge on

Evidence Based

Friday is also an insufficient route to spelling. While we know that this is a common route, the evidence for this approach is lacking (Templeton, 2003a). In contrast with this tradition of “giving the words then the test,” teachers in the language arts workshop focus instruction on the weekly spelling words on a regular basis. Students correct their own tests, not just on Friday, but every day (Fearn & Farnan, 2001).

Writing the words ten times (or 100 times for that matter). Writing words as a list is also an ineffective way to improve the spelling performance (Ganske, 2000). We all know students who write each letter in a column ten times until the word appears ten times. Not only is this ineffective, but it wastes time—time that students could use to learn how to spell.

Isn't English Too Irregular to Learn Easily?

English is known to be a confusing language—just recall the opening e-mail posting to consider the difficulty. However, English is more consistent than most people realize (Templeton, 2003a). As Bear, Invernizzi, Templeton, and Johnston (2004) note, English requires an understanding of three systems to spell correctly: alphabet, pattern, and meaning. First, regarding alphabet, English is based, at least in part, on the sound-symbol relationship. Students have to learn to read to voice the sounds from left to right matching sounds to symbols as appropriate. However, we all know that this approach will only work for a portion of the words in English. The word *flight*, for example, requires more than alphabetic knowledge to read correctly.

The second system that has to be mastered to spell correctly in English is the pattern. This layer requires that readers extend beyond a single letter to understand the sound that should be produced. One pattern that guides our understanding is the CVCe, found in words such as *bake*, *flake*, and *make*. Learning the pattern provides the reader with a transportable skill for decoding and encoding.

Unfortunately, the alphabet and patterns are not all that are required. English also relies on meaning for some spellings (Templeton, 2003b). This third layer provides readers a clue for words with sounds that do not necessarily match their spelling. For example, *clinic* and *clinician* or *physics* and *physicist* rely on the meaning level for spelling while the individual words are pronounced differently. This is also evidenced in **homographs**, which are words that are spelled alike but differ in meaning and sometimes sound. Consider the following:

- Sally will *present* the *present* to the birthday girl.
- The state now *permits* *permits* for fishing and hunting.
- “I *object!*” shouted the prosecutor when the *object* was shown to the jury.

Taking into account these three systems that operate in English, teachers must focus their instruction accordingly. Early in a students' spelling career, the focus will remain on the alphabet. As students become more sophisticated in their spelling development, teachers add the patterns and meaning levels. Obviously, these systems have implications not only for instruction, but also for the choice of words that comprise the spelling curriculum.

Which Words Should Be Taught in a Spelling Curriculum?

The issue of spelling lists has plagued teachers and researchers for years. As Henderson noted, “Those who set out to remember every letter of every word will never make it. Those who try to spell by sound alone will be defeated. Those who learn how to ‘walk through’ words with sensible expectations, noting sound, pattern, and

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meaning relationships, will know what to remember, and they will learn to spell English” (1990, p. 70).

Shane Templeton in his review of published research on spelling instruction, noted that sole reliance on high-frequency words or on commonly misspelled words does not provide the student with an understanding of the “logical and negotiable patterns” found in English (2003a, p. 745). In other words, while these types of word lists are useful as part of the spelling curriculum, they are not sufficient.

Evidence Based

Similarly, Fearn and Farnan suggest that spelling words come from lists that are organized such that students understand patterns. As they note, “spelling from lists of words might seem archaic” (2001, p. 415). However, the research evidence on spelling suggests that presenting words in context is less effective and more time consuming than presenting words from widely accepted lists (Beckham-Hungler & Williams, 2003; Templeton & Morris, 1999). So what kinds of words should be featured in spelling curricula? We will look at five kinds of words to use. The proportion of words from each of these categories will vary depending on your students’ developmental spelling levels, but all should be featured to varying degrees through grades 1–8:

- Word patterns
- Latin and Greek root words
- Affixes
- High frequency words
- Commonly misspelled words

Word patterns. As you can imagine, there are a number of word lists that have been reviewed as appropriate for specific grade levels. We have used the everyday spelling list in our classrooms (www.everydayspelling.com/spellinglist). These words were selected based on common misspellings of students at each grade level. Appendix 7.1 contains the first lesson for each of the grade levels as presented in this curriculum.

The onset is comprised of the consonants up to the first vowel; the rime is made up of the vowel and subsequent letters.

You’ll note that, consistent with the developmental level of the spellers, the words move from onset and rime patterns, to common spelling patterns, to more difficult words. You’ll also note that some serious thought went into the organization of the words, which are clustered into patterns that help students understand the patterns of the language (Templeton, 2003a).

It is important to be aware that presenting words in an organized list does not mean that teachers should not add additional words. We do suggest that students learn Latin and Greek root words, affixes, high-frequency words, and commonly misspelled words. We also believe that some spelling words should be selected from the content they are learning. These words can, and should, be incorporated into the lists you use to teach students to spell (Ganske, 2000).

A *blog* is an Internet web log for posting comments and information.

Latin and Greek root words. The English language derives words from languages all over the world—*luau* from Hawaiian, *bazaar* from Persian, *shampoo* from Hindi. Other words like *blog* enter our language because they represent a new concept. However, most of the words in the English language are derivatives of the Latin and Greek languages. Teaching some of the more common Latin and Greek root words gives students a transportable set of strategies to use as they spell new words. For exam-

The role of derivations in vocabulary is discussed in chapter 8.

ple, when a student knows that *port* means “to carry,” he can use that information to figure out both the spelling and meaning of *airport*, *portable*, and *import*. A list of common Latin and Greek root words can be found in Appendix 7.2.

Affixes. **Prefixes**, which come before the root word, and **suffixes**, which come after, are together referred to as affixes. These units of meaning modify the root word to further refine the exact definition. For example, in the word *disruption*, *dis-* is the prefix and *-tion* is the suffix. These basic affixes are highly transportable within the language. In fact, five basic suffixes make up more than 50% of the prefixes used, while four suffixes make up 65% of the suffixes used (Cunningham, 2002). By teaching these affixes alone within a spelling curriculum, students can utilize these to spell thousands of words. A list of these and other common affixes can be found in Figure 7.8.

High-frequency words. Approximately 50%–75% of all words used in schoolbooks, library books, newspapers, and magazines are in the Dolch Basic Sight Vocabulary of 220 words (Dolch, 1936). Many of these words cannot be sounded out because they do not follow decoding rules. Appendix 7.3 contains a listing of all of the words and the approximate age/grade at which students can recognize the words. It is important to note that the age/grade notation is based on a student’s ability to sight *read* the word, not write it. We believe that these words are appropriate spelling words across the elementary school curriculum as students must automatically recognize these words if they are to read and write fluently. The Dolch list has been revised and updated several times (Johns, 1981), but the original list remains the most commonly taught.

Did you know that *misspelled* is a commonly misspelled word?

Commonly misspelled words. Another word list was compiled by Cramer and Ciplewski (1995). This list is fairly unique in that it focuses on the words that are most commonly misspelled by students in grades 1–8. The list can be found in Appendix 7.4. You will likely notice that there is an overlap between the Dolch word list and the most commonly misspelled words.

How Will They Remember All These Words?

As you likely recall from your own school days, cramming for a spelling test does not result in long-term retention of the words. Students cannot simply pass through

Figure 7.8 Common Affixes

<i>Prefixes</i>	Re- Dis- Un- In-/Im-	De- A-/An- Pro-
<i>Suffixes</i>	-s/-es -ed -ing -en -ly -er/-or	-tion/-sion -able/-ible -al -ness -er/-est -ful/-less

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the spelling lists and be expected to remember the words when the time comes to use them. Fearn and Farnan (2001) identify a 3-phase process required for students to authentically learn how to spell: **acquisition**, **retention**, and **automaticity**. Let's take each of these in turn and examine their application.

Acquisition. This first component of spelling concerns students learning to spell words correctly. As Fearn and Farnan (2001) note, students must pay attention to the words they can and cannot spell. One way to focus students' attention is through a self-corrected spelling test. However, these tests should not occur only on Friday after students have "studied" the words for a week. Students should participate in regular testing situations and receive immediate feedback via self-corrections.

See chapters 3 and 5 for more information on guided instruction and conferences.

In addition to self-corrected spelling tests, students learn to spell words during guided reading and conferencing times. Teachers can focus students' attention to words as they find them in reading assignments and as they work on successive versions of their writing. A short small group or individualized session focused on spelling in which the student is really paying attention can pay big dividends in learning. It is important to remember, however, that these times should be used to focus on spelling words that are part of a system and not isolated words. As we have noted before, there are simply too many words to learn if we expect students to learn them all one at a time!

Retention. Once students have learned a set of words in a given lesson, there is a risk that they will be forgotten. Retention requires remembering the spelling of words once they have been acquired. As Fearn and Farnan note, "Learning depends not only on attention, but also on the ability to hold information in active memory long enough for it to be recorded in long-term memory" (2001, p. 431). One way that teachers can provide students some practice with retention is to include some "old favorites" on the self-corrected spelling lists. This provides students an opportunity to draw words from memory. Teachers can also use word activities and games that provide students with an opportunity to use the words they have learned. Finally, teachers ensure that students have multiple opportunities to write during the language arts workshop. This provides young writers with authentic opportunities to use, and spell, words in contexts in which they need them.

See word pyramids as an example of a word recall activity.

Automaticity. Interestingly, accurate spelling on a test does not mean the student can use it in his or her writing. In a study of their second-grade students, Beckham-Hungler and Williams discovered that the children consistently misspelled words in their writing that they had successfully spelled on pretests. They speculated that "the cognitive demands of the pretest situation were much less than the demands of journal writing" (2003, p. 304).

Successful spelling in connected writing signals **automaticity**. This means that students can spell, or write, a chosen word automatically and without thinking about it. This is especially important during writing. If a writer has to stop continually to think about how words are spelled, he or she will not be able to focus on the ideas to be written. Writers need a host of words to draw from as they write. Understanding the developmental nature of spelling, a teacher would not expect a first grader to automatically spell *playground*. The student will likely slow down when he or she comes to that word. However, the teacher can and should expect the student to have

a number of words flow automatically, and without conscious effort, from the student's fingers.

The development of automaticity, is not a given. Students need practice to move words from acquisition and retention to automaticity. One way to practice is with the use of given word sentences (Fearn & Farnan, 2001). For example, the teacher may ask the students to “write a sentence with our spelling word *grateful* in the third position of the sentence. In addition, daily timed Power Writing (Fearn & Farnan, 2001) provides students with the opportunity to use the words they know in novel ways. Power Writing, which is discussed in detail in chapter 9 on fluency, invites students to write in 1-minute cycles to increase their writing output. With this type of regular practice, students move many more words from acquisition and retention to automaticity, and thus become stronger writers and readers.

You may recall from our discussion in chapter 3 that we sometimes extend given word sentences into longer pieces of generative writing (Fisher & Frey, 2003).

APPROACHES TO TEACHING SPELLING AND WORD STUDY IN THE LANGUAGE ARTS WORKSHOP

As with other areas of instruction, spelling instruction and practice occurs in each component of the language arts workshop. You'll recall that each day the teacher provides the whole class with focus lessons and then moves to guided instruction, collaborative learning events, and finally independent practice. Importantly, each component of the language arts workshop provides the teacher an opportunity to provide students with different types of spelling instruction.

Focus Lessons

The focus lesson portion of the language arts workshop offers students time when the teacher models, coaches, and scaffolds instruction on a skill or strategy. Spelling and word study focus lessons emphasize opportunities for students to use strategies to use their growing understanding of the patterns and structures to solve words.

Practicing words. One of the most basic learning strategies taught is the use of rehearsal as a method for learning new material. As adults, many of us have learned how to do this either through instruction in study skills (if we were lucky) or by trial and error (more likely). Teachers often conduct a focus lesson in September on how to learn new material using a simple 5-step plan:

- *Look* at the word and repeat the letters.
- *Cover* the word.
- *Say* the letters again.
- *Write* the word.
- *Check* to see if you spelled it correctly.

Because this is such a fundamental method of rehearsal, we introduce a poster at the same time for students to refer to when they are studying.

Word walls. Having a word wall in the language arts classroom should be a given because they are so valuable for teaching aspects of spelling and word study. Every classroom should be a print-rich environment in which students can use the environmental print in their reading and writing. However, simply having a word wall is not adequate. Students must be taught to use the word wall. It is recommended that

Figure 7.9 Kindergarten Word Wall



5 to 10 minutes every day be devoted to word wall activities (Cunningham, Hall, & Sigmon, 1999). The words are added to the wall gradually—only five or so a week. The idea is to spend time teaching those words well. Word walls for younger children are often arranged alphabetically or by rime patterns. A photograph of a kindergarten word wall is in Figure 7.9. Word walls for older students are often arranged thematically based on the specific units of study, such as westward expansion, the human body, or the water cycle. In some classrooms there are multiple word walls—some for the words necessary to learn the content of science, math, social studies, music, and so on, and some for the specific spelling words that students are learning.

As part of the focus lesson, a teacher may ask students to find words with specific spelling patterns on the word wall. In a primary-grade classroom, the teacher may say a word from the spelling list and ask a student to go to the wall and point out the word. One of our favorites is a version of the “I Spy” game. In a first-grade classroom the teacher announces, “I spy with my little eye a word that contains a th-consonant digraph.” Students then scan the word wall to find a word that fits. Subsequent clues help them narrow the possible words down to *there*, *with*, *them*, *the*, and *think*. When the teacher adds the hint that it is a word to describe what they do in school, they all shout, “Think!” Cunningham, Hall, and Sigmon (1999) have other suggestions for using the word wall:

- *On the Back*—The teacher recites five sentences featuring word wall words and the students write down the words they hear.
- *Add an Ending*—Students create new words to write by adding a suffix to word wall words.
- *Chant, Clap, Cheer, Write, Check*—In unison, the children chant, clap, and cheer the spelling of each of the five focus words, then write the words on paper and check against the word wall for accuracy.

One way that teachers use their word wall is through a weekly word wall bingo game. Students are provided with blank bingo forms and are instructed to write words from the word wall into any of the squares they want. The teacher then calls words until one of the students earns a bingo!

Another class-wide use of the word wall is known as non-negotiable words. In every piece of student writing, the teacher expects all of the word wall words to be spelled correctly. When students submit papers with word wall words spelled incorrectly, the teacher returns the paper and asks the student to find the word wall word that is not correct.

Spelling tests with self-correction. The most significant way to ensure that students learn to spell is through self-corrected tests—tests that the students correct themselves to focus on where they are making mistakes (Henderson, 1990; Templeton, 2003a). We agree with Fearn and Farnan (2001) in that once per week is not sufficient to provide students the practice they need in noticing where they make mistakes. We maintain that students need regular, if not daily, spelling tests to learn to spell well.

The self-corrected spelling instruction and test might occur something like this. On Monday, Ms. Allen asks students to participate in a spelling test. She reads them a list of 10 words. Once she has read the list through two times, she asks students to correct their papers as she reads the words and spells each one. For example, she says, “arrest, ah rest, a-r-r-e-s-t.” Students circle any missing letters, added letters, or transposed letters.

She then asks students to give themselves a letter grade for *each* word (A is no errors, B is one error, and so on). When they finish this first round, she asks her students to turn their papers over and she presents the same list again in a different order. Following the same procedure, she provides her students with time to self-correct and circle the places on the word where they make mistakes. Students then record these words in the Words to Learn section of their journal where they write notes to themselves about the “tricky parts.” A copy of the Words to Learn log can be seen in Figure 7.10.

By Wednesday, over half the class has all the words correct and they no longer need to participate in the spelling tests. They track their own progress on the Words to Learn log. By Friday, nearly every student in her class can spell the entire list correctly. The key to learning to spell this way is successive approximations (Fearn & Farnan, 2001). In other words, students are participating in an instructional event in which they are not immediately told that they have “failed the spelling test, again,” but rather can see their grades slowly improve as they pay attention to the places in the word that they make mistakes.

Guided Instruction

During the guided instruction portion of the language arts workshop, students meet with the teacher to participate in small group learning. Students assume more responsibility and the teacher provides coaching as needed while the learner uses newly learned literacy skills and strategies.

Elkonin boxes. During guided reading instruction, students sometimes need more direct experiences to process the sounds in words. One method for pairing manipulatives with phonemic awareness instruction is called **Elkonin boxes** (Elkonin, 1963). Elkonin boxes are represented as empty squares for each phoneme in a word. Several

Another name for this strategy is *sound boxes*.


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Figure 7.10 Words to Learn Log

		Look	Cover	Say	Spell	Write	Check	TESTS			
								1	2	3	4
Word	Tricky Part / Key Feature										
1 Way	Tricky part for me is "a".										
2 these ✓	The "s" is tricky.										
3 might ✓	The tricky part is "gh".										
4 float ✓	The "a" is tricky.										
5 close ✓	The "os" is tricky.										
6 tried ✓	The "i" is tricky.										
7 pricey ✓	The "i" is tricky.										
1 April											
2 Hello ✓	It sounded like "w".										
3 white ✓	The tricky part is "hi".										
4 silent ✓	The tricky part is "i".										
5 future ✓	The tricky part is the "u".										
6 even ✓	The tricky part is "e".										

manipulatives (unifix cubes, bingo chips, or pennies) are given to the student along with a mat like the one seen in Figure 7.11. The teacher says each word slowly while the student pushes a chip into a box for each sound they hear. Therefore, the word *dog* would need three boxes, as would the word *fish* (/sh/ is one phoneme).

Letter boxes. Reading Recovery teachers use a variation of Elkonin boxes called **letter boxes**. When a student becomes stuck on a word during guided writing, the teacher draws a corresponding number of boxes for each letter on a separate sheet of paper. The teacher then prompts the student to write all the sounds they hear in the word they are attempting to spell. Depending on the student's knowledge of spelling, the teacher may supply letters the student is unlikely to figure out on their own. For example, Ms. King used letter boxes to assist Andre, a kindergartener, in

Figure 7.10 Words to Learn Log (*continued*)


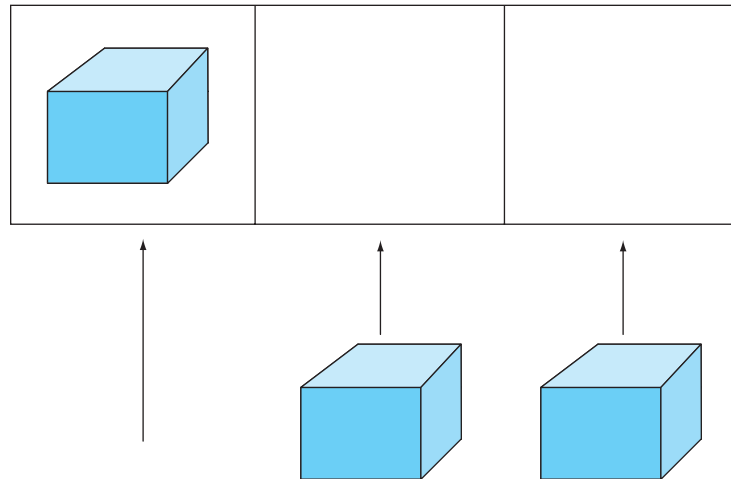
Word	Tricky Part / Key Feature	TESTS			
		1	2	3	4
1 once	The "n" is the tricky part.				
2 another	The "a" is the tricky part.				
3 does	The "oe" is the tricky part.				
4 began	The "e" is the tricky part.				
5 until	The "u" is the tricky part.				
6 which	The "h" doesn't have sound.				
1 everything	The "e" is tricky.				
2 early	The "a" is tricky.				
3 appeared	The double "p" is tricky.				
4 wrapped	The "w" is tricky.				
5 wrapping	The double "p" is tricky.				
6 Earth	The "ar" is tricky.				
7 lived	The "ed" is tricky.				

figuring out how to spell *bike*. Since she knew it was unlikely that Andre would know about silent *e*, she drew four boxes and wrote the letter *e* in the last box. She then prompted him to first make and then write each letter in the boxes. In less than 1 minute, Andre had arrived at the correct spelling and was back to writing his sentence. We have duplicated Ms. King and Andre's letter boxes in Figure 7.12.

Magnetic letters, Magna Doodles, and Have-a-Go notes. How many times have you written a tricky word on a slip of paper to see if it looks right? That's because spelling utilizes both visual and auditory memory. During guided instruction, teachers use magnetic letters and Magna Doodles with young spellers to encourage experimentation. When they come to a word they are unsure how to spell, we make these manipulatives available so they freely move the letters around until they arrive at a satisfactory spelling. There

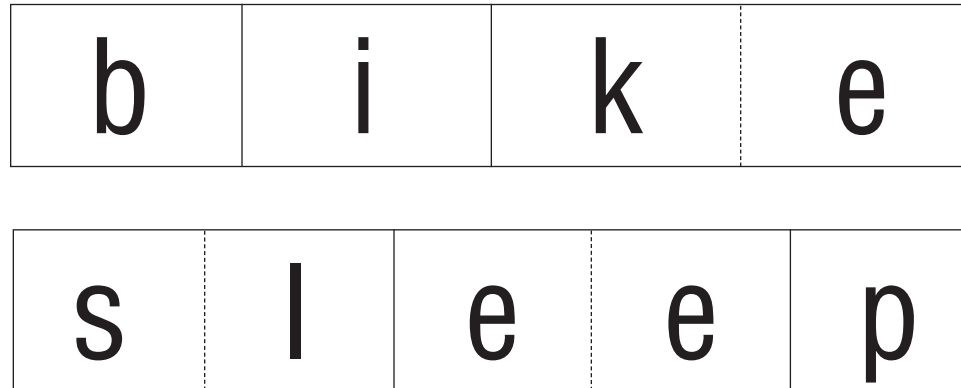
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Figure 7.11 Elkonin Boxes



A child pushes three cubes into the boxes to represent the sounds in fish (/f/ /i/ /sh/).

Figure 7.12 Andre's Letter Boxes



is an advantage for the teacher as well. Because students are working on a larger scale, the teacher can observe the problem-solving processes they are using.

Have-a-Go notes can be introduced in spelling journals to students as they move into the letter name stage of spelling (Routman, 1991). These notes feature several columns for students to attempt spelling. While the teacher coaches (“Write all the sounds you hear”), the child makes two tries at the word. If the child does not arrive at the correct spelling, the teacher writes the correct spelling in the third column for the student to use in his or her writing. We also put a check mark next to the correct spelling so that they can consult their notes at other times. While we initially use magnetic letters, Magna Doodles, and Have-a-Go notes during guided instruction, we make these tools available for use during collaborative and inde-

Figure 7.13 Have-a-Go Notes



Have-a-Go	Have-a-Go	Correct Spelling
bist	best ✓	
sekind	sekond	second ✓
were ✓		

pendent time as well in order to promote generalization. A version of Have-a-Go notes is in Figure 7.13.

Personal spelling lists. As we explained earlier, many of the words on a student's list of spelling words will have been selected because they possess characteristics consistent with the learner's developmental level (i.e., word families, word derivations). However, even students in the same stage of spelling have individual needs and interests that should be incorporated into the spelling curriculum. Therefore, each week, students should have a personal list of words they are studying. This personal list augments the primary list and can consist of anywhere from one to five additional words. There are several means for selecting these words with students. We've outlined a few below:

- *Words misspelled by the student.* Self-editing is an important skill for students to develop. Have students edit one to two pieces per week, underlining each word they believe they have misspelled. The words chosen for their personal spelling list are the misspelled ones they *did not* underline.
- *Challenge words.* Most students are fascinated by unusual words. Let them choose up to five challenge words that interest them. Encourage them to use dictionaries, thesauri, and their narrative and expository readings to find novel words.
- *BOLO (Be On the Lookout) words.* Ask students to keep track of words they encounter that are difficult for them to spell. They should “be on the lookout” throughout the school day and at home for words they find difficult. When they encounter such a word, they should note it on the BOLO list. This list becomes a source of potential personal spelling words. We've included a copy of the BOLO list in Figure 7.14.
- *Stump the Teacher.* This has proven to be a perennial favorite in classrooms, regardless of grade level. This is a standing challenge to students to bring a word that might “stump the teacher.” There is a catch, though—the student must be able to spell and define the word and use it in a sentence. We keep a chart of the words that have been brought to the class along with the results.

Figure 7.14 BOLO Spelling List

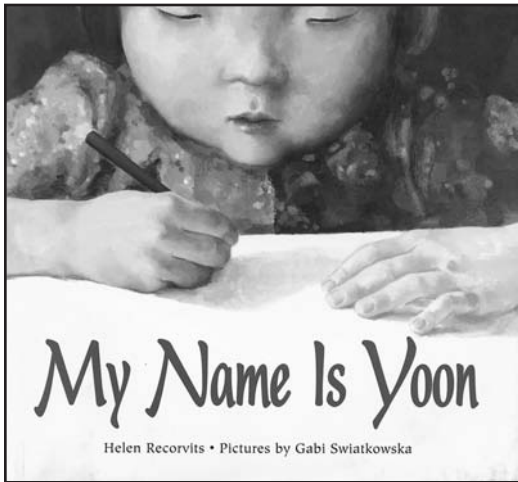
 BOLO Personal Spelling List  <i>"Be On the Lookout for Tricky Words"</i>		
BOLO Word	Date Found	Date Added to Personal Spelling List

Collaborative Learning

When students collaborate with peers, they utilize literacy skills and strategies to read and write. These paired and small group activities are designed to get students talking about what they know and why they know it. In addition, they are able to assist one another when a learning activity is more challenging.

Making words. Students in letter-name and within word pattern stages of spelling development are ideal candidates for Making Words, “an activity in which children are individually given some letters and use these letters to make words” (Cunningham & Hall, 1994, p. 1). The letters for each lesson come from a “secret word” that has been chosen in advance. The letters are on small slips of paper and rest in a folded tent to hold the letters, much like a Scrabble display. Students make a succession of words, beginning with two-letter words, then three-, and so on. With each word that is made, all students arrange their letters to spell the word. Eventually, they rearrange the letters until they have discovered the secret word. Finally, words can be sorted according to word families (rimes), beginning letters (onsets), or conceptually (for meaning). A list of common rimes, based on the work of Wylie and Durrell (1970), is featured in Appendix 7.5.

The Making Words instructional materials feature lessons and blackline masters for hundreds of lessons.



Korean-born Yoon dislikes her name in English and tries to find ways to feel more comfortable in her new school and new country.

Illustrations © 2003 by Gabi Swiatkowska from MY NAME IS YOON by Helen Recorvits. Used with permission of Farrar, Straus and Giroux.

This instructional strategy is typically introduced during the shared activity time in the language arts workshop, however, we have chosen to feature it under the collaborative learning portion because of its potential as a student-directed center. Once students have mastered the routine of this activity through shared experiences, Making Words lessons, letters, and tents can be placed in the word center for repeated enjoyment. Students take turns directing the activity. An example of a word tent appears in Figure 7.15.

Word sorts for spelling patterns. Sorting words is a useful activity for students to practice the spelling patterns of many words. Sorts typically feature words or pictures on individual cards and a mat for keeping the cards organized. There are two kinds of sort cards:

- *Sound sorts* build phonemic awareness and feature pictures of common objects possessing the same initial, medial, or final sounds. For example, cards containing pictures of a sun, pan, panda, saw, and

Figure 7.15 Photograph of Making Words Tent and Letters



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pig can be sorted into words that begin with the sound of /s/ and those that begin with the sound of /p/.

- *Word sorts* feature printed words instead of pictures.

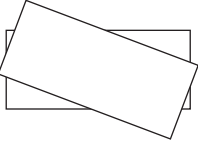
Students can sort these pictures or words using one of three conditions:

- *Closed sorts* are sorts that are accompanied by stated categories. Students sort the cards based on these categories. A closed sort is featured in Figure 7.16.
- *Open sorts* come without stated categories. The students must examine all the cards to construct their own categories.
- *Conceptual sorts* use cards that are categorized by meaning rather than word structure. Conceptual sorts to build vocabulary are discussed in chapter 8.

Using reference materials. Students often bemoan dictionary work and the drudgery of looking up words and writing definitions. Many of us have our own memories of endless lists and an enormous dictionary. Using the dictionary to look up a word you don't know how to spell is notoriously ineffective, especially because you need to know how to spell the word in order to use the dictionary! We advocate making many interesting dictionaries and reference materials available to students while they read and write. In addition to age-appropriate traditional dictionaries, classroom reference materials should include:

- Rhyming dictionaries for poetry writing
- Visual dictionaries
- Student thesauri
- Thematic word walls with content area words (science, mathematics, social studies, etc.)
- Language charts of affixes, synonyms, and antonyms

Figure 7.16 Closed Sort

Ss	Pp
	pop
soft	panda
saw	pig
sun	pan

Itty-Bitty aids in long-term retention of words.

Itty-Bitty. In addition to making words, students can break spelling words into smaller words. Similar to the making words activity, Itty-Bitty (Young, 2001) provides students with practice recalling words they had previously learned. For example, if the fifth grade spelling word is spinach, students can make lists of the one-letter, two-letter, three-letter, four-letter, five-letter, and six-letter words that can be made from their spelling word. From the word spinach, students could make I, in, an, is, pin, nip, hip, spin, chip, pinch, chips, and many others.

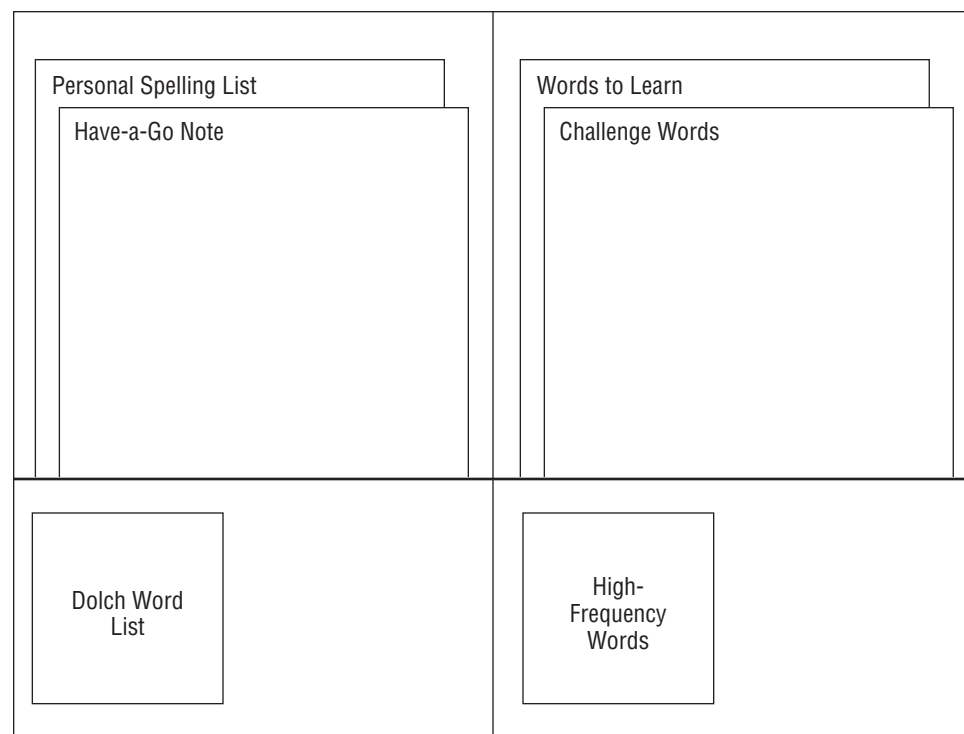
Independent Learning

Students engage in independent learning activities to consolidate their understanding of literacy skills and strategies. Spelling journals and other games are useful during the independent learning phase of the workshop.

Spelling journals. We have saved spelling journals for discussion during the independent phase of the language arts workshop, but in truth they are used throughout the day. Spelling journals are maintained by students in order to organize their spelling work. A diagram of a spelling journal can be found in Figure 7.17. A typical spelling journal can take the form of a folder, binder, or notebook and contains the following items:

- Words to Learn list
- Personal spelling list
- Have-a-Go notes

Figure 7.17 Spelling Journal



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- Challenge words list
- Stump the Teacher list
- Alphabet cards (for younger students)
- High-frequency or Dolch words list
- Notes taken during spelling focus lessons
- Independent spelling activities

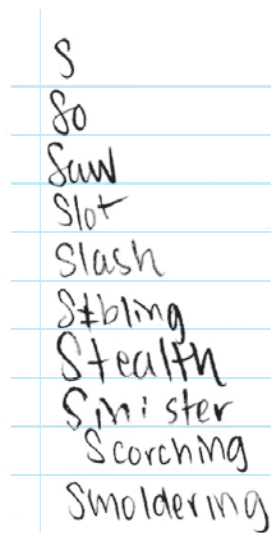
The scenario at the beginning of this chapter featured student work in a spelling journal. It is also important to note that these journals are not in full use during the first week of school. Each of these components, from Have-a-Go notes to interest lists are taught first in the shared portion of the workshop, then further extended through guided and collaborative activities. Only after the first month are spelling journals being fully utilized in the classroom.

Personal dictionaries. These are closely related to the personal spelling lists and are used extensively in K–2 classrooms. As students acquire words for their personal list, they add them to a small journal (4 × 6) of 26 pages. Each page represents a letter of the alphabet. Students add words to the pages along with a definition in their own words and are encouraged to use their dictionaries when writing.

Word games. Games are an excellent method for creating opportunities for rehearsal and practice. Because they are engaging they also are chosen frequently by students. These include board games like Scrabble®, Concentration, and Boggle. In addition, there are other easy word game activities that students can do independently:

- *Spellamadoodle.* This is a fun activity whose only purpose is to invite students to focus on the spelling of a word for a few minutes (Rees,

Figure 7.18 Word Pyramid



Kovalevs, & Dewsbury, 1997). Students create designs using spelling words in order to convey the meaning as well as the letters.

- *Word pyramids.* Students begin with one letter and then write a two-letter word that begins with the same letter. This is followed by a three-letter word, then four-letter word, and so on. The goal is to build a pyramid of words that extends to 10 letters or beyond. When they can go no further, they write a sentence for each word in the pyramid (Fearn & Farnan, 2001). An eighth grader's word pyramid is in Figure 7.18.
- *Endless words.* Beginning with a three- or four- letter word, the student creates a list by changing only one letter at a time to create new words. For example, a sequence might look like this:

pat rat sat Sam Pam tam Tim tin tan tap. . .

The goal is to make the longest list!

This is also a great class game when you have five minutes to fill before going to lunch!

BIG IDEAS ABOUT SPELLING AND WORD STUDY

In sum, spelling instruction matters (Graham, Harris, & Chorzempa, 2002). We cannot assume that students will learn to spell, and thus read and write, without instruction. Like other aspects of literacy, students progress developmentally through stages of acquisition. Therefore, it is important for teachers to know where their students are developmentally and understand what instructional activities provide their learners with opportunities for growth. Active learning occurs when students use manipulatives, sorts, and other interactive processes. Student interest is also essential and therefore children should have input on the words they learn as well.



INTEGRATING THE STANDARDS

Create lesson plans that meet your state's standards by visiting our Companion Website at www.prenhall.com/frey. There you'll find lessons created to meet the NCTE/IRA Standards. Adapt them to meet the standards of your own state through links to your state's standards, and keep them in the online portfolio. You can collect lesson plans for each chapter in an online portfolio, providing you with invaluable tools to meet your state's standards when you head into your own classroom.

CHECK YOUR UNDERSTANDING

1. Why should time be devoted to spelling instruction in the language arts workshop?
2. How do students learn to spell? What is the natural development of spelling?
3. Which words should be taught in a spelling curriculum?
4. What instructional activities support spelling acquisition?

CLASSROOM CONNECTIONS

1. Choose two students to assess. Use the Developmental Spelling Assessment (Ganske, 2000) in chapter 11 to determine their stage of spelling and develop an instructional plan.

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2. Take note of the reference materials (dictionaries, thesauri) available in the classroom. Write down the titles of the ones you like best for later use in your own classroom.

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Appendix 7.1 Spelling Lists by Grade Level

<p>GRADE 1 (Words with Short a) at bat cat an man ran</p> <p>(Everyday words) and am</p>	<p>GRADE 2 (Words with c, k, and ck) can could kind like book sick second woke took back pack kick</p> <p>(Challenge words) bacon attic stuck</p>	<p>GRADE 3 (Words with dr, sc, ft, nk) dry dream drink score soft left think dragon drum scared scarf gift thank bank</p> <p>(Challenge words) drawer scanner aircraft prank</p>
<p>GRADE 4 (Words with thr, scr, str, squ) throat through screen scratch scream strange street strike square squeeze threat thrown thrill scrub skyscraper strawberry strength squeal squirm squirt</p> <p>(Challenge words) arthritis description instrument astronaut squeezeable</p>	<p>GRADE 5 (Words with sk, sp, st) skinny task risk spider wasp crisp stopped style arrest suggest skeleton skunk brisk spilled spinach grasp stumble statue boast adjust</p> <p>(Challenge words) snakeskin inspire respect frostbite obstacle</p>	<p>GRADE 6 (Getting letters in correct order) <i>poetry</i> <i>beautiful</i> <i>thirteen</i> <i>tongue</i> <i>pieces</i> <i>neighborhood</i> <i>thousand</i> <i>through</i> <i>unusual</i> <i>building</i> <i>license</i> <i>remodel</i> <i>grateful</i> <i>enemy</i> <i>instrument</i> <i>perform</i> <i>prefer</i> <i>judged</i> <i>adjusted</i> <i>soldier</i></p> <p>(Challenge words) <i>preliminary</i> <i>tremendous</i> <i>mediocre</i> <i>perception</i> <i>neutrality</i></p>

GRADE 7**(Getting letters in correct order)**

completely
believe
weirdest
beige
through
thirtieth
experiment
perfume
doesn't
decision
politely
fierce
briefcase
sleigh
lieutenant
maneuver
recruit
biscuit
gauge
preserve

(Challenge words)

unyielding
beguiling
beauteous
precipitation
preferably

GRADE 8**(One consonant or two?)**

embarrassment
unnecessary
occasionally
trespass
dismissed
challenge
forbidden
accompany
immediately
exaggerate
possessive
aggressive
accessory
compassionate
cancellation
commemorate
moccasin
accumulate
dilemma
appropriate

(Challenge words)

preoccupation
saccharin
insufficient
constellation
commiserate

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Appendix 7.2 Common Latin and Greek Root Words

Root	Meaning	Examples
aer	air	Aerial, aeronautical
aster/astr	star	Astronomical, asterisk
auto	self	Automatic, autograph
bio	life	Biography, biology
chron	time	Chronicle, synchronous
derm	skin	Epidermis, pachyderm
fac, fact	to make; to do	Factory, facsimile
fer	to carry	Transfer, ferry
gram	written	Grammar, diagram
graph	to write	Biography, graphic
hydr	water	Hydrant, hydroponics
logo	reason	Logic, epilogue
meter	measure	Metric, thermometer
micro	small	Microscope, microwave
mono	one	Monastery, monotonous
par	get ready	Prepare, repair
port	to carry	Airport, export
phon	sound	Telephone, phonics
photo	light	Photograph, photosynthesis
stat	to stand	Status, station
tech	art; skill	Technology, technical
therm	heat	Thermometer, thermal
vid, vis	to see	Video, vision

Sources: Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). Greek word roots (p. 274). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall. Blachowicz, C., & Fisher, P. J. (2002). The most common Latin words in the vocabulary of children (p. 196). *Teaching vocabulary in all classrooms* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Appendix 7.3 Dolch Sight Vocabulary Words

Preprimer	Primer	First	Second	Third
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
here	four	had	first	got
i	get	has	five	grow
in	good	her	found	hold
is	have	him	gave	hat
it	he	his	goes	if
little	into	how	green	keep
look	like	jump	its	kind
make	must	just	made	laugh
me	new	know	many	light
my	no	let	off	long
not	now	live	or	much
one	on	may	pull	myself
play	our	at	read	never
red	out	old	right	only
run	please	once	sing	own
said	pretty	open	sit	pick
see	ran	over	sleep	seven
the	ride	put	tell	shall
three	saw	round	their	show
to	say	some	these	six
two	she	stop	those	small
up	so	take	upon	start
we	soon	thank	us	ten
where	that	them	use	today
yellow	there	then	very	together
you	they	think	wash	try
	this	walk	which	
	too	warm	why	
	under	were	wish	
	want	when	work	
	was		would	
	well		write	
	went		your	
	what			
	white			
	who			
	will			
	with			
	yes			

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Appendix 7.4 Commonly Misspelled Words, Grades 1–8

1. too	26. didn't	51. like	76. about
2. a lot	27. people	52. whole	77. first
3. because	28. until	53. another	78. happened
4. there	29. with	54. believe	79. Mom
5. their	30. different	55. I'm	80. especially
6. that's	31. outside	56. thought	81. school
7. they	32. we're	57. let's	82. getting
8. it's	33. through	58. before	83. started
9. when	34. upon	59. beautiful	84. was
10. favorite	35. probably	60. Everything	85. which
11. went	36. don't	61. very	86. stopped
12. Christmas	37. sometimes	62. into	87. two
13. were	38. off	63. caught	88. Dad
14. our	39. everybody	64. one	89. took
15. they're	40. heard	65. Easter	90. friend's
16. said	41. always	66. what	91. presents
17. know	42. I	67. there's	92. are
18. you're	43. something	68. little	93. morning
19. friend	44. would	69. doesn't	94. could
20. friends	45. want	70. usually	95. around
21. really	46. and	71. clothes	96. buy
22. finally	47. Halloween	72. scared	97. maybe
23. where	48. house	73. everyone	98. family
24. again	49. once	74. have	99. pretty
25. then	50. to	75. swimming	100. tried

Source: Table “100 Most Frequently Misspelled Words from Research in Action” by Ronald L. Cramer and James F. Cipielewski from *Spelling Research & Information: An Overview of Current Research and Practices*. Copyright © 1995 by Scott, Foresman and Company. Used by permission of Pearson Education, Inc.

Appendix 7.5 Common Rhymes and Words to Use with Them

These 37 rhymes can make more than 500 words.

-ack back, pack, stack	-aw raw, saw, thaw	-ink rink, sink, think
-ail pail, mail, snail	-ay day, say, play	-ip lip, nip, slip
-ain rain, stain, drain	-eat heat, meat, bleat	-ir fir, sir, stir
-ake rake, snake, bake	-ell sell, tell, smell	-ock rock, sock, stock
-ale pale, bale, whale	-est best, rest, chest	-oke joke, poke, smoke
-all fall, tall, small	-ice rice, nice, spice	-op hop, top, stop
-ame name, fame, flame	-ick pick, sick, trick	-or or, for
-an can, man, than	-ide ride, side, glide	-ore core, more, chore
-ank rank, spank, thank	-ight light, might, fright	-uck duck, tuck, struck
-ap cap, tap, trap	-ill fill, mill, grill	-ug hug, tug, slug
-ash mash, sash, smash	-in fin, pin, grin	-ump hump, lump, slump
-at cat, mat, scat	-ine fine, mine, shrine	-unk dunk, junk, trunk
-ate <i>gate, late, crate</i>	-ing <i>wing, sing, fling</i>	