

If learning to spell is anything like falling in love, I don't want to do it. It takes too long.

1st grader

Spellings (representations of words, sounds, and syllables) offer a window into the writer's understanding of print at the word level.

Developmental Spelling Stages

- Print has meaning
 - "graphic elements can represent ideas"
 - scribble, numbers, letter-like strings, letters...
- Visual Cue
 - read/spell broadly and contextually
 - letter choices based on visual features
- Phonetic Cue
 - learning letter/sound correspondences
 - phonetic spellings
- Transitional
 - rule-based, though not always conventional
- Conventional

Developmental Spelling Test

BECA	[back]	SCRVL	[sink]
ML	[mail]	SOUA	[dress]
LCA	[lake]	PATP	[peeked]
SK	[stick]	D	[side]
FT	[feet]	TS	[test]

Developmental Spelling Test

back	[back]	sta	[sink]
mail	[mail]	dress	[dress]
lake	[lake]	peeked	[peeked]
stack	[stick]	side	[side]
feet	[feet]	test	[test]
light	[light]	s	[dragon]

Developmental Spelling Test

bake	[back]	sinek	[sink]
mall	[mail]	drsse	[dress]
lake	[lake]	pekd	[peeked]
stik	[stick]	side	[side]
feet	[feet]	test	[test]
light	[light]	baran	[dragon]

Developmental Spelling Test

dar	[back]	htg	[sink]
mg	[mail]	wy	[dress]
Mr	[lake]	pn	[peeked]
sp	[stick]	se	[side]
se	[feet]	sa	[test]
gf	[light]	dp	[dragon]

Developmental Spelling Test

back
~~maen~~
 lake
 stick
 feet
 light
 sink
 dress
 peek
 side
 test
 dragon
 mr

- back
- mail
- lake
- stick
- feet
- light
- sink
- dress
- peeked
- side
- test
- dragon

So what? Now what?

Print Has Meaning/Visual Cue Strategies

- PowerPoint books
- Phonemic awareness ideas we discussed
- Abc assessment and instruction
- Easier sight words -- 1-2 a month
- Rhyming books (couple of words per page)
- Repetitive pattern books, predictable books
- Familiar words (things they see everyday, like, interests)
- Letter at a time--lots of experiences (familiar experiences, food, activity, color, animal,
- Point out words/letters (occasionally)

So What? Now What?

Print Has Meaning and Visual Cue

- Emergent reading and writing opportunities
 - Name wall and sign-in
- Writing without standards
- Talking word processors with speech feedback at the letter and word level
- Reading talking books
- Alphabet instruction
 - foods, actions, mnemonics, familiar anything
- Being read with where they can see text
 - level 1-4 Reading Recovery Books
 - transitional texts
- Repeated readings (5X or more of each text)

How can we help kids move from earliest stages to more sophisticated?

(ريما) ريما الحندقه
 شعرا أشقر ومنقى
 واللي يحبك بيوسك
 واللي بغضك شو بيتلقى
 يللا تنام يللا تنام
 لادبح لا طير الحمام
 روح يا حمام لا تهدي
 لاكذب عا ريما تننام
 Arabic Lullaby

شكراً

مع السلامة

Thank you
 and Good-bye

So what? Now what?

Phonetic Cue Strategies

- Early
 - Sound at beginning or end (Charlene's lesson)
 - Slide game (Bethany's plan)
 - Word wall
 - Talking word processor (word level)
 - More talking books (beyond level you created)
 - Writing, blends/digraphs introduced
- Later
 - Books on tape, read along (repeated)
 - Big books (fun, see words)
 - Make own books, or for others) (kar, brd, lfnt, word wall support; correct spelling along with their word;

So What? Now What? Phonetic Cue

- Early
 - Talking word processors set to word level feedback
 - The vowel rule in English
 - The more writing the better (child reading aloud)
 - Language experience texts (teacher as scribe)
- Later
 - Word wall
 - personal responsibility in final drafts
 - Making words
 - Talking books, books on tape, big books
 - see and hear text simultaneously
 - Rhyming texts and songs as texts

Now what? So what? Transitional Strategies

- Journals and free writing
- Practice with rimes (to learn spelling patterns)
fear, tear ier eer ear
- Dictionaries and online dictionaries (talking)
- Spelling rules (or patterns)
- Allow as much time as possible for instruction
- Reading partners
- Increase difficulty (range)
- Everything in your textbooks
- Talking word processors--word and sentence

So what? Now What? Transitional

- Nifty Thrifty Fifty
- Making Big Words and Making More Big Words
- Self-correction
- Use of dictionary and spellcheckers learning to “know when you don’t know”
- Peer editing
- Wide reading and writing of real texts
- Reading-writing inquiry projects
- Non-fiction reading

Developmental Spelling Test

developed by Beth Saunders



back



mail



lake



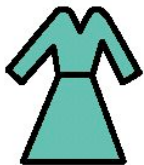
stick



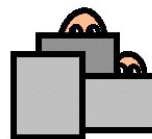
light



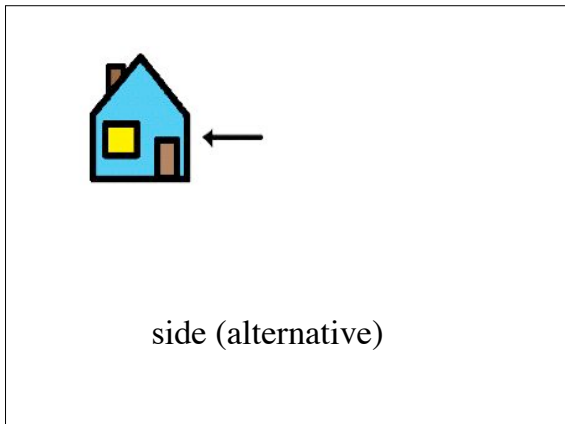
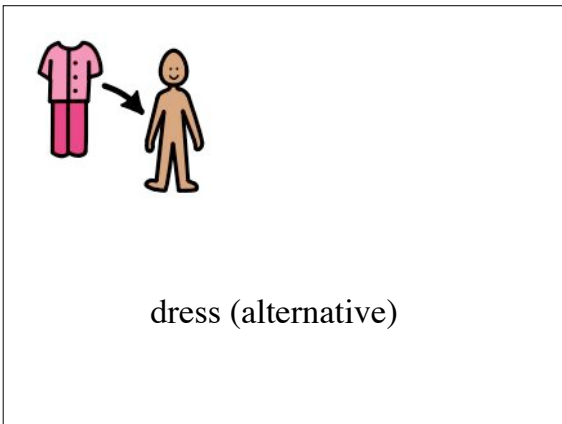
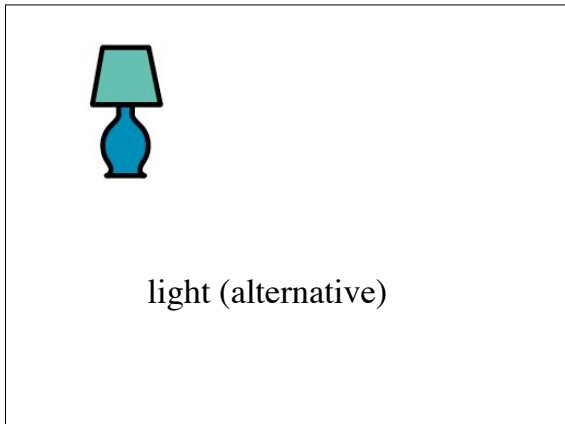
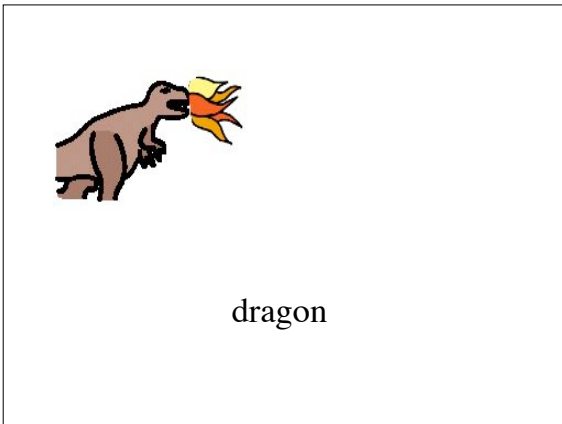
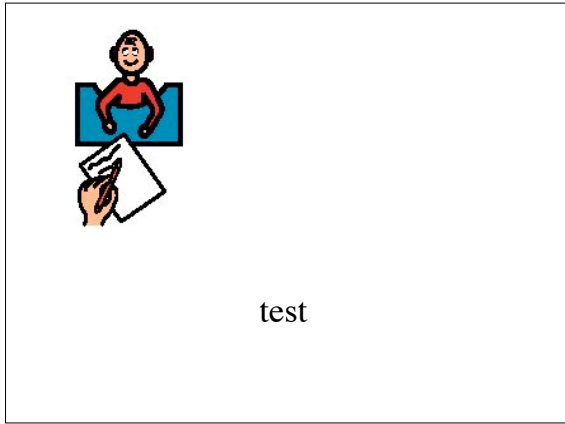
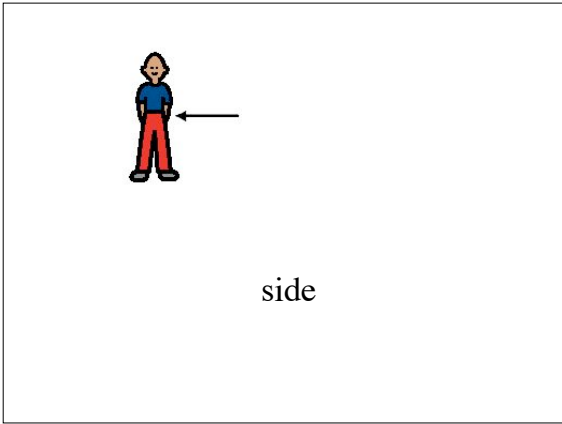
sink



dress



peeked





stick (alternative)