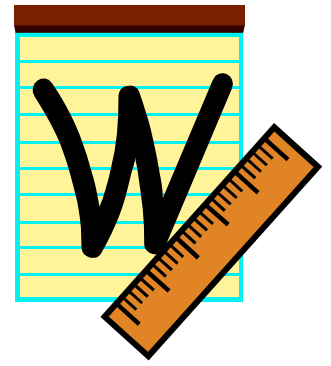


Spelling Workshop

Introduction



Introduction

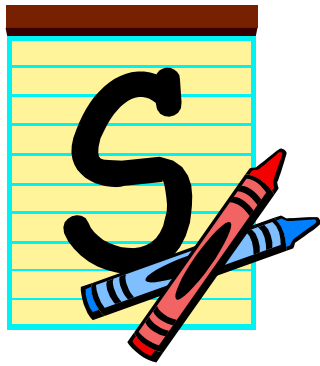
Professional word study books by “spelling gurus” talk as though spelling is the only curriculum that should be taught. They spend every waking hour sitting by the fire, engrossed in the study of words! The suggestions given by these well-meaning experts are unrealistic due to real time constraints from an overburdened teacher and schedule. Just to make the “stuff” to teach spelling takes hours and hours of preparation, not to mention managing all the materials during “the lesson.”

Spelling Workshop is an attempt to answer that dilemma. How do we provide daily word work without further stressing teachers? Is there a “format” that can be followed on a weekly basis that assists in developing good spellers? How can we ensure that students are mastering concepts and strategies and not merely memorizing lists?

The Research

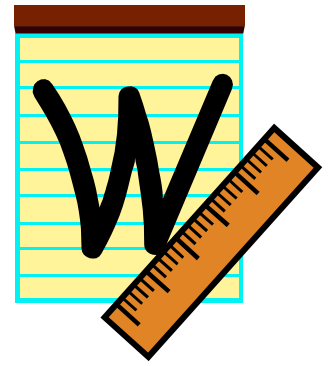
Phonics research reports that reading and writing are reciprocal processes (Pinnell, 1994). Readers decode (put together sounds to form words in text) and writers encode (“spell...a word [by mapping] a spelling onto each sound heard in the word.”) (Blevins 2001). Furthermore, “knowledge of common syllable patterns and structural analysis improves the ability to read, spell, and learn the meanings of multisyllabic words (Blevins, 2001).” To accomplish this, “the most effective type of instruction...is explicit (direct) instruction” that controls the amount of information being taught to the learner (Adams, 1990; Chall, 1996; Evans and Carr, 1985).

Studies clearly indicate that all children can benefit from studying words. This includes children that are good spellers and have a good visual memory (Moats, 1995). As children reach the upper grades, “spelling by analogy becomes increasingly important ...” (Moats, 1995) “In short, knowledge about patterns within single syllables, and syllable patterns within words, will be of considerable value to students in both their reading and their spelling.” (Bear, 1996).



Spelling Workshop

Introduction



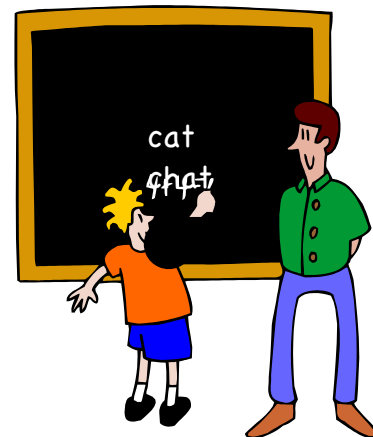
Further research suggests that word study curriculum should accomplish how to look at words, high-frequency words, letter-sound relationships, patterns, and the ability to use multiple strategies (Pinnell, 1994). Spelling should emphasize the most reliable and most useful patterns, not patterns that occur infrequently. Patterns should never be taught as absolutes, but rather as generalizations that can have exceptions (Blevins, 2001).

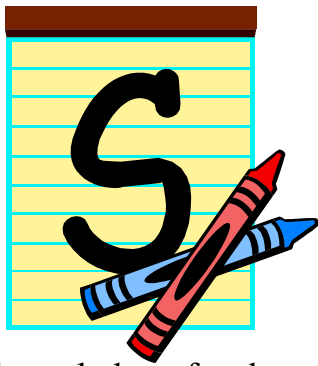
Spelling Workshop

When teaching spelling, research suggests that teachers (Moats, 1995; Blevins, 2001):

- use a logical order in the teaching of patterns and words
- provide daily lessons for approximately 15 minutes
- keep the lessons focused and fast-paced using spelling patterns and frequency of use
- create an environment in which students become actively engaged in observing words and patterns
- provide review and build upon what students know
- adjust pace or scope according to students' assessed needs

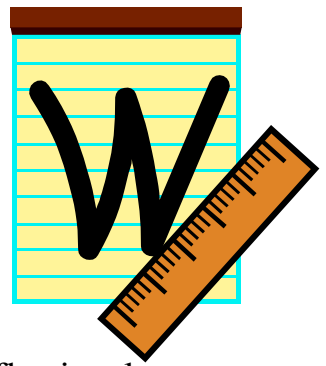
Spelling Workshop is a program designed to meet the above-mentioned criteria. Direct instruction guides students in studying and analyzing words and patterns. It is a plan based upon the latest research. Beginning with onset and rime, the *Spelling Workshop* builds students'





Spelling Workshop

Introduction



knowledge of orthography in a logical sequence including plurals, inflectional endings, cross-checking spelling with meaning, contractions, compound words, the six highly reliable vowel patterns, positional vowel teams, prefixes, suffixes, and Greek and Latin derivatives.

Lessons in *Spelling Workshop* are constructed in daily 15-minute blocks to include:

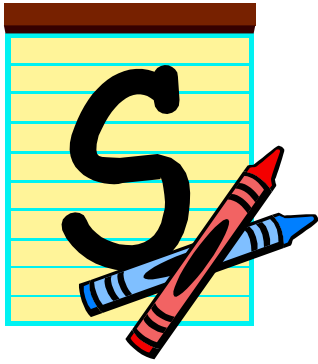
<i>Day 1</i>	<i>Introduce the pattern through think aloud or teacher guided observation Strategize how you will remember one high frequency word</i>
<i>Day 2</i>	<i>Emphasis on decoding Strategize how you will remember one high frequency word</i>
<i>Day 3</i>	<i>Emphasis on encoding Strategize how you will remember one high frequency word</i>
<i>Day 4</i>	<i>Word Activities</i>
<i>Day 5</i>	<i>Spelling Test</i>

Furthermore, it develops from unit to unit and from list to list. It builds upon previously taught patterns so students do not “lose” knowledge they have attained in previous units. Designed to be flexible, teachers can use the level that best meets the students’ assessed needs.

Implementation of Spelling Workshop

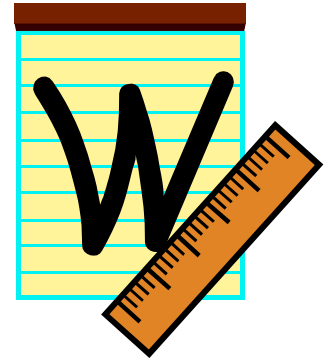
To begin implementation and ensure that children have the background to meet success, a three-year phase-in is suggested below.

<i>Implementation Year</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>
<i>Year 1</i>	<i>List A</i>	<i>List B</i>	<i>List C</i>	<i>List C</i>	<i>List C</i>
<i>Year 2</i>	<i>List A</i>	<i>List B</i>	<i>List C</i>	<i>List D</i>	<i>List D</i>
<i>Year 3</i>	<i>List A</i>	<i>List B</i>	<i>List C</i>	<i>List D</i>	<i>List E</i>



Spelling Workshop

Introduction



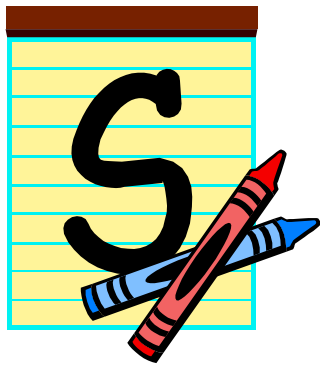
In order for teachers to use the lists in a flexible manner that meets the needs of their classrooms, we have not used a grade level for each list. This also allows for accommodations for special needs students and English as a second language students. In order to “benchmark” where a student is performing, a grade level equivalency chart has been supplied below:

<i>List</i>	<i>Grade Level Equivalency</i>
<i>List A</i>	<i>Grade 1</i>
<i>List B</i>	<i>Grade 2</i>
<i>List C</i>	<i>Grade 3</i>
<i>List D</i>	<i>Grade 4</i>
<i>List E</i>	<i>Grade 5</i>

Materials Needed

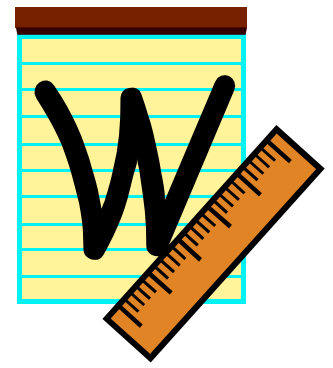
The following materials are needed for implementation:

- Spelling Workshop Packet
- Student Word List photocopied for each student
- Individual Student Chalk Boards or White Boards (You can purchase these inexpensively at Home Depot by purchasing marker board for about \$4.95 a sheet. Tell the clerk you are a teacher and ask him/her to cut them into small boards. Some charge a fee for the cutting. There should be enough material to make 10 white boards)
- Markers or chalk
- If teaching onset & rime, access the web site (www.stevewdunn.com) and download the Trigger Words. Make overhead transparencies and paper cards for the chunk wall
- Various materials for word activities



Spelling Workshop

Introduction



Sample of Lesson Plans and Spelling Lists

Each spelling unit is organizing by reliable patterns that spellers use frequently. Each time a new spelling pattern is introduced, a lesson design is provided for teachers (see figure 1) with a sample script that can be used throughout the pattern of study.

Definition: A syllable or one syllable word containing one vowel. The syllable or one syllable word ends with one or more consonants. The vowel says its short sound because it is "closed off" by the consonant(s) and cannot say its full name.

Examples of Pattern:

cats	pen	drip	dock
trucks	up		

Steps for teaching using discovery method:

1. *Introduce the pattern using the one syllable words provided above (all vowels are represented). Write the vowels in red and consonants in black. Read the words out loud, a couple of times with the children.*

Ask

"What do you notice about all these words?"

Guide discussion to end up with a list that includes the following statements

- they all have one vowel
- each vowel says its short name
- they are all one syllable
- the vowel is followed by one or more consonants

Introduce this as a Closed Vowel Pattern. Extend to the Core Words list and the Extra Words with Same Pattern list throughout the week.

2. *When multisyllabic words are used in the word work lists, extend this concept to two syllable words by introducing the "Divide and Conquer" strategy. Use words from the spelling list for that week.*

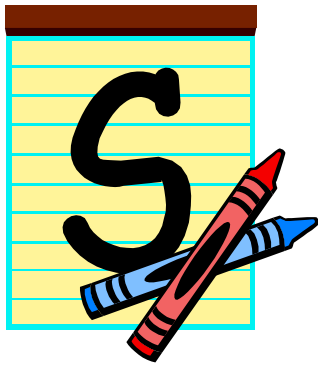
Figure 1

In addition, a word list with the patterns is provided with the syllabication of each word for teachers to use during direct instruction. These words illustrate the application of the pattern being studied (figure 2). Three high frequency words have been provided weekly with two blank spaces for teachers to include words that his/her individual students need.

al•cove	pro•pane	con•fine	are
com•pro•mise	at•tire	con•sume	our
com•pen•sate	cas•cade	a•buse	audience
in•cline	con•sole	de•sire	
man•date	com•pose	re•fine	

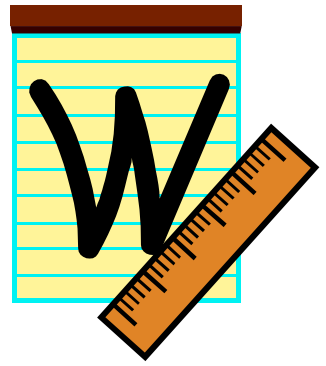
Figure 2

A scope and sequence is provided for each list that builds upon the previous year's study. Additional words that represent the pattern are also included in each unit to assist teachers in extending word study beyond the assigned list. This helps



Spelling Workshop

Introduction



teachers assess which students are able to comprehend, extend, and apply the pattern being taught during that unit.

Finally, each unit comes complete with five (5) additional words to give during the spelling test that have not been studied, but represent the application of the pattern being taught.

School wide data

A pre/post test is provided to assess the success and internalization of the patterns that have been instructed throughout the year. Data is reported to a web site and graphs are provided back to the school for a visual representation of the yearly measured growth. This data can be use in school or media publications to show the gains in student word analysis as a result of *Spelling Workshop*.

