

1: Reading Worksheets, Spelling, Grammar, Comprehension, Lesson Plans -

Nearly 90 percent of English words can be spelled if you know the basic patterns, principles, and rules of spelling. Students can use these rules as an aid to spelling unknown words. If a child can spell a word, he or she can usually read the word.

So, how then should spelling be taught? Instead, they should focus on teaching the ways in which English spelling is regular and predictable, as well as helping students memorize the most common irregular words. Even with young children, such instruction need not focus just on rules: Spelling can be approached as an exploration of language and then applied in various writing exercises. The less easily a child intuits the structure of words, the more vital is direct, systematic, longterm instruction in how our writing system works. But all children, even those who are predisposed to be good spellers, have much to learn about the history, structure, and representation of their own language that will pay off in many other verbal domains. Research that directly compares or validates specific instructional methods is minima. But we do have some solid footing to draw on; research has identified the linguistic proficiencies that are essential to spelling and the developmental phases that children typically progress through as they learn to spell. As Marcia Henry suggested, every layer of language organization merits attention in the elementary and middle school curriculum. A coherent progression for reading and spelling begins with phoneme awareness training and concludes with the study of Greek combining forms i. Phoneme awareness training is an obvious place to start, but what may not be so obvious is the importance of introducing young children to higher level content, such as some vowel teams, syllable types, and inflections i. For example, first-graders should be introduced to the vowel-consonant e syllable type since it appears in so many words they are learning to read and write, but those children may not master this syllable type until second or even third grade. The following list provides the main content that I believe should be emphasized in each grade, but it does not list the years in which content should be introduced or the years in which some content may need to be reviewed. As a general rule, many spelling concepts are introduced early and then are studied in greater depth in later grades. Phoneme awareness, letter names, and letter sounds Grade 1: Anglo-Saxon regular consonant and vowel phoneme-grapheme correspondences Grades Irregular Anglo-Saxon words Grade 2: Multisyllable words, including Anglo-Saxon syllabication, compounds, schwa, and most common prefixes and suffixes Grade 4: Latin-based prefixes, suffixes, and roots in Grades More complex Latin-based forms Grades Greek combining forms A complete discussion of what needs to be covered in each grade would be much too long for this article, but brief explanations of these topics and some teaching suggestions are presented in the section below. As a general guide for covering the proposed content, about minutes daily or 30 minutes three times per week should be allocated to spelling instruction. Application in writing should be varied but continual. While invented spelling helps young children learn more about phoneme-grapheme correspondences and frees them to focus on the ideas they want to write down, students should be expected to correct errors on words they have already studied, whether they do this through reference to a list, word wall, dictionary, or proofreading partner. Even if spell checkers were improved dramatically, such that they caught virtually all spelling errors and supplied the right word as the first choice, the type of indepth word study described here would still be extremely valuable to students. The benefits go well beyond good spelling: Back to top Spelling Instruction: Key Content and Strategies for Kindergarten through Seventh Grade This brief overview of spelling instruction identifies key content to be emphasized in each grade. It is not, however, exhaustive as to the content that should be introduced or reviewed in each grade. Phoneme awareness, letter sounds, and letter names. Phoneme awareness training helps children in the early stages of learning to spell and helps remediate the problems of poor spellers at any age. A typical activity for developing this skill is direct teaching of all consonant and vowel sounds, which is different from teaching the letters. Other activities include identifying speech sounds What sound do you and unicorn start with? In a "sound workout," children may strengthen their phonemic awareness by placing a chip into a box for each speech sound in a word, saying each sound as the chip is moved, or stretching out a finger for each sound that is articulated. As they are

learning the letter sounds, children also need to learn the letter names. In kindergarten, fluency with letter names and forms facilitates spelling and is an indicator that children are likely to develop oral reading fluency. Letters should be taught directly and systematically. Older poor spellers should be asked to write the alphabet in order, accurately, and quickly. One approach is to use a simple grid; each box of the grid represents a phoneme. As these examples show, the teacher selects a word and gives children an empty grid with a box for each phoneme. The teacher says the word, then the students repeat it, segment the sounds, and write a grapheme in each box. In this example, the cr combination stands for two phonemes; the sh is a digraph meaning it represents one phoneme. It should be taught in first grade, but it is also especially helpful with second- and third-grade students who missed the fundamentals in the earlier grades. Irregular words are learned most easily by students who already know common phoneme-grapheme correspondences and who can explicitly analyze the speech-to-print mapping system. This is because irregular words have some regular correspondences, and also because a good speller makes mental comparisons between what a spelling ought to be and what it is. Awareness of phoneme-grapheme correspondences, regular and irregular, is the "glue that holds the word in memory". Some suggested methods for teaching irregular words include: I suggest introducing irregular words at the rate of about three to five per week, beginning with words the children write most often and also tend to misspell. If a child learns a basic high frequency word the wrong way, unlearning it once a habit has been formed is more difficult than learning it the right way the first time. Spellings for words such as they, went, who, and said should not be "invented" or they will be misspelled ad infinitum. If students are very poor spellers, concentrate instruction on words they are most likely to write. Instead of telling students the pattern i. Once they see the pattern, they should be ready to learn the rule. Although inflections are emphasized and should be mastered in third grade, they should be introduced in first grade and practiced for several years thereafter. Then, the rules for adding endings must be tackled. There are three major rules in English for adding suffixes to base words: These rules should be introduced one at a time, beginning in second grade, and practiced for several years until they are internalized. To teach them, start by decomposing familiar words with inflections by taking off the ending and finding the base word: Then start combining base words and endings. Multisyllable words, including Anglo-Saxon syllabication, compounds, schwa, and most common prefixes and suffixes Although children should begin practicing breaking words into syllables in first grade, by third grade they should be ready to master syllabication. To teach how to spell multisyllable words, consider beginning with compounds catfish, hotdog, playground, and yellowtail. Compounds offer two big advantages: Children more easily detect their syllables, and the spelling of each base word stays the same. Teach children that some vowel sounds have the stuffing taken out of them when they are unaccented. After students spell a word such as prob-lem, a-dept, or com-mit, they can say the word naturally and mark the syllable that has a schwa. Children need to learn to recognize these prefixes and suffixes as stable and meaningful word parts and they should begin learning their meanings. Latin-based prefixes, suffixes, and roots. Direct teaching about the meaningful parts of words begins with the most common inflections, but then extends to prefixes, suffixes, and roots of Latin origin. Prefixes and suffixes have stable spellings and meanings. Roots such as nat to be born can be studied through families of words, such as natal, native, nation, national, multinational, international, nationalistic, etc. This is especially helpful in grades four through eight to help students develop a larger vocabulary. A sample exercise on the prefix super- and the prepositions over and under appears on the left. Although the relationship between the meaningful parts of a word and the present-day meaning of a word range from transparent, as in antebellum with ante meaning before and bellum meaning war, to obscure, as in apartment with a meaning to or toward and part meaning to share or part, the stability of morpheme spellings assists with recall and recognition. Their study is productive for reading comprehension, spelling, and vocabulary development Carlisle and Stone, For example, collaborate is related to the root labor to work. The prefix col is a changed form of com with, designed to blend easily into the root. Many other "chameleon" prefixes operate this way. Greek combining forms Since the Renaissance, scholars have drawn from the Greek language to name scientific concepts and discoveries. As a result, middle school and older students will encounter hundreds of words derived from Greek in math, science, and philosophy texts. Greek word parts work more like compounds than

roots. They can be combined more flexibly, as follows: Back to top About the author Louisa C. Moats is advisor on literacy research and professional development for Sopris West Educational Services. She developed Language Essentials for Teachers of Reading and Spelling, a professional development program for teachers, and Spellography, a spelling curriculum for children in grades 4 through 6. Language Essentials for Teachers. This is her fourth article for American Educator. References Click the "References" link above to hide these references. Letter recognition, naming, and sequencing. Development and disorders, pp. Spelling instructional and intervention frameworks. Eds , Handbook of language and literacy: The roots of phonics: Words their way 2nd Edition. English and how it got that way. Early intervention for spelling problems: Teaching spelling units of varying size within a multiple connections framework. Journal of Educational Psychology, 90, Exploring the role of morphemes in word reading. Reading Research Quarterly, 40 4 ,

2: Spelling | www.enganchecubano.com

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Spelling, like its counterparts reading and writing, develops progressively over a few years. As early as preschool, some children write using inventive (unconventional) spelling. As a child completes kindergarten, she begins to spell some words correctly.

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6: 1st Grade Reading Worksheets and First Grade Reading Games

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8: How Spelling Supports Reading | LD Topics | LD OnLine

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9: Spelling Worksheets| Free, Spelling Curriculum from K12reader

Spelling Instruction. Five years ago, the National Reading Panel omitted spelling (and writing) from its list of five essential components of a comprehensive reading lesson (which were phonological awareness, phonics, fluency, vocabulary, and comprehension).

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