

Unveiling the Logic of English Spelling

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Why Teach Spelling?

- Better spelling leads to better writing (Berninger and Richards, 2001; Moats and Foorman, 2004; Graham et al.)
- Spelling knowledge facilitates vocabulary and reading (Vellutino et al., 2007, SSSR)
- Spellchecker is insufficient
- Spelling is not learned by reading alone

Take This Spelling Test

What knowledge do you employ when you spell: _____?

_____?

_____?

Research suggests that spelling involves more than rote “visual” (orthographic) memory; those who spell well can think about the internal details of words:

- the sounds (phonology)
- individual sound-symbol correspondences
- letter patterns (orthographic conventions)
- meaningful parts (morphemes)
- what language the word came from
- the meaning of the word in a sentence

(Ken Apel, Julie Masterson)

coil pot Reflection

9th grade
Art Class

The thing I leard about doing this project is that you shuld nt trost any on with your pot. But befor some one droptet it was going fin the only problem was I did not smoth done the in side and out side.

I think that it was inportent to wach the move "Maria Mactinez" because it mad us have ideys and pousht you to finech.

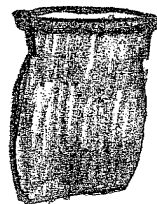
The people

1) "we come into the world pottery we are going to leave the earth with pottery."

2). the natave amerecens us potery for eksprachen (expression)

3). a form of enter tain men and was used daly for chores

4.



the changes I would do is make it stand up right

Assessment

- Use a spelling inventory to determine instructional needs
- Use a norm-referenced measure such as the Test of Written Spelling – 4, or the Wide Range Achievement Test to measure relative standing

What Can Be Taught?

1. Speech sound segmentation and identity (phoneme awareness)
2. Phoneme-grapheme mapping
3. Letter sequences, syllable patterns
4. Morphology and word origin
5. Grammar and usage
6. Proofreading, self-correction

The Start Point: Phonological Awareness (PA)

Phoneme Segmentation

ice _____

sigh _____

peak _____

keep _____

weight _____

cheese _____

song _____

fox _____

The Consonant Phonemes

	lips	teeth on lips	between teeth	behind teeth	roof of mouth	back of throat	glottis
stops unvoiced voiced	/p/ /b/			/t/ /d/		/k/ /g/	
nasals	/m/			/n/		/ng/	
fricatives unvoiced voiced		/f/ /v/	/th/ /th/	/s/ /z/	/sh/ /zh/		
affricates unvoiced voiced					/ch/ /j/		
glides unvoiced voiced					/y/	/wh/ /w/	/h/
liquids				/l/ /r/			

Phoneme Substitution

shop /sh/ /ch/

chin /ch/ /f/

them /th/ /h/

shack /sh/ /h/

thick /k/ /n/

thus /th/ /f/

crush /u/ /a/ shack /a/ /o/

thrash /th/ /k/ thank /a/ /i/



Sound Substitution With Colored Blocks

- Show me “shop.”
- Now show me “chop.”
- Now show me “chip.”
- Now show me “chick.”

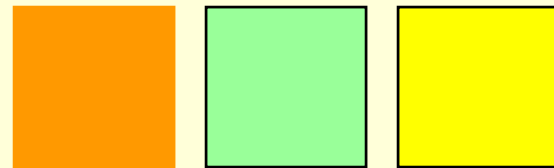
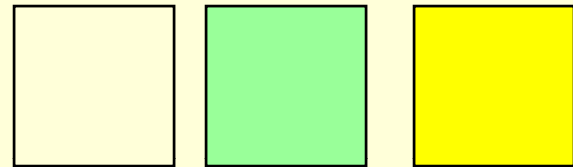


Diagram illustrating the relative positions of various vowels in a vowel space, arranged in a trapezoidal shape:

- Top row (highest): ē, ə, ū
- Second row: ĭ, ā, ǔ
- Third row: ă, ă, ǔ
- Fourth row: ǐ, ǔ
- Fifth row: Ǔ
- Bottom row (lowest): oi, ou (left); er, ar, or (right)

Learning the Vowel Chart

beet

(butte)

bit

boot

bait

put

bet

boat

bat

bought

bite

butt

bottom



Vowel Sorts – Front Vowels

Set #1: babe, pat, pie, be, pet, pit,
flea, beg, fly, bag, big, paid

/ē/

/ī/

/ā/

/ĕ/

/ă/

/ī/

Vowel Sorts -- Low Vowels

Set #2: pop caught SWAT laundry
 love father trouble off
 frog putt thought of

/aw/
(saw)

/ɔ/
(ox)

/ʊ/
(up)

Building Words With Graphemes

o	i	ng	sh	ck	ll	r	d	m	s
---	---	----	----	----	----	---	---	---	---

- a) Say a word; students build the word.
- b) Students make as many words as they can, working in teams.

Phoneme-Grapheme Mapping

- Use this grid to map phonemes to graphemes.
- Each square is one phoneme.

Graphemes: Letters and Letter Combinations

e-gg

p-u-ck

j-a-zz

ch-u-m

s-t-r-u-ng

b-o-mb

c-a-tch

PGM Procedure (Kathi Grace)

- Always use one sound per box
- Spell words conventionally- **no invented spelling**
- Students have grid paper, chips and a pencil. In large groups, teachers use an overhead projector, chips, and a marker
- Say the word and have students lay out chips for number of sounds in a word

PGM Procedure (Grace, 2006)

- Then, box-by-box, write in graphemes with students, naming each letter aloud
- Ask students: *What sounds do you hear?*
- Then ask: *What letters do you write?*
- As they name the letter(s) for each sound, they write them in each box.
- Tricky patterns: digraphs (one box), blends (two boxes), *qu* (two boxes, close together) and *x* (across two boxes)
- Silent-e is mapped as having the silent-e in the corner of the box with the final consonant, as it has no sound.

Practice, Phoneme-Grapheme Mapping

Map these words:

- mop
- bugs
- shut
- flash
- wax
- brag

Map these words:

- smoke
- which
- hang
- quit
- ring
- cake

Word Sorting: Discovery of a “Choice” Pattern

- Why? To focus attention on both pattern and position of the sound-spelling
- To engage learners
- To provide practice
- To encourage inductive reasoning

Examples of Grapheme Patterns ("Choice" Spellings)

/k/

cabbage

kitten

pakage

school

question

/f/

sphere

cough

fluff

foggy

Word Sorting to Understand a Pattern: /k/, /c/, /ck/

cactus

cost

cuspid

kite

kennel

skill

napkin

stock

fleck

buckskin

blacktop

milk

stink

jerk

The -ff, -ll, -ss Doubling Rule

-ff

puff

stuff

gruff

off

stiff

fluff

whiff

Exceptions:

if

of

-ll

will

spell

doll

still

fell

shell

dull

Exceptions:

gal

pal

-ss

dress

grass

fuss

miss

class

floss

press

Exceptions:

yes

bus

gas

Words ending
in /z/

(is, has, his, ...)

Consonant Oddities:

qu and *x*

queen = /kwēn/

mix = /mĭks/

exact = /ěgzäkt/

A Spelling Pattern: “Huge Smudge”

Final spellings for /j/- ‘ge’ or ‘dge’

dodge

judge

verge

village

stage

indulge

pledge

page

message

badge

fringe

damage

Homophones Need a Meaningful Context

Using their, they're, there...

“If _____ late again, I will eat my hat,”
said Ethyl.

When we got _____ late, we saw Ethyl
eating her hat.

“ _____ never going home to _____ own
house unless we drive them _____.”

Homophone Home

Thunker **herd** a noise like a **gown** coming from **hi** above **hymn**. He **guest** that it was coming from the **beach** tree **buy** his **feat**. Thunker **staired** upward **wear** he saw something with black **fir**. “It’s a **bare** up **their!**” Thunker **balled**.

Now, Thunker had never **scene** a **bare be four** and he didn’t **no** what **two dew**. In his panic, Thunker tried to **flea**, **butt** he tripped over a tree **route**. He landed on his **knows** which caused him **grate pain**.

Syntax: Split Personality Words

Sponge can be a noun or verb...

The _____ sponge _____
_____.

Every day, we sponge _____
_____.

Syllable Spelling Conventions

Closed	Open	VCe
dap con bot	ma wri bu	trite bune tane
Vowel Team	Vowel-R	-Cle
tain geal rain	var ter dor	-gle -tle -ple

Assorted Syllables

cab ace wait jerk table baby me path
pipe sea idle firm sit rope go boat
gurgle crush oil tart unit cute ripple

Closed

Open

VCe

Vowel Team

Vowel-R

-Cle

Syllable Combining

plete

pre

sa

sal

vor

con

-y

view

com

in

ute

geal

What Are the Ending Rules?

("Silent E Meets Its End")

1) Silent -e

2) Doubling

use + ed = _____	drip + ing = _____
waste + ful = _____	mat + ed = _____
smoke + less = _____	prep + ed = _____
hope + ed = _____	fill + ed = _____
mope + ing = _____	host + ing = _____

Proofreading for Endings

The Sand Which Was There

Thunker was cuting a huge peper and smokeed bovine snout sandwich in half when his cell phone starteet ringging. Thunker startted taping his head, hopping to remember where he last put the phone. Suddennly, Thunker droped his sandwich and went runing upstairs.

Speed Read: Oyster Hoister

Roy Doyle was an oyster hoister employed by the Royal Oyster and Cracker Crumb Company. In his oilcloth slicker and soiled boots, Doyle toiled in the moist mud flats of Troy. There he foisted himself upon countless oysters that he annoyed and destroyed as he hoisted them from their warm and oozy beds. Doyle enjoyed hoisting oysters from the moist mud of Troy.

Review: Spelling Lesson Routines

- Phonemic Awareness
- Concept Study
- Guided Word Sorts, Timed Sorts
- Dictation (Spelling in Context)
- Speed Drills and Proofreading (Orthographic Attention Enhancement!)
- Writing!



Morphology Instruction For Older Students (Grades 4+)

What's a morpheme?

A meaningful word part, usually a prefix, root, or suffix, or parts of a compound.

non re tract able

sub tract ing

at tract ion

tele con fer enc(e) es

un dif fer ent iat(e) ed

trans fer(r) able

Historical Layers of English

	Morpheme Structure
Anglo-Saxon	Base words (<i>earth, moon, star, sun</i>) Compounds (<i>nightcrawler</i>) Inflections (<i>darkest; darker; parked; parking</i>) Suffixes (<i>neighborhood; hapless</i>)
Latin	Prefixes (<i>peri; anti; pro; de; sub</i>) Roots (<i>cred; fect; vis</i>) Suffixes (<i>stimulus; perilous; trivial</i>) Latin plurals (<i>alumni; data; vertebrae</i>)
Greek	Combining forms (<i>neuro-bio-logic-al</i>) Plurals (<i>crises; metamorphoses</i>)

Two Types of Suffixes

inflections:

- learned early
- do not change a word's part of speech
- a fixed set or class of words
- change tense, number, and degree (-ed, -s, -er)

derivations:

- added to a root (usually from Latin)
- mark part of speech or grammatical role
(*compare, comparison, comparative, comparatively*)

Spelling Sample – Grade 3

A monkey in a zoo has
trainers they have to share
a cage with another monkey.
A monkey in a rainforest does
not need a cage. They
do not need trainers.
They are alike because
they are both a monkey
and living and have tails and
have a body and are cute.
And they can be different
still because they can have
different colored fur and does
not have claws.

Past Tense Inflections

	/d/	/t/	/əd/	New Syllable ?
moved				
wowed				
stalked				
hissed				
shifted				
mended				

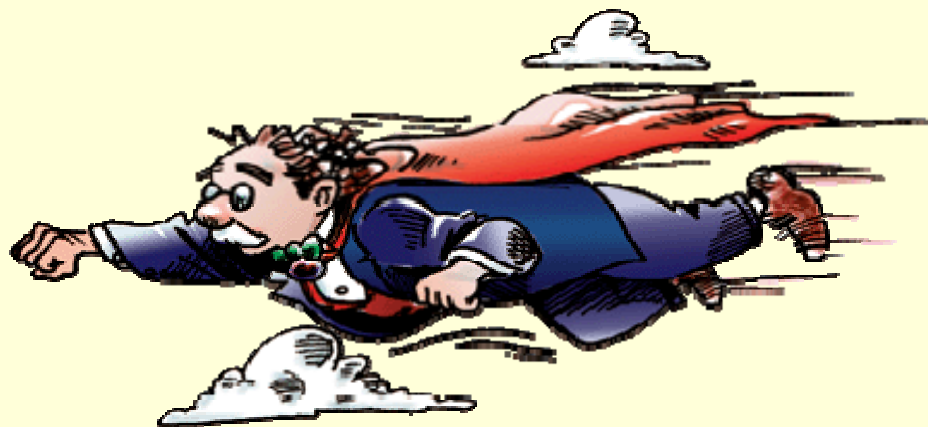
Dictation Exercises

Provide practice using study words, irregular words, and review words.

Frequent, distributed practice is best (several sentences a day).

- Immediately correct dictated sentences together.

Take a Tour of Spelling Territory



References

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