About me...

“EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.”

—NELSON MANDELA—

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PreK

First Grade

3rd Grade

Administration

Literacy is power. EVERYWHERE.

BROWARD

County Public Schools

JISD

Judson Independent School District

SCHERTZ—CIBOLO—UNIVERSAL CITY ISD

SCHERTZ, TX

5th Grade
Why do the words *have*, *give*, *house*, *horse*, *love*, *raise*, and *nurse* end with a letter *e*?
The letter e has many jobs...

- Represents its own sound (wet, before)
- Makes another vowel long (e.g., Vce – gate, drape, probe)
- Makes c or g soft (nice, stooge)
- Keeps words from looking plural (please, horse, pause, false, house)
- After a single z which has another consonant or a vowel team before it, the e shows the z belongs to the root (e.g., bronze, gauze, freeze)
- Keeps English words from ending with /v/ or /j/ (give, love, garage)
- Adds length to a very short word (e.g., tie, ore, awe)
What are our goals for learning?

Learning Target

- Learn how spelling supports reading and writing.
- Design spelling activities in a way that includes activities that increase students’ ability to ‘crack the code’
- Understand the Phonics and Spelling Lesson Cycle that promotes students to go beyond memorization.
How does spelling support reading and writing?

Learning to spell and learning to read rely on much of the same underlying knowledge—such as the relationships between letters and sounds—and spelling instruction can be designed to help children better understand that key knowledge, resulting in better reading.

Even more than reading, writing is a mental juggling act that depends on automatic deployment of basic skills such as spelling, grammar and punctuation so that the writer can focus on topic, organization, word choice, and audience needs.
It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided.

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.
50% of words are predictable by rule.

36 percent of words are predictable by rule with one error, usually a vowel.

10 percent of words will be predictable with morphology and word origin taken into account.

Fewer than 4 percent are true oddities or irregular words.

Louisa C. Moats
What do National Spelling Bee champions ask about words?
The Structure of English Orthography

Sound/Symbol Relationships
- cat /c/ /ã/ /t/
- men /m/ /ẽ/ /n/
- jump /j/ /ũ/ /m/ /p/

Position of Phonemes and Graphemes
(floss rule)
- stiff, loss, bill, fizz
- pain vs play
  - beach vs. botch
  - pink vs. pick

Syllable Types (Letter Patterns)
- Closed
  - Vowel Consonant e
  - Open
  - Vowel Team
  - Vowel-r
- Final Stable Syllable

Morphology (Word Meaning & Parts of Speech)
- Prefixes
- Suffixes
- Latin and Greek Prefixes, Roots, and Suffixes
- Derivational Suffixes
- Inflectional Suffixes

Etymology (Language of Origin)
- Anglo Saxon
- French
- Latin
- Greek

Louisa C. Moats
Phonemes and Graphemes

Phoneme
Speech sound within a language system that can be combined with other speech sounds to make a new word.

/ɹ/ /ɪ/ /t/  

Grapheme
A letter or sequence of letters that represent a phoneme.

right
Vowel Teams

When two vowels go walking, the first one does the talking and the second one does the walking.
Vowel Teams

ai
ay
ea
ee
ie
oa

ea
oi
oo
ou
oy
ui
Vowel Teams

- Long e sound
- Short e sound
- Long a sound
Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

1.3C Use common syllabication patterns to decode words, including:
1.3C.v. vowel digraphs and diphthongs

2.2B Use common syllabication patterns to decode words, including:
2.2B.vi. vowel digraphs and diphthongs

3.1B Use common syllabication patterns to decode words, including:
3.1B.v. vowel digraphs and diphthongs

**Learning Target:** Spellers will be able to explain when to spell with the vowel team *oi* or vowel team *oy.*
A vowel team syllable has a group of two, three or four letters that team up to create a vowel sound.
Let’s Try It...

1. Do you see the vowel team ____?
2. Show me.

1. How many vowels?
2. How many consonants?
3. Do you see the vowel team ___?
4. Show me. (Team, Open, Closed,
   Magic e, R controlled)
5. Vowel sound?
How do spellers know when to spell with the vowel team **oi** or **oy**?
What is the code?
### Word Sorts

<table>
<thead>
<tr>
<th>oi</th>
<th>oy</th>
</tr>
</thead>
<tbody>
<tr>
<td>oil</td>
<td>boy</td>
</tr>
<tr>
<td>oink</td>
<td>coy</td>
</tr>
<tr>
<td>boil</td>
<td>soy</td>
</tr>
<tr>
<td>join</td>
<td>toy</td>
</tr>
<tr>
<td>broil</td>
<td>joy</td>
</tr>
<tr>
<td>choice</td>
<td>ploy</td>
</tr>
<tr>
<td>noise</td>
<td>ahoy</td>
</tr>
<tr>
<td>point</td>
<td>annoy</td>
</tr>
<tr>
<td>spoil</td>
<td>enjoy</td>
</tr>
<tr>
<td>voice</td>
<td>Troy</td>
</tr>
</tbody>
</table>
Tap It Map It Graph It

Builds phoneme awareness

Incorporates phoneme-grapheme mapping

Reinforces decoding and encoding
Why?

- Allows readers to apply correct phonological processing.
- Readers are able to use correct phonological processing and will resort to efficient use of correct reading strategies that lead to fluent reading.

Mr. Moy’s Toys

Mr. Moy makes toys. He has a toy shop on Boyer Street. Boys and girls like to visit Mr. Moy and see what he is making. A boy named Roy helps Mr. Moy make toys.

“It is a joy to make toys!” says Roy. “What are we making today, Mr. Moy?” he asks.

Mr. Moy grins. “How about a toy king?” he asks Roy. “We can gather foil and start to make him!”

Mr. Moy and Roy are happy. They set the king out in the shop for sale. “Will others know what it is?” asks Roy.

The boys and girls see the king and...
Word Study Journal

Giving students access
Making/Building Words

Builds phoneme-grapheme awareness

Provides an opportunity to use manipulatives to arrange letters in different ways to create words
Making/Building Words

b c d j

y s t

n l r

i e o
Syllable Building/Matchups

<table>
<thead>
<tr>
<th>Syllable Type</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Closed (CV)</strong></td>
<td><em>cat</em> - cat, <em>hit</em> - hit</td>
<td>A syllable with a short vowel sound spelled with one vowel and it ends with at least one consonant. Closed syllables account for more than half of the syllable types in text.</td>
</tr>
<tr>
<td><strong>Vowel Consonant e (VCe)</strong></td>
<td><em>base</em> - base, <em>place</em> - place</td>
<td>A syllable that has a long vowel sound spelled with a vowel, a consonant, and then an e.</td>
</tr>
<tr>
<td><strong>Open (CV)</strong></td>
<td><em>te</em> - te, <em>me</em> - me</td>
<td>A syllable ending with a long vowel sound spelled with one vowel letter.</td>
</tr>
<tr>
<td><strong>Vowel Team (including vowel digraphs and diphthongs)</strong></td>
<td><em>high</em> - high, <em>train</em> - train</td>
<td>A vowel team syllable has a group of two, three or four letters that team up to create a unique vowel sound. Vowel digraphs - Two adjacent vowels that make one vowel sound (e.g., <em>sh</em>, <em>sw</em>, <em>st</em>, <em>we</em>). Diphthongs - Two adjacent vowels where the sound begins as one vowel and moves into the other (e.g., <em>ou</em>, <em>aw</em>, <em>oi</em>, <em>oy</em>). These are the only 4 diphthongs.</td>
</tr>
<tr>
<td><strong>Vowel-r (r-controlled)</strong></td>
<td><em>in</em> - in, <em>inn</em> - inn</td>
<td>A syllable with a vowel sound controlled by the r such as <em>ar</em>, <em>er</em>, <em>ir</em>, <em>or</em>, <em>ur</em>. The vowel-r combination is one welded sound that cannot be segmented.</td>
</tr>
<tr>
<td><strong>Final Stable Syllable</strong></td>
<td><em>er</em>, <em>est</em>, <em>ian</em>, <em>ian</em>, <em>ion</em>, <em>ion</em></td>
<td>A final, separate syllable containing a consonant followed by a final stable syllable such as <em>-ie</em>, <em>-age</em>, <em>-ese</em>, <em>-ese</em>, <em>-ian</em>, <em>-ian</em>, <em>-ion</em>, <em>-ion</em>.</td>
</tr>
</tbody>
</table>

Dividing words into parts, or chunks helps speed the process of decoding.

Knowing the rules for syllable division can help students read words accurately and fluently.

Understanding syllables can help students to learn to spell words.
Sound Chains

Builds phoneme blending and manipulation skills
Sentence Dictation

Gives students the opportunity to apply spelling strategies across a string of words.

It asks students to listen closely to the entire sentence and remember what is said – practicing listening and remembering skills.
Phoneme Grapheme Mapping

- Helps to build word recognition skills
- Builds decoding skills that will increase fluency in multi-syllabic words
- Increases confidence in spelling
## Sample Weekly Lesson Progression

<table>
<thead>
<tr>
<th>Word Sort</th>
<th>Tap It, Map It, Graph It</th>
<th>Tap It, Map It, Graph It</th>
<th>Tap It, Map It, Graph It</th>
<th>Phoneme Grapheme Mapping (Spelling Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tap It, Map It, Graph It</td>
<td>Making/Building Words</td>
<td>Syllable Building</td>
<td>Sentence Dictation</td>
<td></td>
</tr>
</tbody>
</table>

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**Weekly Lesson Progression**
How Spelling Supports Reading

Words’ language of origin and history of use can explain their spelling.

Words’ meaning and part of speech can determine their spelling.

Speech sounds are spelled with single letters and/or combinations of up to four letters.

The spelling of a given sound can vary according to its position within a word.

The spelling of some sounds are governed by established conventions of letter sequences and patterns.
Other Spelling Resources

- The ABC's and All Their Tricks
  By Margaret M. Bishop

- The Complete Reference Book of PHONICS and SPELLING

- Speech to Print
  Louisa Cook Moats

- UNLOCKING Literacy
  Effective Decoding & Spelling Instruction
  Marcia K. Henry
  Foreword by Roger Coffie
Children do not become proficient spellers by the single strategy of memorizing the spelling of individual words and teachers cannot teach students how to spell every word they will need to spell. However children and students can be armed with the knowledge and strategies to help them to develop as spellers.

(DoE S.A. 2011)
“Learning to spell enhances children’s reading and writing.”

-Louisa Moats

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