Spelling Quick Facts

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S.P.E.L.L

“*Circling kids’ misspellings, correcting them, taking off points for them- none of this has any benefit, and can sap kids’ own motivation for spelling correctly.”*

~Sandra Wilde

* Spelling ability is influences by two major factors: quantity of reading and having a knack for spelling (much like athletic ability)
  + Our first consideration when a student struggles should be- how much reading is the child doing?
  + Secondly, we should consider what the strengths and weakness of a student’s spelling are.
  + Spelling histories, discussing the importance of spelling (interfere with meaning, undermines the authority of writer, world judges spelling as indicator of intelligence) are ways to get kids interested in improving their spelling.
* Spelling cannot be one size fits all. Spelling has developmental levels.
  + Emergent
  + Letter Name
  + Within-Word Pattern
  + Syllables and Affixes
  + Derivational Relations (spelling-meaning)
* Students need to understand the logic of spelling.
  + Organizational patterns
  + 5 rules that will most benefit them (and the knowledge they only work 70% of the time)
  + How to use spelling tools
* Major Categories Where Intermediate Students Struggle
  + Interchanging homophones
  + Struggling with adding suffixes
  + Making letter-sound errors
* What Matters in Spelling Instruction
  + Analyzing spelling errors to categorize issues
  + Meaning over memorization
  + Understanding patterns
  + Knowledge of high frequency words
* Ideas for Spelling Instruction
  + Start with awareness of spelling- why it matters
  + Focus on trouble words (1-2 a week)
  + Use a word study approach- *Words Their Way*, Fountas and Pinnell Word Work Class lists and personal lists
  + Word , concept and writing sorts, Guess my Category, word hunts
  + Class lists, personal lists, grade level lists

*“The typical methods for improving spelling have been found to have negligible or negative effects on student writing”*

~ Jeff Wilhem