SESSION 3: STAGES OF SPELLING DEVELOPMENT—LATER SPELLING STAGES
(WITHIN WORD AND SYLLABLE JUNCTURE)

Introduction | A Knowledge Base in Spelling | Within Word Pattern and Syllable Juncture Stages | Self-Assessment | Look Ahead

Introduction

“Try not to panic when you see you can't get to every sound or spelling pattern.”

—Taberski

Overview
Session 3 builds on Session 2 by helping learners identify and plan appropriate instruction for the later spelling stages, including Within Word Pattern and Syllable Juncture stages. Through the readings, video, interactives, discussions, and online journal reflections, you will identify key features of the later stages of spelling development and evaluate different instructional approaches to teaching phonics and spelling in an integrated language arts program. At the end of the session, you will share your online journal reflections with your facilitator.

Objectives
By the end of this session, you will be able to:

• Discuss and justify your position on Wilde’s philosophy for teaching spelling.
• Analyze and compare Wilde’s and Taberski’s perspectives on spelling instruction and determine which approach would meet your students’ needs.
• Describe three instructional activities for a student in the Within Word Pattern Stage in your online journal.

If you haven’t done so already, download and print the Assignment Checklist to keep track of your assignments for this course.
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A Knowledge Base in Spelling

Building a Knowledge Base in Spelling

In "Building a Knowledge Base in Spelling," Wilde states, “As children write, inventing spelling as they go, they draw on their evolving knowledge base about the spelling system. Sometimes their knowledge is accurate and sometimes it isn’t.” As you read this article, think about why learning to spell is very difficult for some students.

Participate in an online discussion by taking a position on the following issue:

Do you agree or disagree with Wilde that teaching spelling is not about teaching skills, but instead is aimed at building a knowledge base in spelling? State the rationale for your position and discuss its implications for your literacy curriculum.

As you complete the rest of the readings and assignments for this session, you should go to the discussion forum at least two or three times to continue the discussion. Refer to the discussion rubric to review some expectations for participating in online discussions in this course.
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**Within Word Pattern and Syllable Juncture Stages**

**Integrated Spelling Instruction**
As you engage in the readings and activities in this section, remember that the developmental stages represent a continuum of development. Some students will exhibit a range of features from several stages and will vary in performance, depending on the complexity of the task. In addition, differences between reading, writing, and spelling development often exist. It is not uncommon, for example, to find that some students who are accomplished readers lag in their spelling development. Also, some instructional activities may be multilevel and appropriate for a range of students.

Addressing the needs of students in your classroom who are at different developmental stages in spelling is very challenging. In "Word Study Groups: Analyzing Words for Their Phonetic, Structural, and Morphemic Features," Taberski explains how word-study groups allow her to meet the needs of students at different stages in spelling. Notice how she tackles management issues, such as how to set up flexible word-study groups, as well as the ways she addresses important spelling concepts and provides examples of instructional activities that have direct links to reading and writing.

What are the differences between Wilde’s and Taberski’s perspectives on spelling instruction? In your online journal, consider the amount of time devoted to spelling instruction and its role in the literacy curriculum by reflecting on the following question.

> Whose approach — Wilde’s or Taberski’s — will best address the needs of your students or prospective students? Write about the strengths and weaknesses of both approaches.

**Activities for Within Word Pattern Stage**
The activities presented in the interactive and the video in this section help students develop knowledge about phonological patterns.

Watch the video "Phonological Patterns: Finding Patterns in Books" in which second-grade students are looking in books for examples of a phonological pattern they have just studied. As you watch, notice how the students are prompted by the teacher to discuss the patterns they have found.

Read the lesson plan illustrated in the video.

**Within Word Patterns Interactive**
Word sorting is an important way for students to apply their word knowledge and to develop a deep understanding of phonological patterns. Complete the Within Word Patterns interactive and sort 17 words in three different ways.

In your online journal, describe three instructional activities you would use in your
present/future classroom for students in the *Within Word Pattern* stage, using the information from the readings, video, and interactive in this session. You may wish to use the following questions to guide your reflection.

What spelling knowledge and strategies will students learn in each activity?

How will you modify the activities to meet the needs of students who are diverse learners?

How will each activity meet your literacy goals for reading and writing?

Remember to refer back to this journal entry when you begin working on your final project.

**Spelling Instruction at the Syllable Juncture Stage**

As you read the next article, you will notice that the authors define *word study* differently than Taberski. With more accomplished readers and writers, the instructional focus shifts with more accomplished readers and writers. The emphasis is no longer on using *orthographic knowledge* to decode words and to spell words when writing. Instead, students use *patterns* in order to better understand how spelling represents a word’s meaning and its grammatical function. Students engage in a variety of word sorting activities in which they categorize words according to both spelling and meaning.

Read "*Integrated Word Study: Spelling, Grammar, and Meaning in the Language Arts Classroom.*" In this article, Invernizzi and Bloodgood describe how to make spelling/word meaning connections explicit through a carefully planned word-study program in an integrated language arts unit. As you read, notice the students in these classrooms are accomplished readers and writers at the *Syllable Juncture* stage.

As you get to know the students in your classroom, you will be able to identify the different instructional needs they have. Consider the following when you are designing your instruction.

**Differentiated Instruction**

In their article, "*Integrated Word Study: Spelling, Grammar, and Meaning in the Language Arts Classroom,*" Invernizzi and Bloodgood offer several ideas for word study extension activities.

- Word Trivia: e.g. What is a two-syllable noun with the double letters "ll" in the middle?
- Comparisons of base word with inflected spellings: e.g. *pop, popping.*
- Sorting words by features such as patterns or grammatical usage: e.g. *apply, certify, occupy,* and *rely* all end with the same sound, and they are all verbs.

Review your reflections in your online journal. Be sure that all of your responses are complete and free of grammatical and structural errors. Your facilitator will be assessing your journal
reflections at the end of this session.
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Self-Assessment (not required)

Complete the following self-assessment to determine whether you understand the concepts in Session 3.

1. Which of the following features of our spelling system represent knowledge students need to acquire in order to become competent spellers?
   1. a. predictable relationships between sounds and letters
   2. b. variant spellings of sounds
   3. c. orthographic patterns
   4. d. morphemic patterns
   5. e. all of the above

   answer

2. Which of the following spelling rules has enough consistency that it should be explicitly taught?
   1. a. consonant doubling before adding –ed or –ing (clapped/clapping)
   2. b. changing –y to –i before adding most suffixes (dries/flier)
   3. c. drop a final silent e before adding a suffix starting with a vowel (coming/liking)
   4. d. –i before –e except after –c (receive)
   5. e. all of the above

   answer

3. Which of the following is an advantage of knowing common rhyming patterns?
   1. a. helps in decoding and writing words
   2. b. helps in synthesizing sounds
   3. c. helps in one-to-one matching of sounds and letters
   4. d. reinforces concept of left-to-right direction of print
   5. e. all of the above

   answer
4. Which of the following instructional activities would be appropriate for a student at the Syllable Juncture Stage of spelling development?
   1. a. clapping the syllables in a polysyllabic word
   2. b. exploring the spelling-meaning connection by examining homophones
   3. c. sorting words that contain long and short vowel patterns
   4. d. sorting rhyming words from a making words activity
   5. e. all of the above

answer

5. Which of the following would be an example of invented spelling at the Syllable Juncture Stage?
   1. a. seet/sete for seat; nale for nail
   2. b. sownd for found; bote for bought
   3. c. sat for net; sed for send
   4. d. hoping for hopping; diging for digging
   5. e. all of the above

answer

Additional Activities (not required)

In the article "Using Phonics and Spelling Patterns," Cunningham describes how to use these and similar activities to encourage students’ independence in decoding and spelling regular one- and two-syllable words. As you read, think about the differences between decoding and spelling and how you might teach students to use patterns differently for decoding and for spelling.

The following activity may be useful as you complete your final project, but it is not required.

One challenge of using a developmental approach to teaching phonics and spelling is that each classroom has students spread along a developmental continuum. One lesson plan will not address the developmental needs of all of the students. Teachers implementing a developmental approach usually find themselves preparing multiple lesson plans.

Assume that you are in a third-grade classroom that has the following groups of students:

- four students who are struggling with r-controlled vowels (star, more, first, curl, ear, her)
- five students who are struggling with abstract vowels, such as ou/ew (double oo sound
as in *bloom* or double *oo* sound as in *blew*, *oi/oy* (*oi* sound as in *annoy* and *avoid*), *oo/ou* (double *oo* sound as in *book* or *could*)

- nine students who are struggling with doubling final consonants with -ed and -ing, (such as *bat*, *batted*, *batting* as opposed to *blend*, *blended*, *blending*)
- four students who are struggling with prefixes and suffixes
- three students who are ready for silent versus sounded consonants, such as *assign*, *autumn*, and *bomb*

Design a 20-minute word-study activity for each of these groups. Include in each activity how you would organize the classroom, give directions for the various activities, and manage the groups. From the readings in this session, provide a rationale for using each activity.

**References**


Wilde, S. (1992) *Building a knowledge base in spelling*. Published by Heinemann, a division of Reed Elsevier, Inc., Portsmouth, NH. Reprinted by permission from You Kan Red This!

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Look Ahead

Session 3 built on Session 2 by identifying and examining appropriate instruction for the later spelling stages, including Within Word Pattern and Syllable Juncture stages. You can combine this information with the concepts learned in Sessions 1 and 2 and incorporate them into your final project. We suggest you begin working on your final project at this time and ask your facilitator any questions you have about the requirements.

Session 4 will present diagnostic tools that help teachers set instructional goals for students and will examine various assessments for monitoring phonics and spelling achievement.

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