

Words Their Way

Word Study for Phonics, Vocabulary, and Spelling
Instruction

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What is it?

- *Word Study for Phonics, Vocabulary, and Spelling Instruction*
- Developmental Word Knowledge
- Getting Started: The Assessment of Orthographic Development
- Organizing for Word Study: Principles and Practices
- Word Study for Learners in the Emergent Stage
- Word Study for Beginners in the Letters Name- Alphabetic Stage
- Word Study for Transitional Learners in the Within Word Pattern Stage
- Word Study for Intermediate Readers & Writers: The Syllables & Affixes Stage
- Word Study for Advanced Readers & Writers: The Derivational Relations Stage

Developmental Word Knowledge

- *Orthography* (knowledge of spelling)- correct sequences of letters in the writing system.
- *Why is Word Study Important?*
 - Recognizing and understanding words is extremely important so readers can focus on making meaning of the words.
 - “Students need hands-on opportunities to manipulate word features in a way that allows them to generalize beyond isolated, individual examples to entire groups of words that are spelled the same way.”
 - It teaches students how to look at words so that they can construct an understanding of how spelling works to represent sound and meaning.

Cont...

- 10-15 minutes daily should be spent on instruction and practice.
- *What Is the Purpose of Word Study?*
 - *Student develop a general knowledge of English spelling.*
 - *Regularities, patterns and conventions*
 - *Increases specific knowledge of words (spelling and meaning)*

3 Layers of English orthography

- Alphabet
- Pattern
- Meaning

Stages of Spelling Development

- **Stage I: Emergent Spelling**

- “Emergent spelling encompasses the writing efforts of children who are not yet reading traditionally, and in most cases have not been exposed to formal reading instruction.”
- 0-5 years old
- Early stages students produce large scribbles (drawings in their eyes), they may tell a story as they draw as well.
- Begin to learn letters
- Pay closer attention to the sounds in words
- Towards the end students start to memorize some words and write them often!

Cont...

- **Stage II: Letter Name- Alphabetic Spelling**
 - Typically 5-8 years old, however a beginning reader at age 55 can be a letter-name alphabetic speller as well.
 - Learners use the names of the letters as cues to the sound they represent.
 - In Early letter name- students mainly focus on the sound of the first letter and sometimes the last. For example: a child wrote “when are you coming” as- Y (backwards) N R U K M. They sounded out the words and this is what they heard.
 - Middle to late letter name- spells many high frequency words correctly, has a hard time writing short vowels. Ex miss spelled mes.

Cont...

- **Stage III: Within Word Pattern Spelling**
 - Read and spell words correctly due to their automatic knowledge of letter sounds & short vowel patterns.
 - Begins as students transition to independent reading
 - Students typically range from 7-10 years old
 - Students are able to spell most single-syllable, short-vowel words correctly and consonant blends
 - Most difficult are *ambiguous vowels* because the sound is neither long or short & the same pattern may represent different sounds. Ex. The ou in *mouth, cough, through* and *tough*.

Cont...

- **Stage IV: Syllables and Affixes Spelling**
 - Achieved in upper elementary and middle school grades
 - Students are between 9-14 years old
 - Students tend to make mistakes in 2-syllable words where syllables and affixes meet.
 - *Inflected ending*-suffixes that change the verb tense
 - *Open first syllable*- ends with a long-vowel sound (labor, reason)
 - *Closed syllable*- “A closed syllable end with or is “closed” by a consonant sound.

Cont...

- **Stage V: Derivational Relations Spelling**

- Most students in this stage are in middle school, high school or college.
- “Students examine how words share common derivations and, related base words and word roots.”
- Errors have to do with the *reduced vowel*- a vowel occurring in an unstressed syllable. Ex: spelling competition- many students will spell it COMPUTIION or COMPOTITION or COMPETITION.
- Students who have trouble with this should refer back to the root word for assistance. In this case it would be referring to compete.

Words Their Way

“Students must be sensitive to two fundamental tenets”:

1. “Students’ learning of phonics, spelling, and vocabulary is based on their developmental or instructional level.
2. “Students’ learning is based on the way they are naturally inclined to learn: through comparing and contrasting word features and discovering consistencies.”

Best Practices

- **Best Practice 1:** Explicit Word Analysis and Vocabulary Instruction. Teachers provide explicit instruction, build knowledge, and directly teach skills and strategies for word analysis.