

A Teacher Created Approach to Spelling

Vs.

A Textbook Approach to Spelling

THESIS

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Abstract

The purpose of this study was to examine the effectiveness of two different approaches to spelling reinforcement. The first approach used solely textbook activities and the second approach used teacher directed activities.

The study included 19 students from a suburban upstate New York school district. The subjects were second grade students consisting of twelve girls and seven boys.

The study took approximately 12 weeks to complete. The first ten weeks consisted of a pretest at the beginning of each week containing 15-18 second grade spelling words. Each week the pretest was followed by either textbook reinforcement activities or teacher created activities. A posttest was given every Friday using the 15-18 spelling words to see the progress made by each student. On the 12th week two cumulative tests were given one day apart consisting of 20 words each. Each test contained ten words from each spelling approach. Two tests were given so that there was a more representative sample of words.

A t test was used for the purpose of determining whether there was a significant difference between the teacher created activities and the workbook activities. The data analysis showed that there was no statistically significant difference between workbook spelling activities and teacher created spelling activities. Both methods have proven to be equally effective and would produce similar outcomes for the students. This finding also implies that since both methods are similar in outcome the teacher has more freedom to choose either method at the time of instructing a particular concept.

Table of Contents

Chapter

I.	Statement of the Problem.....	1
	Purpose.....	1
	Need for the Study.....	1-2
	Definition of Study Terms.....	3
	Limitations of the Study.....	3
II.	Review of the Literature.....	4
	Purpose.....	4
	Spelling Instruction.....	4-7
	Strategies.....	7-11
	Whole Language.....	11-15
III.	Design of The Study.....	16
	Purpose.....	16
	Procedures.....	17
	Analysis of Data.....	18

IV. Findings and Interpretation of Data.....	19
Purpose.....	19
Analysis of Data.....	19
Table 1.....	20
V. Conclusions and Implications.....	21
Purpose.....	21
Conclusions.....	21
Implications for the Classroom.....	22
Further Research.....	22-23
References.....	24-26
Appendix.....	27-33

CHAPTER I

Statement of the Problem

Purpose

The basic purpose of this study was to examine the effectiveness of two different approaches to spelling reinforcement. The first approach used solely textbook activities and the second approach used creative teacher directed activities.

Need for the Study

Many teachers see spelling as merely rote memorization and skill and drill practice. Students see spelling as a list of words that they need to memorize for a test. Spelling instruction is essential to help students with the developmental process of learning words. All too often spelling tests are given and the words are spelled correctly, but when it comes time to transfer that knowledge to written work the words are spelled incorrectly. What does this say about the way spelling is taught? Teachers have many different opinions about how spelling should be taught. Sitton stated, "It doesn't look like I've spent ten minutes on spelling instruction when I look at my students' writing!" (1998, p. 115). Spelling correctly in everyday writing without inhibiting the desire to write is a goal many educators have. Sitton suggests

introducing only five words per week to maintain students' focus, and that a sentence dictation test should be given instead of the traditional word list test.

When Funk and Funk (1987) completed a study on spelling instruction, they determined that word lists are appropriate as long as other areas of the curriculum would supplement the spelling program and that each child should practice only the missed words from the pretest to ensure that children are motivated.

Much research has been conducted on the amount of time spent on spelling instruction and the use of workbook activities. Cronnell and Humes stated:

Frequently textbooks offer little practice. Spelling books are usually similar in length; but, at the same grade level, the number of responses per page varies considerably from program to program. Because time on task may be important in school success, programs that offer little practice may produce poorer spellers than programs that offer more practice. Thus the purpose of spelling instruction should be to prepare students to spell words independently. The practice provided by spelling books most commonly involves writing the words that are printed on the page. Sometimes the spelling task explicitly directs students to copy words. This kind of practice is not in keeping with the goal of self-generated spelling, a goal that textbooks frequently ignore, although a wide range of appropriate formats for practice could be used. (pp. 167-168)

If we as teachers need to create different experiential spelling activities, the time of fifteen minutes is not sufficient. Educators need to ask themselves what is the best method to teach spelling? Is it using the textbook or creating other meaningful motivating activities to their particular students?

Question

Does the mode of reinforcement affect the retention of spelling words?

Definition of Terms

Teacher Created Activities: Spelling activities created by the teacher such as word finds, crossword puzzles, word sorts, picture dictionary, ABC order, dictionary search, expanded sentence writing, concentration, and cartooning.

Textbook Activities: Spelling activities that come directly from the series workbook. Some of these activities include: write the spelling words, write the spelling words that go in the sentence, and write the word that goes with each picture.

Limitations of the Study

The study contained two distinct limitations. First, the study was limited to nineteen students at the second grade level. Second, the study covered only a ten-week teaching period.

CHAPTER II

Review of the Literature

Purpose

The purpose of this study was to examine the effectiveness of two different approaches to spelling reinforcement. The first approach used solely textbook activities and the second approach used creative teacher directed activities.

Spelling Instruction

What comes to mind when you hear the words “spelling instruction?” A group of graduate students who are practicing teachers were asked this question and some of their responses included: word lists, memorization, and drills. Many teachers view spelling as drudgery and nothing more than rote memorization and meaningless skill and drill practice.

“English spelling is at best an imperfect attempt to represent sounds thus requiring pedagogical enforcement through brute memorization. The roots of this perception run deep historically” (Morris & Templeton, 2000 p. 525). Early researchers E. Horn (1960) and T. Horn (1969) stated that:

Throughout much of the 20th century, research has reflected the perception that, because letter sound representation is so variable, learning to spell is essentially a process of rote memorization and therefore instruction should emphasize primarily the development of visual memory for the spelling of words. (as cited in Morris & Templeton, 2000 p. 529)

Templeton (1979) found considerable evidence that spelling ability is a result of both phonological knowledge and visual knowledge from extensive prior experiences with reading and writing.

In the late 20th century, C.Chomsky, Halle and Venesky's (1968) investigations with young children brought about the conceptualization of spelling as a developmental process. "This realization supported the general conception of the child as a language learner who brings an innate psycholinguistic endowment to the task of language development." (as cited in Morris & Templeton, 2000 p. 530). In the 1980's and 1990's many educators adopted a new conception of the role of spelling. These educators focused more specifically on the role of spelling as a tool for writing.(p. 528) A writer's effectiveness and creativity are influenced greatly by spelling ability.

"Spelling proficiency continues to be an area of concern. In spite of extensive spelling research, a careful literature review reveals an area with both theoretical and practical implications in which insufficient information exists. This area includes gender differences as they relate to spelling performance" (Allred, 1995, p. 188).

One factor that might be expected to produce differences in both reading and spelling achievement is that of cultural expectation. Recent efforts have been made in the

United States to focus less on cultural influence in regards to gender learning; however, research has shown that it still has an important impact on performance. It has been found that girls read better than boys in the United States and because of the relationship between spelling and reading, the assumption that girls perform better than boys in spelling is also true. Reading is a decoding process and spelling is an encoding process.

Although a high correlation exists between the two subjects, one may find good spellers who are not good readers and good readers who are sometimes poor spellers. This finding evokes a question of whether the same female superiority that exists in reading also exists in spelling. (Allred, 1995, p. 188)

The effects of summer break on students' academic performance have been an interest to educators and researchers for many decades. Researchers R. Allinder, L. Fuchs and C. Hamlett conducted a study on the effects of summer break and spelling performance. One hundred and eighty students participated in grades 2-5. They found that students in grades 2 and 3 exhibited regression, but the students in grades 4 and 5 did not. Factors that are attributed to this are:

1. More mature overall language skills.
2. Better developed writing skills, and better social and personal demands for writing.
3. Writing more during summer break and thus practicing and maintaining spelling skills. (Allinder et al. 1992 p. 457)

Allinder (1992) stated that regression of students in lower grades is attributed to the fact that spelling mastery is assessed by weekly spelling test performance and not on specific patterns and rules for words and concluded that the lack of phonetic or morphemic skills hindered progress.

Strategies

Many researchers have found multiple strategies to assist students in learning and retaining spelling words. Fitsimmons and Loomer (1978) found that “the child correcting his own spelling test, under the direction of the teacher, is the single most important factor in learning to spell” (as cited in Wirtz & Gardner 1996 p. 49). Giving immediate feedback on the students’ efforts using a spelling key improved their performance as well. Zutell (1998) states that even though there has not been extensive research done on word sorting as an instructional technique, the evidence found thus far is positive. He also reported that third and fifth graders using sorting activities showed improvement in their ability to use information about word patterns in their writing. Gillet and Kita (1980); Henderson, (1990); Sulzby, (1980) and Zutell, (1996) suggest that, “Word sorts help children through the complexities of words” (as cited in Fresch & Wheaton, 1997 p. 21). Zutell (1998) described different types of word sorts as:

In concept sorts, words are categorized by their concepts or semantic features they represent independent of their spelling patterns. Spelling sorts focus on the connections among pronunciations, meaning units, word origins, and the combinations of letters used to represent them for reading and writing. In an open sort the student selects a subset of words from those available, looks them over, decides on appropriate categories, then sorts the words accordingly. Closed sorts are used to focus student attention on particular word features that aid word recognition and production. Multiple sorts are used to sort the same set of words in different ways. There is also an oddball category for words that do not fit in any category (p. 226).

Classroom-based inquiry through spelling meetings has also helped students with the acquisition of spelling words (Wright, 2000). In her study she discovered that the students discussed words they found difficult or were wondering about from the spelling unit in these meetings. Students discussed with each other strategies to help them learn the words. Often when we teach spelling the students are not asked to share their strategy for learning a word with the whole group. The supportive environment encourages children to be curious about words and also allows students to take risks with their spelling.

Suits (1998) state that Try-It-Out sheets helps students who are having difficulty with spelling. This is a self-editing technique that asks the students how they figured out a word a particular spelling word. The students need to make three written attempts to spell the word before the correct spelling is told to them. Teaching children a word building strategy that involves looking for meaningful parts of unfamiliar words has also improved children's spelling. Another strategy that had been demonstrated to improve students' spelling is mental imagery. In as

few as two 45-minute training sessions, Radaker successfully trained fourth-grade students to create mental images of target words. "Students who received imagery instruction demonstrated superior spelling performance on standardized tests relative to their untrained peers, with those gains maintained up to 1 year after instruction" (as cited in Butyniec & Woloshyn, 1997 p. 294).

Recent research in spelling suggests specific characteristics that govern effective spelling programs.

1. Pretests should be given to each child, and the student should correct the test for positive reinforcement (Funk & Funk, 1987).
2. The child should study only the words he/she has yet to master, studying all the words will only decrease motivation and effort (Funk & Funk, 1987).
3. Do not teach spelling as an isolated subject. Learning is unified and spelling should be taught as part of the whole curriculum (Funk & Funk, 1987).
4. Have children keep personal spelling dictionaries. This will hold students accountable for what they have learned (Chandler, 2000).
5. Create motivating activities for reinforcement such as; word sorts, word finds, and letter manipulation activities (Distefano & Haggerty, 1985).
6. No more than fifteen to twenty minutes each day should be spent on reinforcing the word list (Bloodgood, 1991, Opitz & Cooper, 1993, Templeton, 1991)

In Griffiths and Leavell's (1995) study they stated:

Spelling instruction cannot be based merely on drill and practice of unrelated words or on testing and retesting for achievement of mastery. Either practice will merely result in rote memorization. Instead, teachers should evaluate children's spelling qualitatively and design spelling activities that are congruent with the children's existing word knowledge. (p. 90)

Sitton (1998) states the goal is to teach students to spell correctly in everyday writing without inhibiting their desire to write. Writing is the most authentic practice format for spelling. (p. 15)

In the customary Friday spelling test environment, students always believe that spelling correctly on this test is more important than spelling correctly in their everyday writing. Why? Because the Friday spelling test is a test that is graded. What is routinely tested and graded sends a commanding message to students about what "counts." And if students are unaware of the goal of spelling instruction, their chances of achieving are scant. Once the words on the Friday spelling test have been tested, they vanish. They are not systematically recycled. Yet, learning theory suggests that repeated exposure to important concepts is need to ensure mastery (Sitton, 1998, p.121)

One fifth grade teachers approach to help with the acquisition of words for spelling and everyday writing was to put up a list of "no excuses" words. "These were words that offered the most "mileage" toward achieving spelling literacy in everyday writing. These were the highest frequency writing words. Students were expected to spell these words correctly in their writing 100 percent of the time." (Sitton 1996 p.112) In the Rymer and Williams' study (2000) they found no research

to suggest that students apply words from weekly spelling tests to their writing. They believe that meaningful reading and writing experiences provide the optimum context for young children to learn to spell. They also found that when the children used their spelling words in their journals, they often misspelled them. Children rarely used the words they learned for the spelling test in their writing.

Whole Language

Critics often say that whole language teachers do not teach spelling. What they mean is that they don't teach spelling in the traditional sense.

One of the most difficult misconceptions to counter is that language, and particularly spelling, is absolute. Bouffler (1997) states; "the way we spell when we write a shopping list or take notes in a lecture is not necessarily the way we spell when we are writing a letter or proofreading an article for publication. The way we spell when we read may differ from the way we spell when we write." The problem for many children is not so much knowing how to spell words but knowing what among the possible spellings of a word is the standard. Whole language classroom teachers set up conditions for acquiring written language while involving the learner when it is necessary. Explicit teaching goes on at the point of need. It is this that distinguishes explicit teaching in a whole language classroom from explicit teaching that involves sequenced instruction and drills. (Bouffler, 1997, p.144)

Whole language teachers do not advocate the teaching of spelling through rules. Stahl, McKenna and Pagnucco (1994) found that whole language approaches did not differ significantly from more traditional approaches in terms of achievement

test performance (as cited in Bruck et al. 1998). M. Brück, R. Treiman, M. Caravolas, F. Genesee and M. Cassar found that the absence of explicit phonics instruction had a greater negative impact on spelling than on word recognition. Stahl states, "although there is evidence that students' literacy skills improve in whole language programs, there is no evidence that these programs facilitate children's reading or writing to a greater degree than conventional methods do" (as cited in Bruck et al. p.670).

There are many criticisms of formal spelling programs. Researcher Heald-Taylor, Gail (1998) state that:

They require a great deal of tedious practice involving low-level exercises that require very little thinking and take up too much instructional time for the results they produce. They actually cause regression in children's spelling ability because they call too much attention to word parts, grammar, and dictionary skills (Cohen, in Graves, 1994). Not all children require formal spelling lessons because many words (up to 65%) are known by students before studying them (Stetson & Boutin, 1980). The scope and sequence found in spelling programs often fail to accommodate for a wide range of student abilities and needs (Moats, 1995). And commercial programs frequently do not provide enough appropriate instructional strategies for teachers (Schlagal & Schlagal, 1992) (as cited in Heald-Taylor, Gail, 1998 p. 406).

Students with literacy learning difficulties find it more difficult to acquire the spelling of words. Although sorting can be a powerful tool for word learning for almost all students, it is especially useful for working with delayed readers and writers who have had little success with traditional word study instruction. "Lack of

a natural, intuitive sense for how words work may lead to inadequate word learning.”

(Zutell 1998, p. 229)

Teachers should begin with easy, straightforward sorts on which students can quickly show a high degree of success. Start with only 2 categories to reduce the complexity of the sort. Model and talk through strategies and sort through the words together by taking turns between teacher and student to extend the modeling. Keep the pace of the activity fast enough to maintain student concentration and interest, because slow and elaborate explanation and sorting leads to a loss of focus. (p. 230)

There are strategies used to help students with literacy learning disabilities. Fresch and Wheaton (1997) stated:

Creating word bank lists with a greater variety of grade-level choices will include all student abilities. While students are looking for the same pattern or rule, the words studied target individual needs. Children with special needs are therefore included in the same activities. They also recommend pairing up inclusion children with a variety of spellers. Mixing abilities in small groups provides opportunities for students to learn from each other. Another strategy may be to self-record text including spelling words. By playing the tape and pausing at each spelling word, the children can be their own buddy. (p.25)

A student centered strategy that allows individualized learning is peer tutoring. Mallette , Harper, Maheady and Dempsy discovered how to improve the spelling performance of students with special needs by using peer tutoring (as cited in Wirtz, Gardner, Weber, and Bullara (1996). Kelly and Regan (1993) state that “in today’s heterogeneous classrooms, inventive spelling could do a disservice to students with specific learning disabilities, “inclusion” students, and students whose learning styles require them to use specific techniques to develop spelling skill.” (p. 41) Graham (1999) found 5 instructional approaches to be effective in teaching

children with learning disabilities. “What all 5 approaches have in common is that they meet the criteria for a structured, multisensory approach to word learning.

Learning to spell requires that the mind’s eye, ear, mouth, and hand learn to communicate in processing and producing written words.” (Graham, 1999, p. 121)

1. Graham and Freeman’s (1996) kinesthetic method emphasizes coordination between the mind’s mouth, hand, and eye at the level of the whole-word.
2. Murphy et al. Copy-cover-compare method requires coordination between the mind’s eye and hand at the level of the whole-word.
3. Bradley’s (1981) simultaneous oral spelling method facilitates communication among the mind’s ear, mouth, hand, and eye to operate at the whole-word level.
4. Berninger et al. (1995) visual-imaging method coordinates the mind’s eye, mouth, ear, and hand at the whole-word level.
5. Berninger, Vaughan et al.’s (1998) multiple-connections method teaches the mind’s ear, and eye to talk to each other at different units of language:
 - a. phoneme to letter
 - b. whole spoken to whole written word
 - c. spoken and written onset-rimes (as cited in Berninger et al. 2000)

“Overall, evidence suggests that instructional methods that teach multiple connections between different units of spoken and written language are most likely to benefit the writing system in general.” (Graham, 1999, p.121)

The literature reviewed in this chapter indicates the importance of appropriate spelling instruction. Spelling is a developmental process that occurs at different stages for individual children. Many strategies have been noted that are successful when used to enhance spelling instruction for students with literacy learning difficulties. Researchers have not come together with one common approach to teaching spelling. It is up to the teacher to seek out which method or program is best for their individual students each year.

CHAPTER III

Design of the Study

Purpose

The purpose of this study was to determine the effectiveness of two different approaches to spelling reinforcement. The first approach used solely textbook activities and the second approach used creative teacher directed activities.

Methodology

Subjects

The study included 19 students from a suburban upstate New York school district. The subjects were second grade students consisting of twelve girls and seven boys.

Materials

The materials used in this study included:

- Ten spelling word lists consisting of 15-18 words on each list following the second grade curriculum.
- Workbook pages from the McDougal Littell spelling series.
- Teacher created activities (see Appendix A).

Procedures

The study took approximately 12 weeks to complete. The first ten weeks consisted of a pretest at the beginning of each week containing 15-18 second grade spelling words. Each week the pretest was followed by either textbook reinforcement activities or teacher created activities. A posttest was given every Friday using the 15-18 spelling words to see the progress made by each student.

Each Monday after the pretest, appropriate instruction followed the sequence of skills in the McDougal Litell spelling book. The introductory lesson included finding patterns in the words, defining the words, and using each word in the context of a sentence. Each week alternated between textbook activities and teacher created activities. On the 11th week no new words were introduced, and no formal spelling activities were given. The 12th week was used to test the students on words they have been taught during the prior ten-week period. Two cumulative tests were given one day apart consisting of 20 words each. The words for the tests were taken from the word lists from the prior ten weeks. Each test contained ten words from each spelling approach. Two tests were given so that there was a more representative sample of words.

Analysis of Data

The data were analyzed quantitatively. Test scores were calculated for each method using a t test to determine whether the textbook reinforcement method or the teacher created reinforcement method helped students retain the knowledge of spelling words. The results of this study will give teachers further insight into the types of reinforcement activities used to enhance long-term memory of words.

CHAPTER IV

FINDINGS AND INTERPRETATION OF DATA

Purpose

The purpose of this study was to examine the effectiveness of two different approaches to spelling reinforcement. The first approach used solely textbook activities and the second approach used creative teacher directed activities.

Analysis of Data

A spelling test was given each Friday. Each test consisted of ten words from the workbook activities list and ten words from the alternate activities list. In order to analyze the data, the raw score from each student's tests were used.

A t test was used for the purpose of determining whether there was a significant difference between the teacher created activities and the workbook activities. The results of the final week's test were compared after the 10 week study. The following are the results of those statistical findings.

Table 1

t Test of Differences Between the Two Mean Scores

	df	Mean	Obtained t
Alternate Activities	36	17.526	1.36
Workbook Activities	36	16.210	

Critical t = 2.03

A calculated t score of 1.36 was obtained. Since the critical t value of 2.03 was not reached, the results of the analysis indicate that there was no statistically significant difference between the teacher created activities and the workbook activities when comparing the outcomes of the final test.

Each approach has shown to be equally effective by the results of the data. This implies that one method is not superior to the other. In knowing this, teachers can choose activities that best suit the needs of their students at the given time of instruction.

CHAPTER V

Conclusions and Implications

Purpose

The purpose of this study was to determine the effectiveness of two different approaches to spelling reinforcement. The first approach used solely textbook activities and the second approach used creative teacher directed activities.

Conclusions

The data analysis showed that there was no statistically significant difference between workbook spelling activities and teacher created spelling activities. Both methods have proven to be equally effective and would produce similar outcomes for the students. This finding also implies that since both methods are similar in outcome the teacher has more freedom to choose either method at the time of instructing a particular concept.

Implications for the Classroom

Spelling has been a topic of debate for many years. Poor spelling proficiency has motivated researchers and educators into exploring different strategies to teach spelling. Researchers have suggested many ways to improve spelling proficiency. It is up to the educator to tailor those methods to meet the individual needs of their students. Having a variety of instructional approaches to use when teaching spelling gives the opportunity for flexibility. Educators must also individualize their spelling instruction to match the learning styles of their students. There are many modalities through which students learn, and having alternative methods to teach spelling and provide reinforcement activities will enhance student performance. It is up to the educator to explore the different avenues of spelling instruction.

Further Research

There is still much to be said about spelling instruction. Researchers and educators continue to work towards a common goal, which is to improve spelling instruction. Many implications for future research come to mind. This study was limited to a ten-week period, perhaps comparing activities for a full year would yield different results. Another possibility would be to compare both approaches over a

two-year span, the first year using solely teacher created activities and the second year using solely workbook activities. The findings of this study may be unique to this particular grade level. Children develop skills at different ages and the conclusions made for primary grades may be significantly different from intermediate grades. Performing the same study at an intermediate grade level may produce statistically different results. Each year the composition of students in a particular class varies. It may also be true that performing this same study the following year could produce different results.

There is still much research to be conducted on spelling instruction. This study is only one avenue that has been explored in spelling.

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Name _____

Date _____

Spelling Menu

<p style="text-align: center;">WRITE</p> <p>Put all your spelling words in A, B, C order.</p>	<p style="text-align: center;">RESEARCH</p> <p>Use a dictionary to look up 10 words. Write the guide words for the page they were found on.</p>	<p style="text-align: center;">DESIGN</p> <p>Draw a cartoon or picture using talking bubbles. Have the characters speak to each other using at least 2 spelling words.</p>
<p style="text-align: center;">CREATE</p> <p>Create 5 questions using at least 1 spelling word in each question.</p>	<p style="text-align: center;">ILLUSTRATE</p> <p>Draw pictures to illustrate at least 1/2 of your spelling words.</p>	<p style="text-align: center;">EXPAND</p> <p>Write 3 expanded sentences that use this week's spelling words.</p>
<p style="text-align: center;">LABEL</p> <p>Draw one picture using at least 4 of your spelling words. Label them.</p>	<p style="text-align: center;">FORMULATE</p> <p>Formulate 2 word problems using at least 4 of your spelling words. Solve it.</p>	<p style="text-align: center;">COMPOSE</p> <p>Write a story or news article using at least 6 spelling words.</p>
<p style="text-align: center;">PRINT</p> <p>Print your spelling words carefully on manuscript paper.</p>	<p style="text-align: center;">COMPLETE</p> <p>Complete a spelling worksheet carefully.</p>	<p style="text-align: center;">SURPRISE</p> <p>Show your idea for a spelling word project.</p>

Name _____

Use one of your spelling words in a good expanded sentence in each part. Then illustrate it.

Spelling Lesson ___ ABC order

Name _____ Date _____

1. _____

9. _____

2. _____

10. _____

3. _____

11. _____

4. _____

12. _____

5. _____

6. _____

7. _____

8. _____

Name

long vowel words

Play Pictionary With These Spelling Words

note

blue

pie

broke

twice

sunshine

gate

costume

parade

late

side

grade

Name

words spelled with ck

Using the letters in the box, make spelling words.

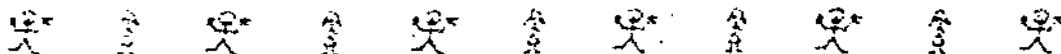
th	b	k	et	s
t	n	tr	bl	a
ck	i	r	o	p
cr	d	e	u	q

Answer key

back trick block duck
neck black pick kick
rocket sock ticket crack
quack pocket

Spelling list week 5

Sample



O O O R O P O O O O W O K Y O O W O W O O U S K O
 V L D D D O G O F O O N K H O Q P O S O G O G O K
 M K O K B B S N E L T G P H O I T O O K H D O H X
 O O M O O L L O E B L O K O M O K O O C K O F L O
 S H O O K O D O O H O O C O D O F O O O J O O K O
 H K C O O O O T S I D O R O D K T L O F B O G F E
 O E O W J R O O O O O L O O K O O O U Y T D S T U
 D K I O K Y G Y O K G O B C O O K I E O O T O O D
 D O T O R U O O Y H O O O Y R O O B O F G M G D U
 G H L K O B S K Z G O C O P D O O T S T O W H O O
 E K O H D D O K G O H R O L N O K L B W E O C O D
 O O O O O K O O O G O D O B O O E Y B D O O G Y O
 F W O O F O G K O I D O R O O O K K H L D D O O R
 O T T O K O K O D O K D U K O L L O V H O F E C C
 H O E K O Y O K S O O K O O B X K S O K K H I K T



WORD LIST

BOOK	GOOD	BROOK
LOOK	COOK	WOOL
HOOD	TOOK	HOOK
STOOD	FOOT	WOOD
SHOOK	COOKIE	HOOF
GOODBYE		

DICTIONARY SEARCH

SPELLING WORD [Entry Word]	PAGE	DEFINITION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		