

Derivational Relations Spellers and Writers: The Advanced Stage of Spelling Development

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4:00-5:30 PM

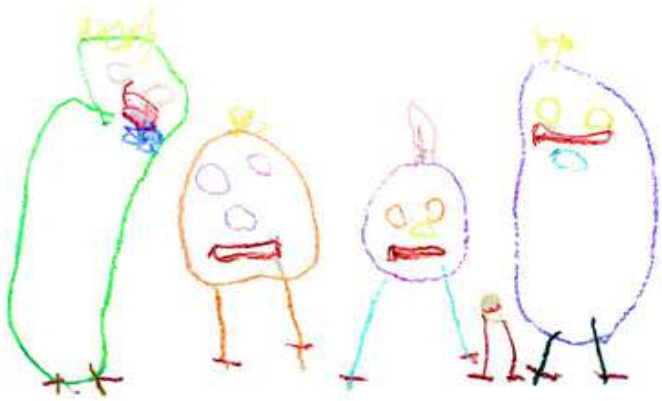
Totaro Elementary School

Brunswick County Public Schools



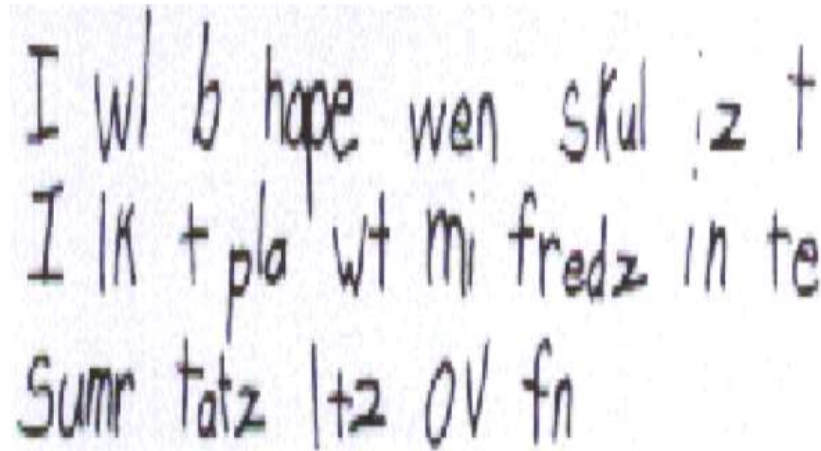
First Stage of Spelling Development

Emergent/Early Letter Name – scribbles, drawings, letter like forms, no directionality



Second Stage of Spelling Development

Letter Name – initial consonant, final consonant, some vowel placement, spaces between words



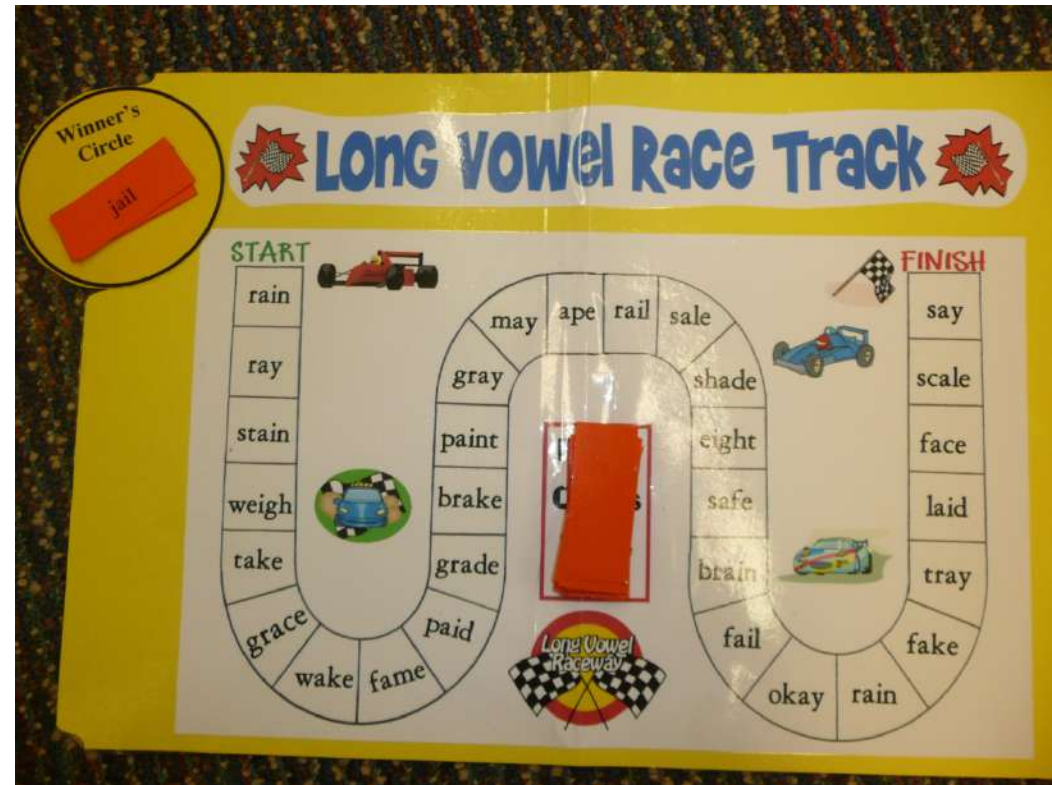
The image shows three lines of handwritten text on a light blue background. The text is written in a cursive, somewhat messy style, characteristic of a child's early spelling. The first line reads 'I w/ b hope wen skul iz t'. The second line reads 'I lK + pla wt mi fredz in te'. The third line reads 'Sumr tatz l+z OV fn'. The letters are not fully formed, and there are many variations in letter shape and placement, illustrating the 'Letter Name' stage of spelling development.

- This stage of spelling focuses heavily on letter/sound match.

Third Stage of Spelling Development: Within Word Pattern

- Focus is on *single syllable* vowel patterns
- Begin to examine long vowel patterns
- Spelling focus is on sounds and PATTERNS

- CVVC (nail, beak)
- CVCe (name, bike)
- CVV (say, pie)



Fourth Stage of Spelling Development: Syllables and Affixes

- Compound Words
- Inflected Endings (-ed, -ing, -es, -s)
- Open and Closed Syllables (robot, teddy)
- Accented Syllables (desert/desert)
- Unaccented Syllables
- Consonants
- Common prefixes and suffixes
- Homophones (links/lynx, bald/bawled)
- Homographs (convict, conduct, digest)

Where to begin with Derivational Relations spellers?



PALS Data



- Use a student's PALS spelling data--the 2 and 3 in blue inform instruction

AND

- Analyze student writing for repeated errors in spelling

Word Study Instruction within Meaningful Contexts

Word Study Instruction within Meaningful Contexts

Instruction for Derivational Relations Spellers

- Students should be actively involved in the exploration of words to develop a curiosity about words
- Students should have exposures to words in many meaningful contexts
- Teachers must introduce, model, and reinforce the the process of learning about words
- Word study notebooks/journals

Instruction for Syllables and Affixes

Spellers (cont'd)

- Word hunts within independent reading material
- Develop routines to help students examine and study the words they are sorting
- Helping students understand that the structure of words is a direct clue to learning and remembering the meaning of words

Instruction for Derivational Relations (cont'd)

- Students can practice calling out words to each other to sort
- Use suggested games from *Words Their Way* chapter on Derivational Relations

Instruction for Derivational Relations (cont'd)

- Small group work where students discuss what they have read
- Time to share and discuss details of stories with peers
- 25 to 30 minutes of independent reading/day will propel them into the final stage of spelling
- Word Study without independent reading time will not bring about growth in spelling

Bibliography

- Bear, Donald, M. Invernizzi, S. Templeton, F. Johnston (1996) *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*
- Ganske, Kathy (2000) *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*