

# ***Syllables and Affixes (Syllable Juncture) Spellers and Writers: The Fourth Stage of Spelling Development***

18 UNIT 1 INFLECTED ENDINGS (-ING, -ED, -S, -ES)

SORT 2 Adding -ing to Words with VC and VCC Patterns

VC	VCC	double	nothing
get	getting		ask
asking	swim		yell
swimming	rest		run
sit	yelling		resting
stand	running		pass
sitting	pick		standing
jump	shut		picking
shutting	passing		jumping

Copyright © 2009 Pearson Education Inc. Reproduction is permitted for classroom only.

Rebecca L. Akers

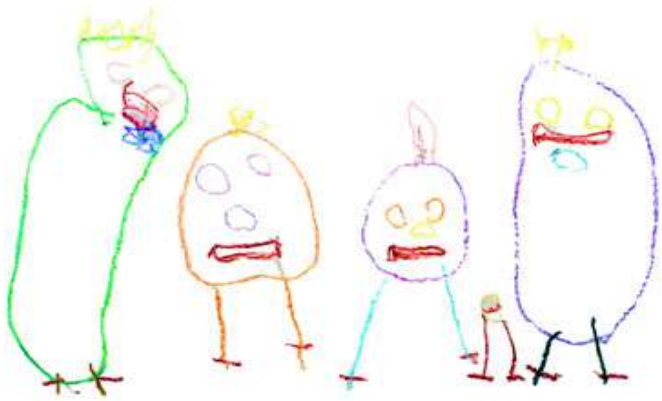
March 2, 2016

4:00-5:30 PM Totaro Elementary School

Brunswick County Public Schools

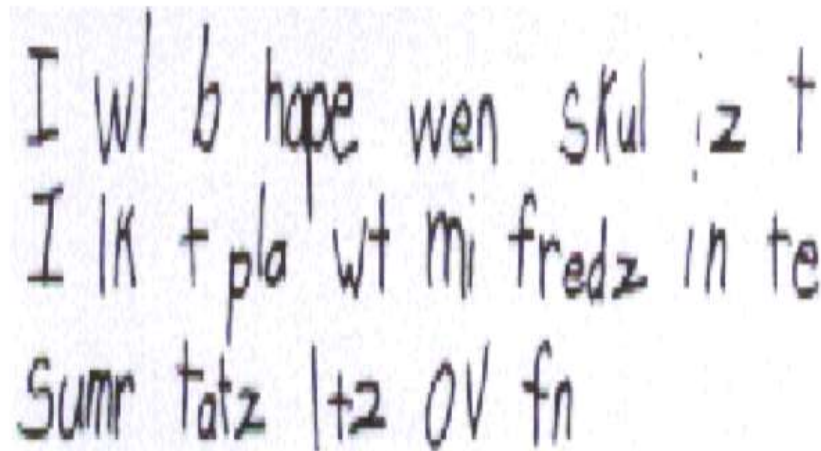
# First Stage of Spelling Development

**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



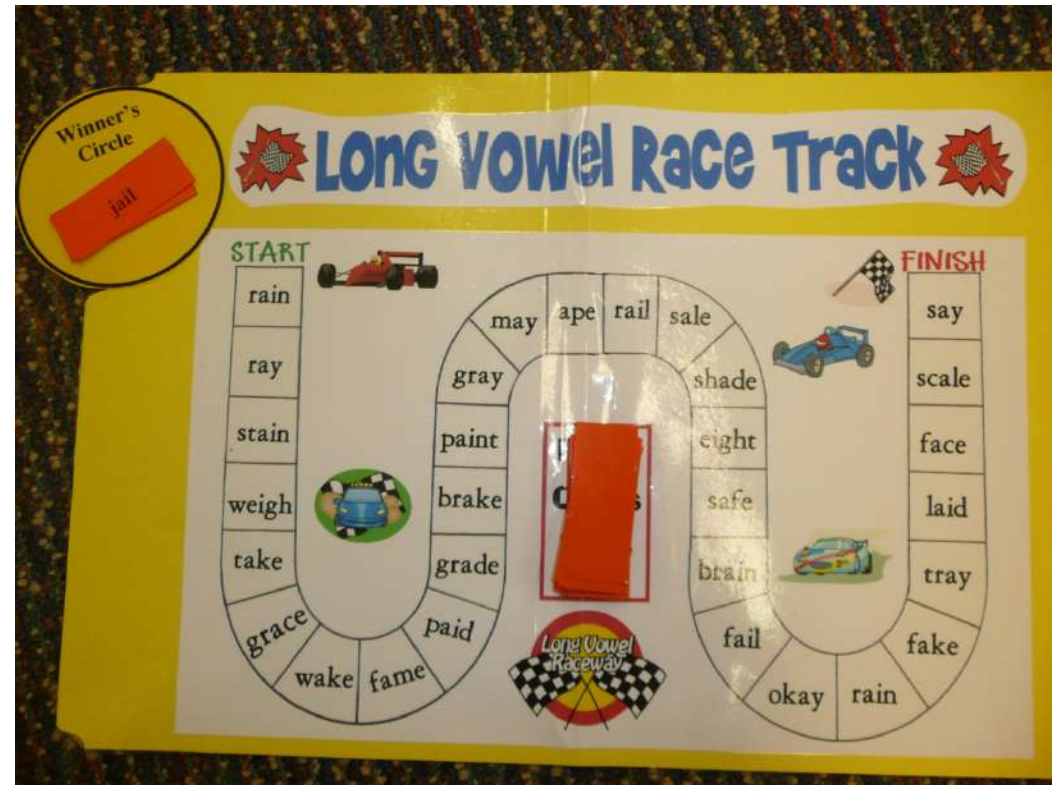
The image shows three lines of handwritten text on a light blue background. The text is written in a cursive, somewhat messy style, characteristic of a child's early spelling. The first line reads 'I w/ b hope wen skul iz t'. The second line reads 'I lK + pla wt mi fredz in te'. The third line reads 'Sumr tatz l+2 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)



***What do Syllables and  
Affixes spellers already  
know?***



# What Syllables and Affixes Spellers Know

- Knowledge of single-syllable word patterns is secure
- Can focus on comprehension since word recognition is no longer a challenge

# Spelling Features That Syllables and Affixes Spellers Are “Using” in Their Writing

- Single syllable short vowel (CVC—*van, pin, mop*) and long vowel patterns (CVCe—*take, page, face*; CVVC—*coal, wheat, brain*; CVV—*way, stray, play*; CV—*cry, shy, sky*; VCC—*night, sigh*)
- Many r-influenced single syllable short vowel words (*mark, earth, shirt, bird, turn, girl*)
- Schwa + r (*worst, spur, nerve*)

## Spelling Features That Syllables and Affixes Spellers Are “Using” in Their Writing (cont’d)

- Vowel diphthongs (coin, boy, found, owl)
- Ambiguous vowels (claw, caught, wasp, thought)
- Consonant patterns at the ends of words (sock, truck, lick)
- Silent beginning consonants (wrist, knot, gnaw)



## Spelling Features That Syllables and Affixes Spellers Are “Using” in Their Writing (cont’d)

- Complex consonants (scrape, strong, spring, pitch, porch)
- Short and long homophones (in/inn, him/hymn, die/dye, side/sighed)
- Hard and soft c (came/cent) and g (goat, gem)

# Spelling Features that Syllables and Affixes Spellers are “Using but Confusing”

- Plural endings
- -ing and -ed endings
- Doubling or not to double at junctures of syllables (*hoping/hopping; dolar/dollar*)
- Vowels in unaccented syllables (*organ, barber, helmet*)
- Open and closed syllables as in *frozen*:  
*fro-* (open syllable, long vowel sound)  
*-zen* (closed syllable, short vowel between two consonants)

# “Using but Confusing” (cont’d)

- Schwa + r in accented syllables
- -/e in unaccented syllables
- Final syllable –*cher*, -*ture*, -*sure*, -*ure*
- Simple prefixes (disappear, reunite) and suffixes (*happ*ily, *beautiful)*
- Homophones
- Homographs

# Where to begin?



# PALS Data



PHONOLOGICAL AWARENESS LITERACY SCREENING

- Use a student's PALS spelling data (the 2 and 3 in blue)

AND

- Analyze student writing for repeated errors in spelling

# Types of Sorts in Syllables and Affixes Stage

- Compound Words
- Inflected Endings (-ed, -ing, -es, -s)
- Open and Closed Syllables
- Accented Syllables
- Unaccented Syllables
- Consonants
- Prefixes and Suffixes
- Homophones
- Homographs

# Word Study Instruction within Meaningful Contexts

- Analyzing and using compound words (when and when they are not)—A runaway horse galloped down the street. The child decided to run away from home.
- Understanding syllables (clapping syllables; practice writing haiku poetry of 17 syllables—3 lines with 5, 7, and 5 syllables respectively)
- Understanding open and closed syllables to learn about doubling

# Word Study Instruction within Meaningful Contexts

- Understanding stress (The desert is barren. The hiking party had to desert its gear in the snow.) A good idea is to start with each student's name.
- Same vowel patterns but with different stress: complain, explain vs. *captain, curtain*
- Most common ways to form plurals
- Homographs (*object, convict, minute*)



# Instruction for Syllables and Affixes 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 Syllables and Affixes Spellers (cont'd)

- Students can practice calling out words to each other to sort
- Use suggested games from *Words Their Way* chapter on Syllables and Affixes (Syllable Juncture)

# Instruction for Syllables and Affixes Spellers (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*