

Within Word Pattern Spellers and Writers: The Third Stage of Spelling Development

short a	a-e	ai
tax	tape	fail
last	maze	gain
sat	shade	pail
plan	wave	sail
	late	plain
	sale	rain
	bake	wait
	lake	nail

Rebecca L. Akers

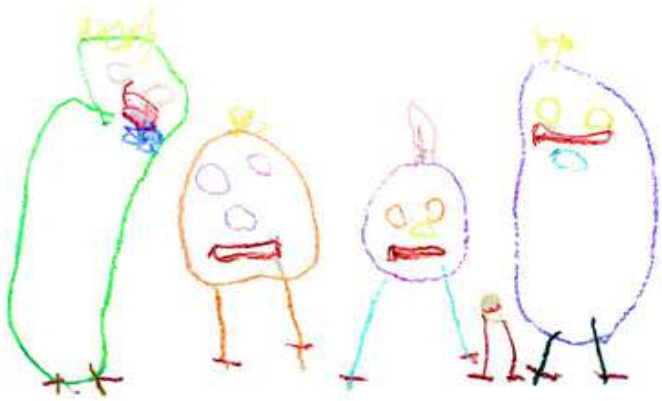
February 29, 2016

4:00-5:30 PM Totaro Elementary School

Brunswick County Public Schools

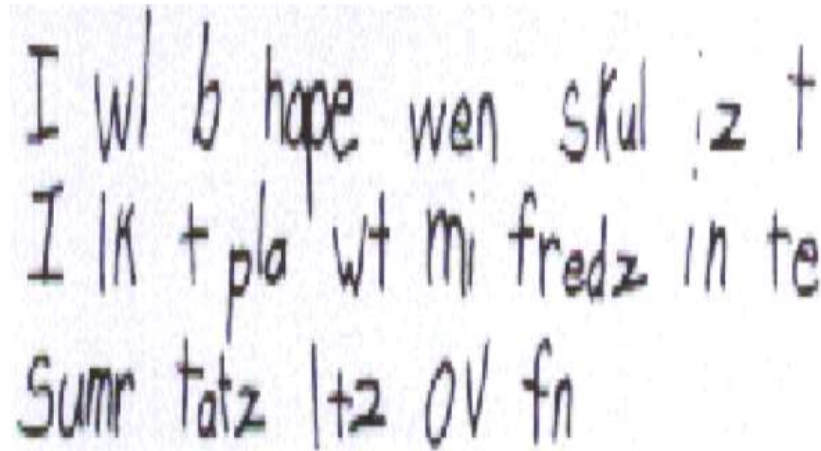
First Stage of Spelling Development

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 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 handwriting is cursive and somewhat messy, illustrating the 'Letter Name' stage of spelling development where the focus is on initial and final consonants and some vowel placement.

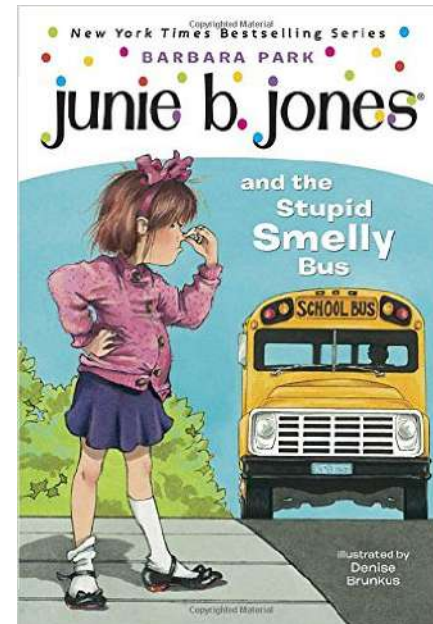
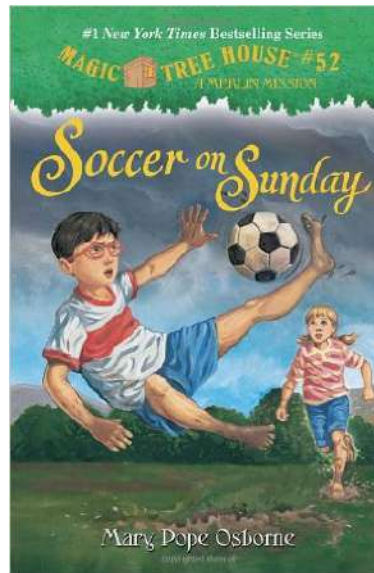
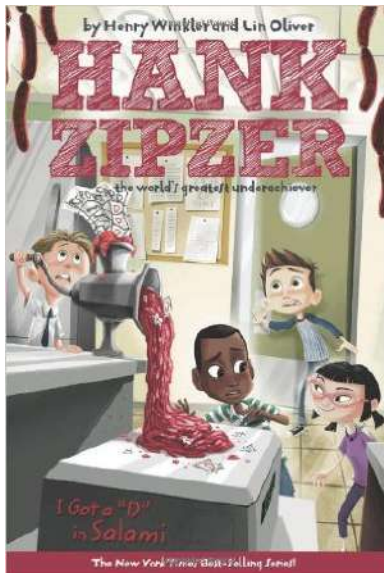
- This stage of spelling focuses heavily on letter/sound match.

Third Stage of Spelling Development: Within Word Pattern

- Occurs within the Transitional Stage of reading
- Approaching fluency in reading; no longer reading word by word
- In easy (independent level) material, fingerpointing ceases.
- Can read silently faster than orally

Within Word Pattern (cont'd)

- Can read easy chapter books independently
(*Freckle Juice*, *Junie B. Jones*, *Superfudge*)

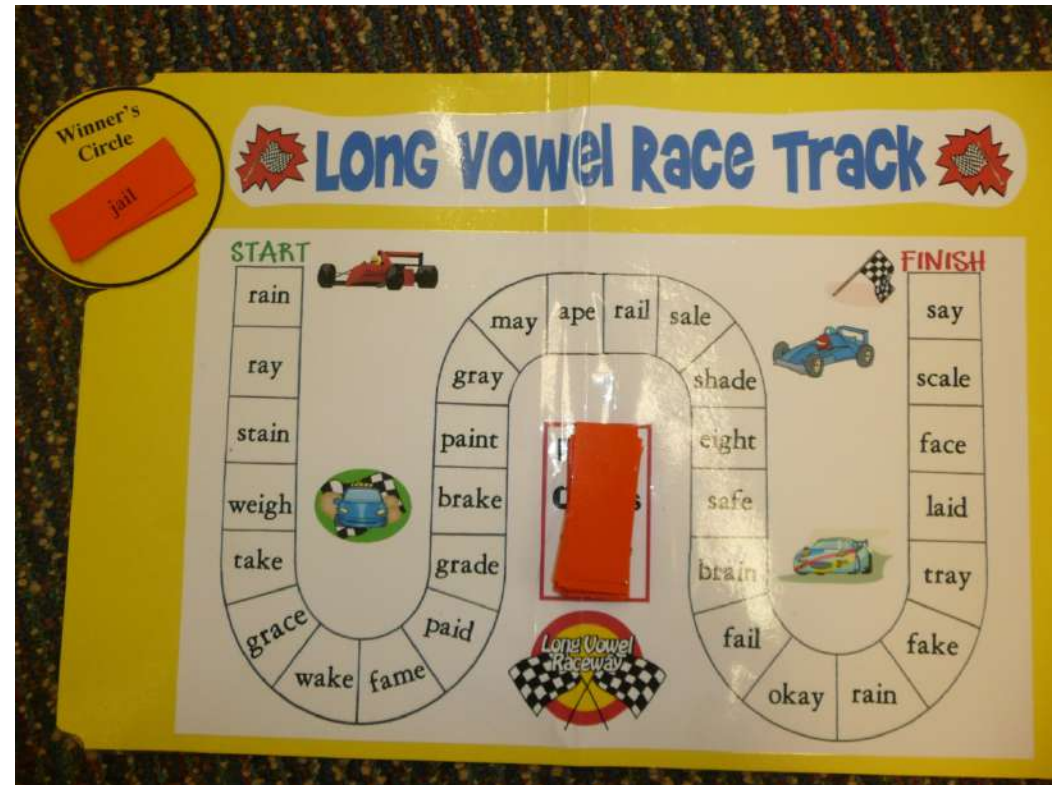


- If students are given too difficult text, their reading growth is stunted, they regress in development, and they lose motivation.

Within Word Pattern Stage (cont'd)

- Focus is on single syllable vowel patterns
- Begin to examine long vowel patterns
- Spelling focus is on PATTERNS, not letter sounds

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



Within Word Pattern (cont'd)

- Sight word vocabulary of 200-400 words
- Are not ready to study two-syllable word patterns until they clearly understand the differences between long and short vowel patterns
- 25% of adults are stuck at this stage.

***What do Within Word
Pattern spellers already
know?***



Spelling Features That They Are “Using” in Their Writing

- Initial consonants
- Final consonants
- Consonant digraphs (th, wh, sh, ch)
- Consonant blends (e.g., tr, dr, fl, sl, st)
- Regular short vowel patterns (e.g., mat, set, dip, top, pup)
- Pre-consonantal nasals (jump, sink, hand)
- Most commonly-occurring r-influenced single syllable short vowel words (e.g., fur, bird)

Spelling Features that Within Word Spellers are “Using but Confusing”

- Long vowel markers (e.g., *snaik* for snake; *rane* for rain)
- Consonant patterns at the ends of words (*smock* for smoke)
- R-influenced vowels (perch, warm, scare)
- Past tense inflections (*marcht* for marched; *batid* for batted)
- Common Latin suffixes are spelled phonetically (e.g., *atenshun* for attention)

Complexities of the Within Word Pattern Stage

- Sounding out works for short vowels but not long vowels
- Within Word Pattern sorting requires abstract thinking: 1) must segment words into phonemes (sounds) and 2) then choose from a variety of patterns that involve silent letters
- Students must be exposed to patterns daily in reading and word study to internalize patterns of silent vowel markers (playu, ridee, snowo)

Where to begin?



PALS Data



PHONOLOGICAL AWARENESS LITERACY SCREENING

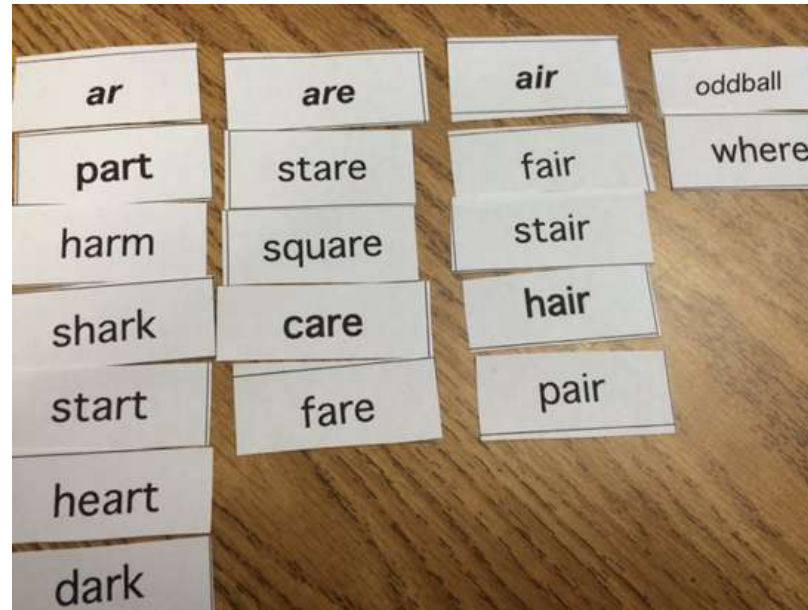
- Use children's spellings to determine where to start instruction; use PALS spelling data (the 2 and 3 in blue)

AND

- Analyze student writing for repeated errors in spelling

Where to Begin?

- Start by sorting words by short and long vowels (hat/hate, mop/mope, tub/tube)
- Introduce an “Oddball” category—exceptions to the pattern



- Study one vowel at a time with its common long vowel patterns (may, date, bait)

Where to begin? (cont'd)

- Continue with subsequent vowels once the previous one has been internalized (beat, beet)
- Finally, move on to ambiguous vowel digraphs (mouth, taught) and diphthongs (boil, loud)

Vowel Diphthongs

- Two vowels together can stand for one sound

join *round*

- Which letters in *join* are vowels?
- What vowel sound do you hear in *join*?
- Which letters in *round* are vowels?
- What vowel sound do you hear in *round*?

Instruction for Within Word Spellers

- Word study notebooks/journals
- Word hunts within independent reading material
- Develop routines to help children examine and study the words they are sorting
- Children can practice calling out words to each other to sort
- Use suggested games from *Words Their Way* chapters
- Play Homophone Rummy

Instruction for Within Word 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 next stage of spelling
- Word Study without independent reading time will not bring about growth in spelling (e.g., internalizing homophones)

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*