

Teaching Spelling in the Twenty-first Century

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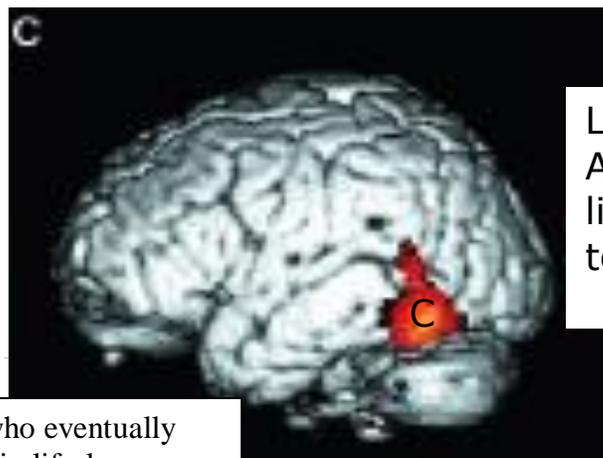
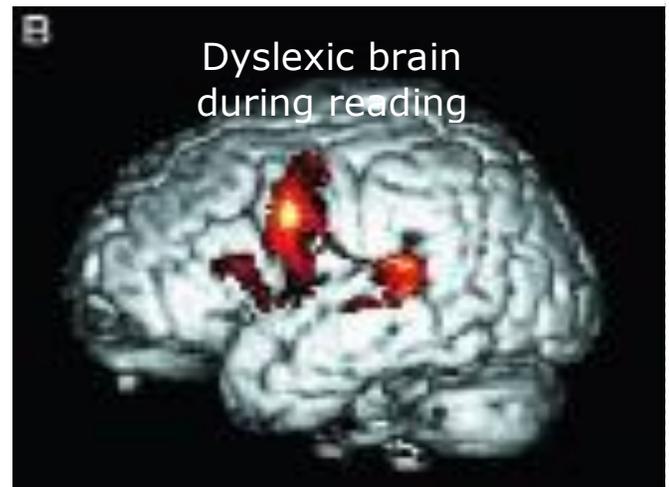
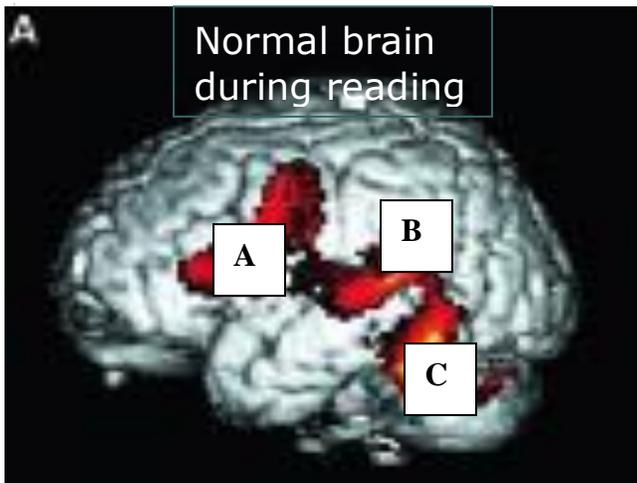
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(Please go to website homepage and click on "Teachers" for additional handout pages.)

Brain Research: Dyslexia "Dyslexia: Cultural Diversity and Biological Unity," in *Science*, March 2001 p.2165 by Paulesu et al.



Note: Dyslexics who eventually learn to read remain life-long poor spellers!

Gentry's Developmental Phases

(From *Raising Confident Readers* by J. Richard Gentry, Da Capo Press to be released in July 2010)

Phase 0: No Letter Use

- Wavy writing and loopy writing/scribbling
- Child cannot write his or her name



Phase 1: Non-Alphabetic Writing

- Random letters on the page
- Use of letters but no match to sounds
- Intervene if not observed by mid-Kindergarten



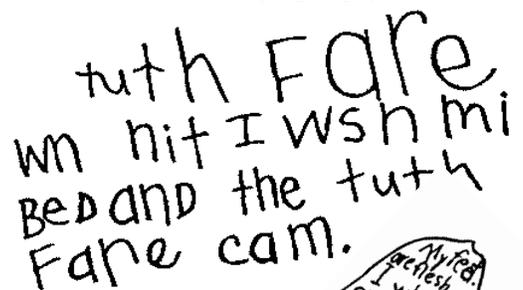
Phase 2: Partial Alphabetic Writing

- HMT for Humpty
- DPD for Dumpty
- Intervene if not observed by the end of Kindergarten



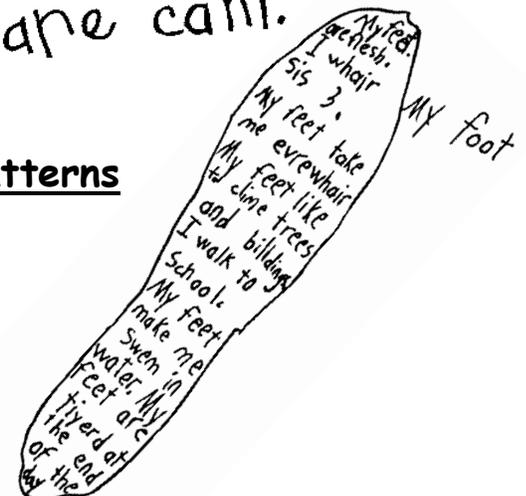
Phase 3: Full Alphabetic Writing

- CAM for Came
- NIT for Night
- Child writes a letter for each of the sounds
- Intervene if not observed by middle 1st grade

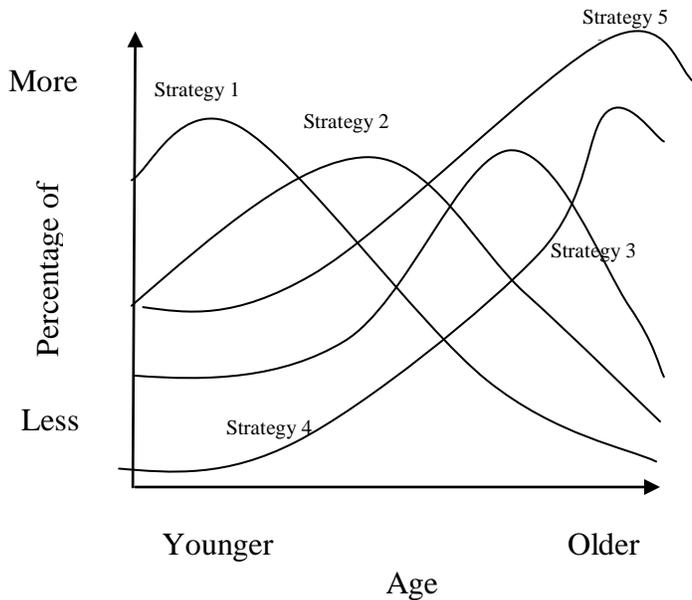


Phase 4: Writing in Chunks of Spelling Patterns

- EVREWHAIR for Everywhere
- Child writes EV then RE in a chunk
- Child analogizes with AIR and writes WHAIR
- Child consolidates the sounds into chunks of spelling patterns
- Intervene if not observed by the end of first grade



Hypothetical Depiction of Overlapping-Wave Model for One Child's Spelling Development



Strategy 1: Spell it like it sounds
Strategy 2: Spell it by pattern
Strategy 3: Spell it by rule
Strategy 4: Use several strategies
Strategy 5: Spell it from knowledge (not just memorizing)

In addition to learning patterns in the developmental phases of spelling, children use multiple strategies. Some strategies are better than others. Children are adaptive and move to more effective strategy use if we teach them. (Sharp, Sinatra, & Reynolds, 2008)

A modern research-based spelling program incorporates both the development phase model *and* the overlapping-wave model.

Sharp, A.C., Sinatra, G.M., & Reynolds, R.E. (2008). The development of children's orthographic knowledge: A microgenic perspective. *Reading Research Quarterly*, 43(3), 206-226.

Effective Strategies for Teaching Spelling

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- Do teach spelling—provide explicit spelling instruction.
- Study the right words—the words and patterns children use in their writing.
- Pretest to identify words an individual does not know. (This individualizes spelling instruction and allows focus on unknown words. It gives the data needed for differentiated instruction.)
- Have students correct their own pretest (a research-based technique, such as the Circle-Dot Technique).
- Teach children a multimodal study strategy (a research-based technique, such as the Flip Folder—look-say-see-write-check).
- Retest after a study period (test-study-test cycle; assessment and review).
- Apply spelling knowledge in various types of exercises (matching, sorting, transformations, word construction, completion of classifications, analogies, etc.) Avoid badly designed exercises.
- Study spelling patterns systematically.

[Use a free tool for finding all English words that fit a particular word family or all the English words that share a particular chunk, such as **-ash**. Go to **JRichardGentry.com** and click “Links” on the home page. Then click on “Find and Unscramble Words” under Free Tools.]

- Connect spelling to writing—teach good spelling habits (e.g., use an Editing Checklist).
- Make other connections (reading, phonics, thinking).

Use a five-day lesson plan.

Differentiate for on-, above-, and below-level students.

Integrate technology tools for meaningful practice (e.g., virtual hands-on touch screen word sorts for whole class instruction through teacher-led sorts)

Provide enhanced support for English Language Learners.