

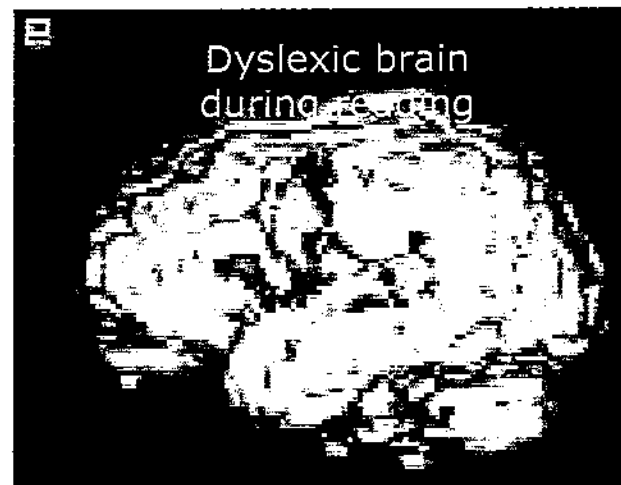
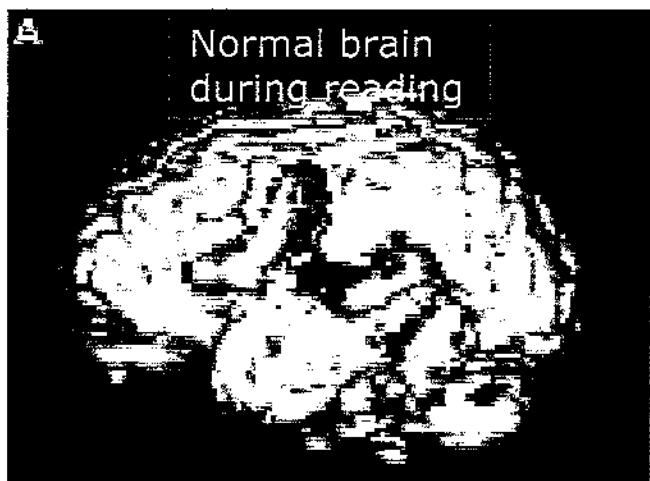
Unleash the Power of Early Writing for Reading and Assessment

J. Richard Gentry, Ph.D.
Fort Lauderdale, Florida
Email: Rgchicago@aol.com
Website: www.JRichardGentry.com

Sponsored by Zaner-Bloser: *Spelling Connections K-8* (2007)
Cosponsor: Scholastic: *Step-by-Step Assessment Guide to Code Breaking* (2008)

Brain Research: Dyslexia

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



Little activity in Area C
Linking language to visual clues.

Level 0 : No Letter Use

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



Phase 1: Non-Alphabetic Writing

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



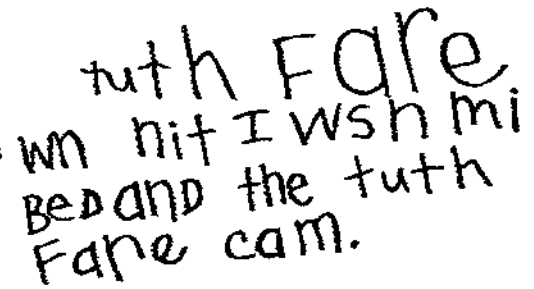
Phase 2: Partial Alphabetic Writing

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



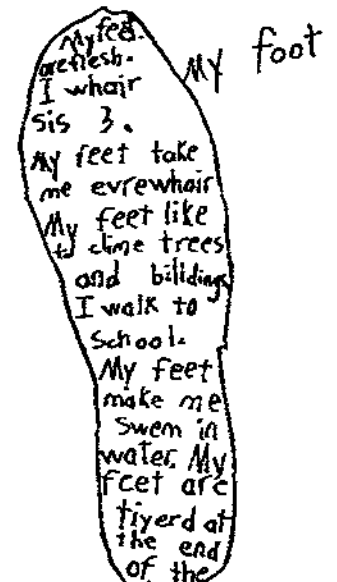
Phase 3: Full Alphabetic Writing

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



Phase 4: Writing in Chunks of Spelling Patterns

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



Adult Underwriting Procedures

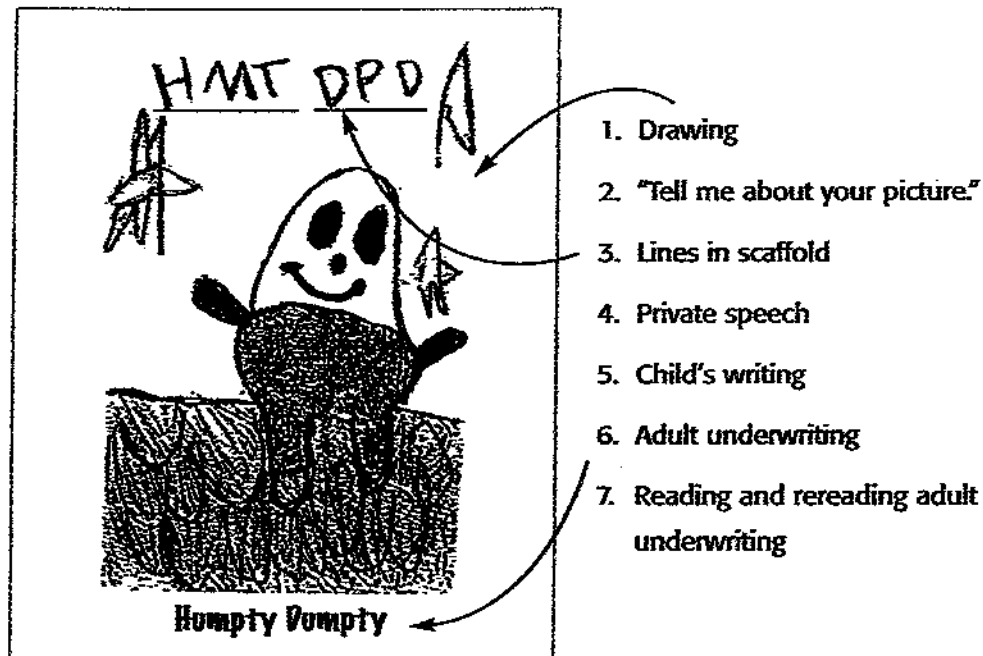


FIGURE 3.7 Activity sequences

Teacher: Tell me about your picture.

Leslie: It's Humpty Dumpty!

Teacher: Let's write "Humpty Dumpty" above your picture! We'll write it on these lines that I make with this yellow marker. *[The teacher makes two lines with a yellow highlighter—one for "Humpty" and one for "Dumpty." If one word happens to be considerably longer than the other, she would make a short line and a longer one. As the teacher scaffolds the writing with a yellow marker, she says the words that Leslie will write on each of the lines: Humpty and Dumpty.]*

Private Speech

Teacher: Now, Leslie, read what goes on each line as I point to it. *[The teacher points to the lines consecutively.]*

Leslie: Humpty Dumpty.

Onsets and Rimes

Onsets and rimes are sounds that can be mapped to visual spelling patterns. In the word *back*, /b/ is the onset and /æk/ is the rime. The onset is what comes before the vowel and the rime is the vowel and the rest of the chunk. Focusing on rimes is a good Phase 3 and Phase 4 activity. You may introduce the chunk with the hand-spelling technique when focusing on analogous spelling chunks in words such as *J-ack*, *bl-ack*, *sm-ack*, *wh-ack*, *tr-ack*, and so forth. Onsets and rimes have been shown to be important because they are the most psychologically accessible units of sound for mapping to spelling patterns (Goswami, 1996, p. 5). The 37 rimes presented below provide access to about 500 easy-to-read high-frequency words (Wylie & Durrell, 1970). For writers, these chunks have high utility for spelling by analogy (Cunningham, 1995). Rimes are particularly important at Phase 4 because of their utility for spelling analogies.

FIGURE 24

-ack	-as	-aw	-ice	-in	-ir	-ore
-ain	-ank	-ay	-ick	-ine	-ock	-uck
-ake	-ap	-eat	-ide	-ing	-oke	-ug
-ale	-ash	-ell	-ight	-ink	-op	-ump
-all	-at	-est	-ill	-ip	-or	-unk
-arne	-ate					

(Wylie & Durrell, 1970)

Tips for Teaching Sounds

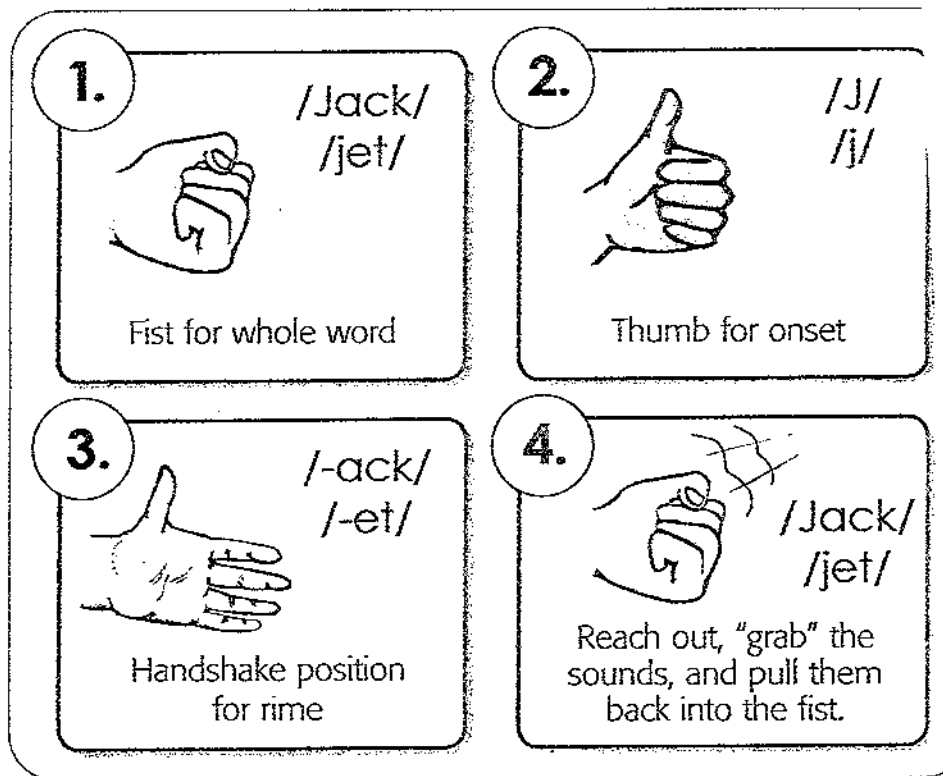
The following information will help you match curricular expectations and the specific type and timing of instruction about sounds with the child's phase of development.

Phases 0 and 1: Teaching Knowledge About Sounds

- Clapping out syllables in words
- Shouting out or otherwise designating rhyming words in poems and nursery rhymes

To move children to Phase 2, use hand spelling as shown in Figure 25 to target beginning sounds (the onset in onsets and rimes).

FIGURE 25

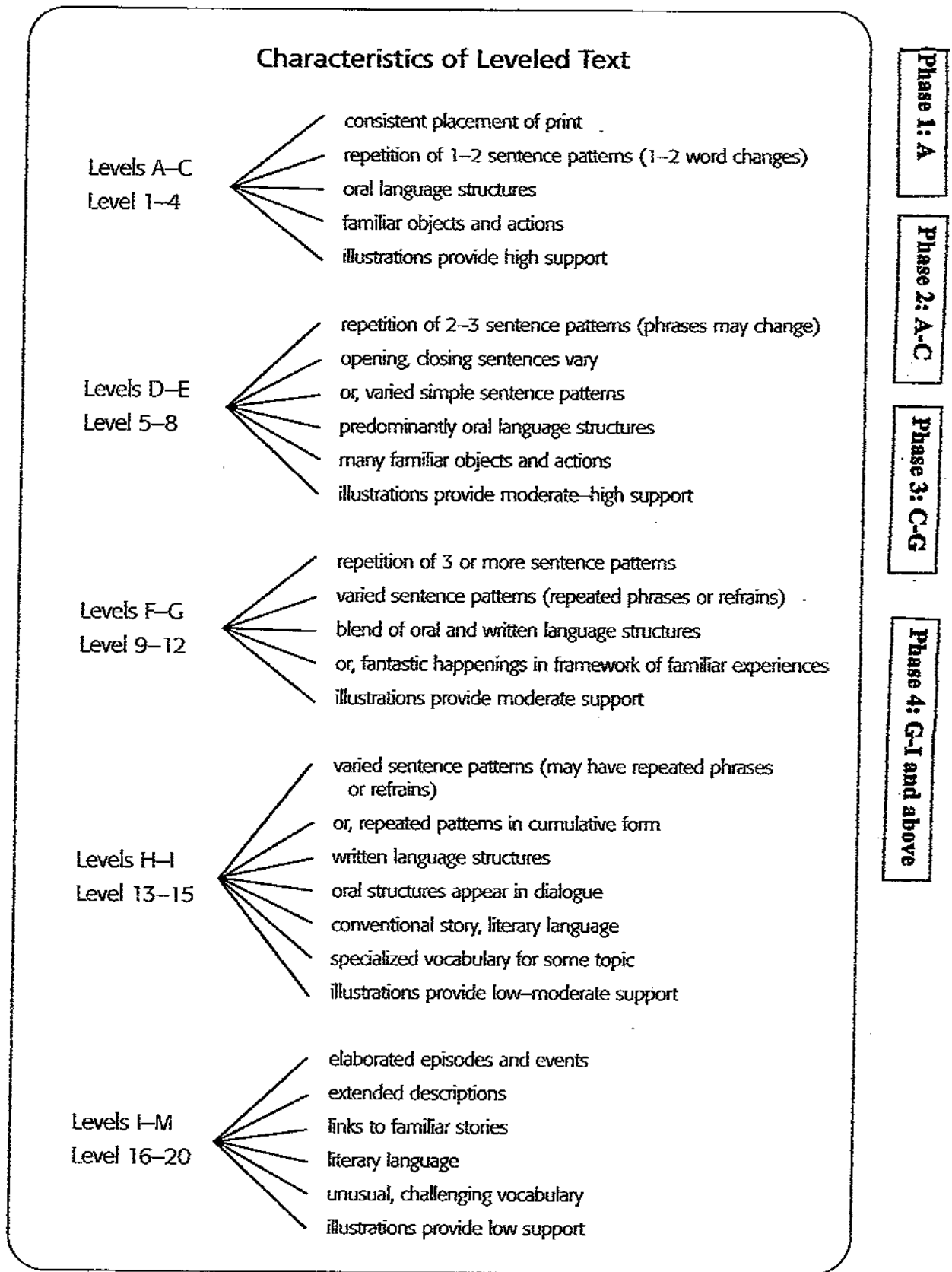


Phase 2: Teaching Knowledge About Sounds

Note: Yopp and Yopp suggest the following Phase 2 and Phase 3 progression from easiest to hardest phonemic awareness tasks, often moving along a continuum from less to more sophistication (Yopp & Yopp, 2000; reported in Gentry, 2006). Let these statements guide your teaching and focus for Phase 2 learners.

- *Matching*: “Which words begin with the same sound?”
- *Sound Isolation*: “What sound do you hear at the beginning of *Jack*?” “What sound do you hear at the end of *Jack*?”
- *Sound Substitution*: “What word would you have if you changed the /j/ in *Jack* to /t/?”
- *Blending*: “What word would you have if you put these sounds together: /j/ plus /æk/?”
- Model how to stretch out sounds in words.
- Use the hand-spelling technique illustrated in Figure 25 to focus attention on beginning sounds.
- Move from hand spelling with focus on beginning sounds to *finger spelling*, the same technique shown in Figure 25 but with a finger being used to represent each sound in a word. For example, for the name *Jack*: thumb up for /j/; pointer finger up for /ä/; and third finger up for /k/. The finger-spelling activity is effective for moving a child from Phase 2 (representing beginning and ending sounds) to Phase 3 (full phonemic representation), where the child makes a concrete representation for each phoneme. Repeat finger spelling, pausing after

FIGURE 26



Procedures for Every Classroom

J. Richard Gentry

Kindergarten

1. Writing Workshop
2. Adult Underwriting with Repeated Readings
3. Guided Reading
4. Browsing Boxes
5. Word Walls
6. Spelling Instruction (including Finger Spelling and Hand Spelling)
7. Read Alouds and Book Talks

First Grade

1. Writing Workshop
2. Adult Underwriting with Repeated Readings (usually drops out during Phase 3 except ELL's)
3. Guided Reading
4. Browsing Boxes
5. Word Walls
6. Spelling Instruction
7. Read Alouds and Book Talks

Second Grade

Kids learn more new vocabulary by reading independently than by Word Wall work.

Spelling Instruction at a Grade Level 2 Curriculum