

Study Guide

The Upper Elementary PD Series

Module 3—Spelling

PREFACE

This study guide is intended to help teachers get the maximum benefit from the seven modules that make up the Upper Elementary PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look-like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that “All teachers are reading teachers.” This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What it does mean is that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading “chops” that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

CROSS-CURRICULAR CONNECTIONS



Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

Slide 9: Language of Origin

Next to each word below, write the language from which you think the word originated.

rendezvous

klutz

kindergarten

macaroni

kimono

agriculture

rodeo

mammoth

graph

tea

algebra

dog

Slide 10: Language of Origin—Anglo-Saxon

What are the four traits of words that come from Old English (Anglo-Saxon words)?

- 1.
- 2.
- 3.
- 4.

Slide 11: Language of Origin--French

What are the four traits of words that come from Old French?

- 1.
- 2.
- 3.
- 4.

Slide 12: Language of Origin--Greek

What are the three traits of words that come from Greek?

- 1.
- 2.
- 3.

Slide 12: Language of Origin--Latin

What are the three traits of words that come from Latin?

- 1.
- 2.
- 3.

Slide 14: Language of Origin—Let's Practice

Click on the audio file. Spell each word in the space provide below. Use the language of origin as a clue as to the correct spelling of each word.

1.

2.

3.

4.

5.

Slide 15: Phoneme Grapheme Correspondences

Define the terms below:

phoneme

grapheme

Slides 21-22: Phoneme-grapheme correspondences

Separate out the phonemes of each of the words below and place one phoneme in each of the boxes next to the slide

effort						
gnarl						
y quite						
through						

Slide 24: The Position of a phoneme or grapheme in a word

Sort the words by the final sound in the space below.

pill	jazz	smile	staff
gel	pass	fell	cheese
stiff	life	buzz	chess
less	peel	slice	miss
boss	dull	grass	cuff
pale	class	gas	cliff

Slide 27: The position of a phoneme or grapheme in a word

In the space below, sort the words on the slide by the way /f/ is spelled. What rules can you discover?

fast	fluid	foul	calf	enough	turf
phoneme	buff	laugh	fresh	photo	graph
file	life	cliff	fume	aloof	shelf
forty	off	fool	taffy	hieroglyph	rough

Slide 28: The position of a phoneme or grapheme in a word

Word sorts also work with vowel patterns. How might you have your students sort these words. What would be the rule that you want your students to discover?

joy	coin	ploy
soy	toy	spoil
oily	annoy	coil
soil	foil	boy

Slides 29-31: Spelling Conventions

Rules matters. English spelling has many dependable rules that help us spell words correctly.

Consider the rule for words ending in /j/ and /v/ shown on slide 30. Then, look at the 5 words on slide 31 and how the word has been misspelled (the word in red). In the space provided below, determine which spelling convention has been violated.

sick	sic	
horse	hors	
fixed	fixxed	
sagged	saged	
guest	gest	

Slide 33: Why are consonants doubled or found in pairs in English spelling?

Circle the words below that have double consonants or consonant pairs between the first and second syllables. Examine the words and try to determine why doubling is an important rule for spelling and pronunciation of words in English.

Shannon fidgeted with her blank. Her mom flagged down a cab and entered the back seat with Shannon. They were going swimming. It was the hottest day of the summer, so mom had cold bottles of water ready.

Why are double consonants and consonant pairs important between the first and second syllable?

Slide 35: Identifying Morphemes

Identify the number of morphemes and their meaning in the words below.

centimeter

shirts

underperformed

Slide 36: Spelling based on meaning

As shown on the slide, note that “ed” has three distinct pronunciations.

Explore pluralization in the space provided below. When a word is pluralized, the spelling is usually ‘s’ (and occasionally ‘es’ or ‘ies’). Try to examples of words where the spelling is ‘s’ that make the following sounds:

/s/

/z/

/ez/ (creating a new syllable)

Slide 37—Linking Spelling Across All Content Areas



Write down words that students often struggle to spell correctly in your content area course. Could one of the strategies you learned about in today's training help your students spell this word correctly? If working with a colleague, discuss your word with a neighbor and allow them to discuss theirs.

KEY

Slide 35: Identifying Morphemes

Identify the number of morphemes and their meaning in the words below.

centi meter

2 morphemes Centi (1/100); meter (measurement of length)

shirts

2 morphemes shirt (article of clothing; s (more than one)

underperformed

3 morphemes under (less than); perform (do an action); ed (in the past)

Slide 36: Spelling based on meaning

As shown on the slide, note that “ed” has three distinct pronunciations.

Explore pluralization in the space provided below. When a word is pluralized, the spelling is usually ‘s’ (and occasionally ‘es’ or ‘ies’). Try to examples of words where the spelling is ‘s’ that make the following sounds:

/s/ hops; pots; picks; pokes; cabs

/z/ toes; homes, combs; planes; caves; fans

/ez/ (creating a new syllable) hoses; bases; pieces, mazes, prizes

So we can teach students that pluralizations are spelled with “s” in most cases regardless of whether the word ends with the /s/, /z/ or /ez/ sounds. Words ending zz are an exception.