

University of North Carolina at Greensboro

School of Education, Department of Curriculum and Instruction

Fall 2006

CUI 614 Word Study for Enhancing Spelling, Phonics, and Vocabulary, 3
credit hours

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TEACHERS ACADEMY CONCEPTUAL FRAMEWORK MISSION STATEMENT: The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

I hear, and I forget

I see, and I remember

I do, and I understand

Chinese Proverb

Teaching is not telling

William James

BACKGROUND:

Phonics is recognized as essential to children's success in reading and writing but how and when to teach it is a matter of debate. At the same time, teachers may have little preparation for teaching phonics and spelling and have often gotten mixed and superficial directives from administrators. Federal grant funding, rulings from state legislatures and anxious parents often advocate simple solutions to complex problems. This course will address many of these issues.

Developmental word study is an approach to the teaching of phonics, spelling, and vocabulary based upon principles that have been well researched and documented over the last 25 years. This course will provide practitioners with the knowledge to make informed decisions about how word knowledge can and should be taught. It will also provide many of the skills and materials necessary to meet the wide variety of needs present in every classroom and to do so in a manner which is diagnostic, child centered, and inductive in nature. Practitioners will be in a better position to articulate to administrators, colleagues, parents and the public what instruction in this area should be like.

REQUIRED READINGS:

Bear, D., Invernizzi, M., Templeton, S., and Johnston, F. (2003). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 3rd Edition,

Columbus, OH: Merrill Prentice Hall.

Beck, I., McKeown, & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford Press: NY, NY.

Hull M. & Fox B. (1998) *Phonics for the teacher of reading.*, 8th or 9th ed, Columbus OH: Merrill Prentice Hall. (2001)

Note: Copies of WTW Supplemental books are available in the book store but are not required.

ADDITIONAL READINGS ON BLACKBOARD:

Ehri, L.C. (1997) Learning to read and learning to spell are one and the same, almost. In C. Perfetti, L. Rieben, & M. Fayol (eds.) *Learning to Spell: Research, Theory, and Practice Across Languages*. Mahwah, NJ: Lawrence Erlbaum. Substitute new article by Ehri entitled Learning to read and spell: Two sides of the same coin from topics in language disorders. In my files for bb but not posted on bb.

Templeton, S. & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34, 102-112. (A good piece to share with others)

White, T.G., Sowell, J, & Yanagihara, A. (1989). Teaching elementary students to use word part clues. *The Reading Teacher*, 41, 302 – 308. (Ideas for upper level word study)

OBJECTIVES:

Students in this course will have the opportunity to develop understandings about

- How children’s word knowledge develops from preschool to adulthood in a predictable fashion.
- How children’s reading and spelling errors can be interpreted as a guide for planning appropriate instruction.
- The role of alphabet knowledge and phonological awareness in learning to read and spell and ways to enhance this knowledge.
- How students’ ability to recognize words develops over time and ways to enhance this development.
- The place of spelling in the integrated language arts curriculum and how to organize a systematic approach to spelling instruction that addresses a range of ability levels.
- The place of invented spelling in the writing program and the question of “how much invention and for how long?”
- The importance of vocabulary and ways to enhance students’ vocabulary growth

NOTE: Please see me if you encounter unexpected problems completing the course requirements or have special learning needs. I am willing to work with you to help you succeed in this course but I can not do that unless you let me know your needs.

REQUIREMENTS:

You must have access to blackboard and your email address must be checked throughout the semester so that I can communicate with you via blackboard.

You will benefit more from class if you have read your chapter or readings in advance. Please bring your textbook, scissors, paperclips and envelopes to each class.

Attendance is very important in this course because our in-class time is an essential component of your learning experience and we only meet 15 times. You are allowed one absence with no penalty, but beyond that you will lose three-tenths-of-a-point (.3) off of your final grade for each absence based on a 4 point scale.

All written work is to be revised and edited for good form as is expected in all university classes. Points will be deducted for poorly written work.

Doctoral students will have an additional coursework. Please consult with me about the nature of this assignment.

ASSIGNMENTS

1. SPELLING INVENTORY AND ASSESSMENT (10%) You will give one of the spelling inventories to a group of students, complete a feature analysis for each student, and determine groups for instruction using the spelling by stage form. In addition you are asked to write a 3-page reflection about how the testing went and what you learned from it. All materials are due by September 5.
2. THREE ARTICLE REPORTS AND REFLECTIONS (15%, OR 5% EACH) You will be asked to select and read three articles or chapters from a source other than our text on the topic of word study. A list of suggested articles is attached, you can borrow copies of these from me to copy for your own use, or download them from blackboard. You can also search for articles on your own but check with me before writing them up.

In a 2-page paper give me a brief summary of the article (one or two paragraphs is enough since I am familiar with them) and then tell me why you chose the article, what you think about it, and how you connect or don't connect with the author's ideas. The more personal your reflections, the more interesting it is for me to read! Reflection papers are due Aug 29, Sept 12, and October 3. You may be called upon to talk about the article in class in a brief presentation. The purpose of this assignment is threefold: (1) to encourage you to read on a related topic which is of special interest to you (2) to extend your knowledge beyond the perspective offered in class and your text book (3) to familiarize you with professional journals which publish articles related to word study.

3. TWO WEEK SPELLING UNIT AND GAME (15%) You will plan and carry out a two-week unit of word study based upon the needs of a targeted group featuring word sorting and weekly routines described in your text. Samples of units are included in the online readings. Please do not create units covering the same features as the sample units (for example, pick another long vowel sound since Long-O is a sample unit). The unit should include a description of the initiating lessons and activities planned for two

weeks, a list of the words and how they will be sorted into categories to discover orthographic principles, and a game that reinforces the spelling objective. A complete description of requirements for the unit is on blackboard. You will be asked to share your unit and your game with the class in small groups. Units are due by November 21.

4. Phonics Test (15%) You will be tested on your knowledge of phonics through a short answer test. Prepare for this test by going through the self-paced instruction part of Phonics for the Teacher of Reading. Also review the phonics terms in your textbook and handouts from class. This test will be scheduled for November 14.
5. Final Project (20%) Choose from one of the options below. These will be due on November 28. You may work with a partner on this project.
 - A. INQUIRY PROJECT. This is a teacher research project carried out in your own school setting. You need to develop a question about some aspect of word knowledge and then collect data using a survey, interviews, observations, writing samples, or other sources of information that will inform your question. In addition do some research into the topic to see what others have found out and to get ideas about how to conduct your own research. In a final paper describe what you read and what you found out and also be prepared to share your findings with the class.
 - b. Prepare a brief inservice presentation related to phonics or spelling that would be appropriate for colleagues who lack knowledge about the developmental and cognitive processes involved in children's word knowledge. Think of this as a 30-60 minute presentation on a focused issue (You won't have time to tell them everything you know). Turn in your presentation notes, at least one handout, and one overhead. I encourage you to make this into a powerpoint presentation if possible and print out a copy of the slides.
6. VOCABULARY TEXT: (10%) Write a 2-page reflection on the vocabulary book by Beck et al. I am interested in your response and connections. What did you find interesting and useful? No summary is needed. Due October 31st.
7. FINAL EXAMINATION (15%) I will ask you to reflect upon the issues raised in class and demonstrate your understanding of a selected word study stage in an exam that is scheduled for December 5.

GRADING POLICIES:

While points may be assigned based upon a rubric, the final grade is depends upon the experienced and professional discretion of the instructor (see descriptions below). In the rare case that work that is resubmitted it will be assigned a final grade that is an average of the two grades. Be sure to check blackboard for sample assignments and grading guidelines.

All work must be completed in accordance with the UNCG honor code. Please cite sources you use when completing any assignment. This includes WTW Supplements.

Points (.3) will be deducted from your final grade for any absence beyond one class for any reason. Points will also be deducted if you are chronically late for class.

DESCRIPTION OF GRADING CATEGORIES:

A: Excellent work that demonstrates a clear understanding of the material under study and a superior ability to utilize that material in the assignment submitted. All criteria are met. Student work goes beyond the task and contains additional, unexpected, or outstanding features.

B: A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student work substantially meets the assignment criteria; if there are omissions or errors, they are very minimal.

C: Work that demonstrates a basic understanding of most of the material under study and which utilizes that material to some extent in the assignment submitted. The work may contain minor errors or omissions involving relevant material.

D: Work that fails to demonstrate a basic understanding of the material under study and fails to utilize relevant material in the assignment submitted. Work may not address a number of criteria, may not accomplish what was asked, and/or is of poor quality.

F: Work that is incomplete, inappropriate, and/or shows no comprehension of the class material in the assignment submitted.

Final Grades will be assigned point values as follows

A+ = 4.3	A = 4.0	A- = 3.7
B+ = 3.3	B = 3	B - = 2.7
C+ = 2.3	C = 2	C - = 1.7
D+ = 1.3	D = 1	

BIBLIOGRAPHY OF RECOMMENDED BOOKS FOR ADDITIONAL READING

- Adams, Marilyn J. (1990). *Beginning to Read: Thinking and Learning about Print*. Cambridge, Mass: MIT Press.
- Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4-12*. York MI: Stenhouse.
- Balmouth, Marcia (1982). *The Roots of Phonics*. NY: Teachers College Press.
- Blachowicz, C. & Fisher, Peter J, Z (2006). *Teaching vocabulary in all classrooms*, 3rd Edition. Columbus, OH: Pearson Merrill Prentice Hall.
- Bryson, B. (1990) *The mother tongue: English and how it got that way*. NY: Avon
- Cummings, D.W. (1988) *Americian English Spelling: An informal description*. Baltimore: Johns Hopkins Press.
- Cunningham, Patricia M. (1995) *Phonics They Use*. NY: Harper Collins.
- Cook, V. (2004) *Accomodating brocolli in the cemetary: or why can't anybody spell*. NY: Simon and Schuster.
- Ganske, K (2000) *Word Journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. NY: Guilford Press.
- Henderson, Edmund. (1990). *Teaching Spelling*. Boston: Houghton Mifflin.
- McCracken, Robert and Marlene (1987) *Stories Songs and Poetry to Teach Reading and Writing*, Winnepeg, Canada: Peguis Publishers.
- Moats, L.C. (1995) *Spelling: Development, disabilities, and instruction*. Baltimore: York.
- Moats, L.C. (2000). *Speech to print: Language essentials for teachers*. Baltimore: Brookes
- Pinnell, G.S. & Fountas, IC. (1998) *Word Matters: Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinneinan.

Rasinski, T.V. & Padak, N.D. (2001). From phonics to fluency. New York: Addison Wesley Longman.

Stahl, S. & Nagy, W.E. (2006). Teaching Word Meanings. Lawrence Earlbaum Associates: Mahwah, NJ.

Venezky, R. L. (1999) The American way of spelling: The structure and origins of American English spelling. NY: Guilford Press.

Winchester, S. (2004) The meaning of everything: The story of the Oxford English Dictionary.

Winchester, S. (1998) The professor and the madman: A tale of murder, insanity and the making of the Oxford English Dictionary.

Course Outline

Text Readings: We will spend one or two classes on each of these topics so plan your reading accordingly. Read the first part of chapters 4-8 carefully to get background about each stage and skim the activities in the second part of each chapter for ideas.

General Topic

Reading to Support Topic

Introduction to word study & developmental perspective Chapter 1 in WTW

Article by Ehri

Assessment Chapter 2 in WTW

The Preliterate Stage, ABCs, and Phonological

Chapter 4 in WTW Awareness

The Letter Name Speller

Chapter 5 in WTW

The Within-Word Pattern Speller

Chapter 6 in WTW

Syllables and Affixes
et al.

Chapter 7 in & article by White

Derivational Relations Stage

Chapter 8 in WTW

Organizing for Word Study – Instruction

Chapter 3 in WTW

Invented Spelling and Editing Issues

Article by Templeton & Morris

Phonics: The Great Debate

TBA

SUGGESTED READINGS FOR WORD STUDY

All of these articles are in the checkout file. If you borrow my copy of an article please copy and return the next week. Many of these articles are also on blackboard as PDF files (the ones I could find). The ones on blackboard are marked with an asterisk. Some of these articles are listed for CUI 615. If you have already read it then choose another. You are free to read and react to other articles related to word study that you might find but check them out with me.

*Abbott, M (2000). Identifying reliable generalizations for spelling words: The importance of multilevel analysis. *Elementary School Journal*, 101. 233-245.

(English is more regular than not when we look at it in sophisticated ways rather than simple phonics rules)

*Button, K. et al. (1996) Interactive writing in a primary classroom. *The Reading Teacher*, 49. 446 - 454. (Good overview of this technique)

*Bravo, M.A., Heibert, E.H., & Pearson, P.D. (2005) Tapping the Linguistic Resources of Spanish/English Bilinguals. In R.K. Wagner, A. Muse, and K Tannenbaum (Eds.) *Vocabulary development and its implications for reading comprehension*. NY: Guilford Press. (Science vocabulary with Spanish/English cognates may be more familiar to Spanish speaking children than English.)

*Brown, K. (2003) What do I say when they get stuck on a word? Aligning teacher's prompts with students' development. *The Reading Teacher*, 56, p 720 -734.

Chomsky, C. (1979). Approaching reading through invented spelling. In Resnick, L.B. & Weaver, P.A. (eds.) *Theory and Practice of Early Reading Vol II*. Hillsdale, NJ: Lawrence Erlbaum. (A classic - Introduces idea of invented spelling)

Clarke, L.K. (1988). Invented versus traditional spelling in first graders' writing: Effects on learning to spell and read. *Research in the Teaching of English*, 22. 281-309.

(A very important research article in support of invented spelling)

*Clymer, T (reprinted 1996, originally in 1963) The utility of phonics generalizations in the primary grades. *The Reading Teacher*, 50. 182-187.

Cunningham, P (1988). Names: a natural for early reading and writing. *Reading Horizons*, 23. 54-58. (Some great ideas for K-1).

*Cunningham, P. M. & Cunningham, J. W. (1992). Making words: Enhancing the invented spelling-decoding connection. *Reading Teacher*, 46, 106-115.

(Describes this well known approach for teachers)

*Dahl, Karin L., et al. (2003) Connecting developmental word study with classroom writing: Children's descriptions of spelling strategies. *The Reading Teacher*, 57. 310-319. (Good example of classroom research)

*Fresch, M.J. & Wheaton, A. (1997). Sort, search, and discover: Spelling in the child-centered classroom. *The Reading Teacher*, 51. 20 - 31. (Classroom research)

*Fresch, M.J. (2000) What we learned from Josh: Sorting out word sorting. *Language Arts*, 77, 232-240. (Taking a close look at word sorts)

Fresch (2003). A national survey of spelling instruction: Investigating teacher's beliefs and practice. *Journal of Literacy Research*, 35. 819-848. (Ideas for a survey you might try in your school)

Gaskins, I.W., et al. (1988). A metacognitive approach to phonics: Using what you know to decode what you don't know. *Remedial and Special Education*, 9. 36-41. (The keyword approach to phonics used with LD students at Benchmark School)

*Gaskins, I.W. & Ehri, L. et. al (1996). Procedures for word learning: Making discoveries about words. *The Reading Teacher*, 50. 312-327. (More about the Benchmark program for beginning readers)

- *Gaskins, I.W. et. al (1996). Analyzing words and making discoveries about the alphabetic system: Activities for beginning readers. *Language Arts*, 74, 172-184. (More about Benchmark and teaching word recognition)
- *Gill, C. H. & Scharer, P. L. (1996). Why do they get it on Friday and misspell it on Monday: Teachers inquiring about their students as spellers. *Language Arts*, 73, 89-96. (Classroom research with word study)
- Gough, P & Hillinger, M.L. (1980). Learning to read: an unnatural act. *Bulletin of the Orton Society*, 30. (A rebuttal to the whole language view of word recognition)
- Griffith, P.L. & Olson, Mary W. (1992). Phonemic awareness helps beginning readers break the code. *The Reading Teacher*, 45. p 516-523. (Background and teaching ideas)
- *Gunning, T.G. (1995) Word building: A strategic approach to the teaching of phonics. *The Reading Teacher*, 48. 484-488. (A different view for teaching phonics).
- Hall, D. P. & Cunningham, P.M. (1999). Multilevel word study: Word charts, word walls, and word sorts. In I.C. Fountas & G.S. Pinnell (Eds.) *Voices on Word Matters*, Portsmouth: NH. (Just like the title says...)
- *Hanlon, M.M. & Cantrell, R.J. (1999). Teaching a learning disabled adult to spell: Is it ever too late? *Journal of Adolescent and Adult Literacy*, 43, 4-11. (Looks a effect of word study on an adult learner)
- Hayes, L.F. (1990). From scribbling to writing: Smoothing the way. *Young Children*, 45. p 62-69. (Ideas about writing for beginners)
- *Helman, L. (2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. *The Reading Teacher*, 57. 452-460. (Offers some insights into the predictable confusions spellers will have whose first language is Spanish)
- Henry, M.K. (1988). Beyond phonics: Integrated decoding and spelling instruction based

on word origin and structure. *Annals of Dyslexia*, 38, 258-275. (Explores upper level word study)

Herman, P.A. & Dole, J. (1988). Theory and practice in vocabulary learning and instruction. *Elementary School Journal*, 89, 44-54. (Just like the title says)

*Invernizzi, M., Abouzeid, M., & Gill, J.T. (1994). Using student's invented spellings as a guide for spelling instruction that emphasizes word study. *Elementary School Journal*, 95, p 155-167. (A readable piece that focuses on role of assessment)

*Invernizzi, M., Abouzeid, M., & Bloodgood, J. (1997). Integrated word study: Spelling, grammar, and meaning in the language arts classroom. *Language Arts*, 74, 185-192. (Some familiar ideas as well as some new twists for middle school)

*Johnston, F.R. (1998) The reader, the task and the text: Learning words in first grade. *The Reading Teacher*, 51, 666-675. (More about a study you will hear about in class)

*Johnston, F.R. (1999) The timing and teaching of word families. *The Reading Teacher*, 53, 64 – 75. (Want to know more about word families?)

*Johnston, F. R. (2001) The utility of phonic generalizations: Let's take another look at Clymer's conclusions. *The Reading Teacher*, 55, 132-143. (My rebuttal to the classic article often cited to undermine the role of phonics)

Juel, C. (1990). The role of decoding in early literacy instruction and assessment. In *Assessment for instruction in early literacy*. (L.M. Morrow & J.K. Smith, Eds.) Englewood Cliffs, NJ: Prentice Hall. (More ideas about word recognition)

Juel, C. (1994). Teaching phonics in the context of the integrated language arts. In Morrow, L.M. Smith, J.K., & Wilkinson, L.C. (Eds.) *Integrated language Arts*. Needham Heights, MA: Allyn & Bacon. (Theoretical piece)

MacLean, R. (1988). Two paradoxes of phonics. *The Reading Teacher*, 41, 514-517. (Food for thought on the topic of phonics).

*Moats, L. (2005). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12-22.

Morris, D. & Perney, J. (1984). Developmental spelling as a predictor of first grade reading achievement. *Elementary School Journal*, 84, 441-457. (More research than practice but supports role of invented spelling)

*Morris, D. et al. (1995). Spelling instruction and achievement in six classrooms. *Elementary School Journal*, 96, 145-162. (What does instruction look like?)

*Morris, D. et al (1995). Teaching low-achieving spellers at their "instructional level" *Elementary School Journal*, 96, 163-177. (Compelling research for putting students at their instructional level in spelling)

Nagy, W.E. & Herman, P.A. (1985) Incidental vs. instructional approaches to increasing reading vocabulary. *Educational Perspectives*, 23, 16-21. (Ideas about vocabulary development)

- *Opitz, M.F. & Cooper, D. (1993) Adapting the spelling basal for spelling workshop. *The Reading Teacher*, 47, 106-113. (If you are going to use a textbook try this)
- Rasinski, T. & Padak, N. (2001), Teaching advanced word patterns in From Phonics to Fluency. NY: Addison Wesley / Longman. 59 – 74.
- Read, C (1971). Pre-school children's knowledge of English phonology. *Harvard Educational Review*, 41, 1-34. (A classic piece but not easy to read)
- *Richgels, D. J. Poremba, K.J. & McGee, L.M. (1996). Kindergartners talk about print: Phonemic Awareness in meaningful contexts. *The Reading Teacher*, 49. 632-642. (Some good ideas here for teachers in K-1).
- *Richek, M.A. (2005)). Words are wonderful: Interactive time-efficient strategies to teach meaning vocabulary. *The Reading Teacher*, 58. 414 – 423. (The title says it.)
- Scharer, P. (1993). From memorization to conceptualization: History informing the teaching and learning of spelling. *Language Experience*. (Historical contexts)
- Schickedanz, J.A. (1981). "Hey! this book's not working right." *Young Children*, 37. p 18-27. (How do young children see print?)
- Schickedanz, J.A. et. al (199.) Preschoolers and Academics: Some thoughts. *Young Children*, 46. p 4-13. (A great piece for fueling your thinking about ECE)
- Schickedanz, J. A. (1990). Developmental spelling: What's the teacher's role? *Orbit*, Dec. p 10-12. (What do you say as children struggle to write?)
- *Sipe, L.R. (2001). Invention, convention, and intervention: invented spelling and the teacher's role. *The Reading Teacher*, 55. p 264-273. (The use of invented spelling does not mean hands off. What can teachers do to support progress?)
- Stahl, S.A. (1992). Saying the "P" word: Nine exemplary guidelines for exemplary phonics instruction. *The Reading Teacher*, 45. p 618-625. (Fuel for thought)
- *Stahl, S.A. Duffy-Hester A.M. & Stahl, K.A.D. (1998) Everything you wanted to know about phonics (but were afraid to ask). *Reading Research Quarterly*, 33, 338-355.
- *Steffler, Dorothy J. (2004). An investigation of Grade 5 children's knowledge of the doubling rule in spelling. *Journal of Research in Reading*, 27. 248-264. (An example of an inquiry project that you might replicate.)
- Templeton, S. (19). Theory, nature, and pedagogy of higher-order orthographic development in older students. In *Development of Orthographic Knowledge & the Foundations of Literacy*. (Thoughts about upper level spelling)
- *Wagstaff, J.M. (1997) Building practical knowledge of letter-sound correspondences: A beginner's word wall and beyond. *The Reading Teacher*, 51. 298 - 304. (Ideas for K- 1 teachers)
- Wilde, S. (1990) A proposal for a new spelling curriculum. *The Elementary School Journal*, 90. 275-289. (Here is a very different perspective on spelling)
- *Zutell, J. (1996). The directed spelling thinking activity (DSTA): Providing an effective balance in word study instruction. *The Reading Teacher*, 50. p 98-108. (Some familiar ideas but with a twist)
- *Wright, K.A. (2000). Weekly spelling meetings: Improving spelling instruction through classroom-based inquiry. *Language Arts*, 77. 218-223.

*Yopp, H.K. & Yopp, R.E. (2000) Supporting phonemic awareness development in the classroom. *The Reading Teacher*, 54, p 130 – 143. (A recent addition with lots of good classroom ideas