

**Teacher Edition**

# Spelling

Fourth Edition



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# Spelling Instruction

## Overview

The purpose of spelling instruction is to equip the student to honor God through accurate written communication. *SPELLING 1* establishes a strong foundation for learning spelling patterns. The weekly lists are composed of relevant, high-frequency words. First graders learn spelling patterns and rules through working with words that are grouped in word families. Students are taught phonetic and structural generalizations that make it possible to spell other words using these same patterns. Spelling words are taught and practiced in the context of their spelling features and their meanings.

*SPELLING 1* enhances the instructional strands for phonics and helps to make the reading-writing connection. Spelling instruction begins after Lesson 15 in *PHONICS & ENGLISH 1*.

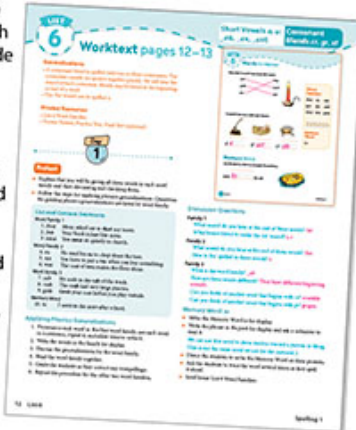
*SPELLING 1* promotes interactive learning that leads the student to understand, retain, and apply spelling skills. The teacher guides the instruction of generalizations and rules as well as the application of skills and strategies to the Worktext activities. Worktext pages are designed to be guided by the teacher rather than completed independently.

## Biblical Worldview

God created mankind to declare His glory through being like Him. God made each of us in His image (Gen. 1:26–27) and has called us to imitate His deeds (Gen. 1:28). One way we imitate God is in the use of language. God created language. His attributes are reflected in the characteristics and usefulness of language. With His Word, the Bible, God communicates His truth and love through written language.

God has created us with two types of language skills: receptive language (listening and reading) and expressive language (speaking and writing). Spelling is one of the skills needed for effective writing. A biblical worldview sees spelling as a vital tool in the production of God-honoring written communication.

Bible Action Truths (BATs) focus on goals for Christian attitudes and conduct. A listing of BATs and Bible Promises with Scripture references is available in the Appendix of this Teacher Edition (pages A2–A4). The Explaining the Gospel page at the end of this Teacher Edition includes helpful suggestions as you discuss salvation with a child.



## Word Lists

*SPELLING 1* word lists incorporate high-frequency words drawn from reliable patterns or generalizations, words students have already encountered in reading, words with irregular spellings, and words students frequently use when writing. The weekly lists are divided into two categories: Pattern Words and Memory Words.

### Pattern Words

The Pattern Words use reliable phonics and structural generalizations. Lists progress from short vowels to long vowels and then to special vowel patterns. Consonant blends and digraphs appear throughout the Pattern Word lists.

Words with inflectional endings (suffixes *s*, *es*, *ed*, *ing*, *er*, and *est*) are also included. Learning rules and strategies for adding these suffixes to base words equips the student to spell a large number of words in their various forms.

### Memory Words

A Memory Word, also known as a sight word or an irregular word, is a word that is difficult to spell either because it does not follow a specific generalization or because it reflects a less reliable or less frequent generalization.

## Word Study

Word study incorporates phonics, word recognition, word meaning, and spelling. It is used to gain word knowledge and develop critical thinking skills.

Word study activities allow the student to understand and apply patterns in words. Activities also build word knowledge that can be applied to reading, spelling, and writing. The student learns to spell pattern-by-pattern rather than simply memorizing the letter sequences of individual words.

The elements of word study used in *SPELLING 1* are phonics skills, rhyming words, meaning or picture clues, and using words in the context of their meaning.

## Learn to Spell a Word Study Method

Spelling skills are best strengthened with the use of consistent study habits. This method is based on principles of the use of multiple modalities in instruction. This type of instruction provides learning experiences that incorporate the simultaneous use of the senses. This includes visual (seeing and perceiving), auditory (hearing and speaking), and tactile-kinesthetic (touching and moving) activities.

A copy of the Learn to Spell a Word chart found on Student Worktext page 1 is also available in the Appendix. It can be made available to parents to use with their child.



### Proofreading

The purpose of instruction in proofreading strategies is to transfer the responsibility for correct spelling to the student and to encourage him to develop the habit of checking his own spelling. Two types of proofreading activities are included in *SPELLING 1*. Given two spellings for a list word, the student chooses the correct spelling. In two lessons, the student identifies the misspelled word in a sentence and writes the correct spelling. Students are encouraged to proofread their spelling tests.

### Meeting Specific Needs

The Differentiated Instruction section of the Appendix provides suggestions for modifying spelling instruction to meet the needs of individual students. These suggestions include intervention activities to reinforce skills, support for English-language learners, and enrichment activities.

### Making Spelling Enjoyable

Colorful Worktext pages provide a variety of interesting activities that strengthen spelling skills.

Interactive lessons provide opportunities for the student to actively participate during instruction. Teacher-guided instruction supports student success and encourages a desire to spell correctly.

Review activities and games stimulate interest while providing enjoyable practice.

### Review

Review activities help the student to make progress toward long-term memorization of the spelling words as well as the generalizations that are applied to those words.

Suggested review activities are available in the Activities and Games section of the Appendix.

A review list every fifth week allows for review of Pattern Words from the four previous spelling lists.

### Homework

Effective homework is homework designed to strengthen understanding and make progress toward mastery of list words. This practice should include repeated exposure to the words, drawing attention to the spelling generalizations and using the words in the context of meaning.

Writing words multiple times, spelling words orally only, and unscrambling words are among the activities that are less effective in moving the student toward long-term mastery.

The Worktext does not contain any pages or activities specifically designed for use as homework. The Worktext pages are to be completed under the teacher's guidance.

Word Families word lists from the Appendix are sent home to parents. Other practice assignments may be given.

### Assessment and Grading

The overall assessment of spelling should focus on the child's progress in mastering words with patterns as well as memorizing words with irregular spellings.

The practice test provides a teacher assessment of the student's progress midway through the weekly routine. Completing this assessment with 100 percent accuracy does not mean the student has mastered the skills related to the list. He should be expected to continue to participate in meaningful activities and to prepare for the final test.

All students complete the final test. This is another important step in the process that leads to making each word part of the student's long-term memory.

When checking the spelling tests, circle each misspelled word and instruct the student to write the correct spelling. This helps the student learn the correct spelling and reinforces spelling goals. Misspelled words can be added to the next spelling list as bonus words.

The primary purpose for grading spelling is the assessment of the student's progress in applying spelling patterns, rules, and strategies. A secondary purpose is to assign a grade for report cards.

If a student's spelling list has been modified or if accommodations have been made for instruction or grading, follow your school's policies for calculating and recording grades.

### Grading Procedure Recommendations

1. Determine the categories for spelling grades. Adjust the grading proportions to reflect the desired weights.
2. For the final test, determine the point value for the list words. Determine the total point value for the dictation sentence. Break down that total value into values for spelling, punctuation, capitalization, and the omission or addition of words. The spelling of current list words may be worth more than other words. Determine the maximum number of points the student can be penalized.

An example of point values for dictation sentences is given below. The student would not be penalized more than five points.

Spelling list word misspelled	2 points
Other word misspelled	1 point
Punctuation or capitalization error	½ point
Inserted or omitted word	½ point

3. When determining the spelling grades for report cards, weights can be assigned to the different aspects of the grade. Adjust category weights further if an applied spelling grade will be included.

#### Possible Grading Proportions

List Words	Dictation Sentence	Applied Spelling
80%	20%	
75%	25%	
75%	15%	10%
70%	20%	10%