

Graphophonemic Knowledge: Routines and Teaching Tools

English

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Enhancing Spelling/Word Study





The effect of spelling instruction on word reading is that teaching beginners to spell phonetically enhances their knowledge of the spelling system. . . .As soon as children move into word reading, they become able to read words by remembering associations between letters in spellings and sounds detected in pronunciations of words.

Ehri & Wilce, 1985, 1987

The *Graphophonemic Knowledge (GK) Routine* was introduced by Texas Reading First in 2006 as a recommended enhancement to core program spelling instruction. The GK Routine follows the scope and sequence of the core program. Thus, the skills covered in the routine remain sequential and fidelity to the core is maintained. The GK Routine emphasizes explicit instruction of targeted spelling patterns partnered with activities such as sound discrimination, word sorts, and dictation.

Graphophonemic Knowledge: Routines and Teaching Tools has been developed as a teacher-friendly resource to refine and expand the original GK Routine. Updates include new instructional activities, explicit examples of direct instruction, and a daily dictation routine.

Graphophonemic Knowledge: Routines and Teaching Tools English

was developed by Texas Reading First, through the hard work and dedication of the staff, faculty, and friends of the Children's Learning Institute, University of Texas Houston Health Science Center, and the University of Texas System. It is with deep appreciation that we thank the following:

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The Graphophonemic Knowledge Routine: An Overview

Direct Instruction + Activity + Dictation = GK Routine

The Graphophonemic Knowledge (GK) Routine is a 10-15 minute daily routine intended for use during the 90-minute core reading block.



Direct Instruction (pp. 4-5)

During the Direct Instruction segment of the GK Routine:

- The teacher **explains** the GK target skill in student-friendly terms.
- The teacher **models** the target skill for students.



Activity (pp. 6-12)

During the Activity segment of the GK Routine:

- The teacher selects one activity which best **reinforces** the target skill.
- The teacher selects an activity which is on a level where the students can be **successful**.



Dictation (pp. 13-19)

During the dictation segment of the GK Routine:

- The students spell words and write sentences with **teacher support**.
- The teacher **guides** students to check and correct their work.



Some pages contain a box with this icon. The information in the box is intended as tips for teachers.



Pages identified by this icon are teacher resource pages (pp. 20-27). Teachers may find them useful to reference when generating wordlists.

Remember to select words following the scope and sequence of the core program! The GK Routine should **reinforce** and **enhance** what is being taught in the core.

Graphophonemic Knowledge:



Direct Instruction

Direct Instruction of Graphophonemic Knowledge is the part of the GK Routine during which the teacher explains the targeted GK skill in student-friendly language. It takes 3-5 minutes, targets one skill, and is teacher-directed.

Direct Instruction includes:

CLEAR statements of what is being taught. Examples:

- **Teacher:** This is the letter *d*. ***(Point to the letter on the alphabet cards.)*** The letter *d* makes the /d/ sound.
- **Teacher:** This card ***(point to the alphabet card for the letter k)*** represents the /k/ sound. The /k/ sound can be spelled three ways: *c*, *ck*, and *k*. In a word that ends with a /k/ sound, I will choose the *ck* spelling when the last syllable of the word contains a short vowel spelled with a single letter—*a*, *e*, *i*, *o*, or *u*.

MODELING of the skill being taught. Examples:

- **Teacher:** I am going to segment the word *join* into phonemes. Listen. /j/ /oi/ /n/
- **Teacher:** I want to spell the word *boy*. I know the first sound is /b/ and the spelling for that sound is *b*. The second sound is /oi/. /oi/ can be spelled with either *oi* or *oy*. I can choose, because I know that when /oi/ comes at the end of a word or syllable, it is spelled *oy*. So I know that /boi/ is spelled *B—O—Y*.

Multiple PRACTICE opportunities for students. Examples:

- **Teacher:** We're going to segment the word *mat*. My turn. /m/ /a/ /t/. Your turn!
- **Teacher:** Using your "cutting board and scissors," segment the word *cat*. ***(See p. 21 for an explanation of this scaffolding technique.)***

CORRECTIVE FEEDBACK provided immediately. Examples:

- **Teacher:** That's right! *Cat* is segmented by saying /c/ /a/ /t/. ***(Repeat student's correct answer.)***
- **Teacher:** That's not quite right. Listen. My turn. ***(Model the correct response, then call on student to repeat. If the student does not respond correctly on the second try, say, "Say it with me," and move on. This gives the child the opportunity to respond correctly, and avoids repeated incorrect responses.)***

Example of Direct Instruction In the GK Routine:



Teaching an English-Language Spelling Pattern

Direct Instruction of the targeted skill is provided at the beginning of the GK Routine. Direct Instruction of the target skill is applicable to students at all levels.

Objective: The learner will identify words containing the sound /ō/; the learner will write words containing /ō/ using the correct spelling (o).

Materials needed: alphabet wall cards, dictation paper or individual student whiteboards, pencils or dry erase markers, word cards for *go*, *no*, and *so*

Teacher stands near alphabet wall cards. Students sit on the floor close to the teacher, in clear view of the alphabet wall cards.

Teacher: Listen to these words: *go*, *no*, *so*. What *sound* do you hear that is the same in all three words?

Student: /ō/

Teacher: (**Display word cards for *go*, *no*, and *so*.**) What *letter* do you see that is the same in all three words?

Students: o

Teacher: The letter *o* can make the *long o* sound when the sound comes at the end of an open syllable. (**Write the word *go* on the board.**) Listen as I segment the word: /g/ /ō/. Your turn. Segment the word.

Students: /g/ /ō/

Teacher: Listen as I spell the word : G-O. Your turn. Spell the word.

Students: G-O

Teacher: Write the word *go* on your paper (**or whiteboard**). You may look at my example on the board if you need help.

Continue this routine with remaining words: *no*, *so*



Use kinesthetic scaffolds when blending or segmenting sounds! See page 21 for an explanation of common phonemic awareness scaffolds.

Graphophonemic Knowledge:



Activities

Graphophonemic Knowledge activities are designed to reinforce the targeted skill taught during the Direct Instruction segment of the routine. The teacher should carefully select the activity best suited for the needs and levels of the students.

Activities should be introduced and modeled several times as a whole-group activity. They should then be used for guided practice at the teacher's table. Finally, activities may be moved to centers to be completed independently.

Activities outlined in this handbook include the following:

1. **Sound Discrimination (pp. 7-8)**—Students learn to discriminate between individual phonemes in beginning, final, and medial positions of words. These activities are especially appropriate for kindergarten and first grade students, but also for ELL students in other grades.
2. **Word Sorts (p. 9)**—Students sort words according to specific spelling patterns. These activities are especially appropriate for first through third grades, and should increase in complexity as students' skills grow. For example, sorting rules for beginning word sorts may be according to initial or final letter, while sorting rules for advanced word sorts may be according to inflectional or derivational endings.
3. **Say It and Move It (p. 10)**—Students move markers according to the sounds they hear in words. This activity is especially appropriate for kindergarten and first grade, although it may be useful with 2nd and 3rd grade students whose phonemic awareness skills are still developing.
4. **Phoneme-Grapheme Mapping (p. 11)**—Using a grid, students write spellings for individual phonemes in words. This helps them relate sounds to spellings. The activity is appropriate for students who already have strong phonemic awareness skills and are developing knowledge of spelling patterns.
5. **Word Windows (p. 12)**—Students use derivational endings to change a word's part of speech. This is an advanced activity, best used with second and third grade students with solid phonemic knowledge and good spelling skills.



Sound Discrimination Activity: Discriminating Beginning, Final, and Medial Sounds in Words

This is a phonemic awareness activity. Students who are still developing in blending and segmenting phonemes will benefit from this activity.

Objective: The learner will be able to discriminate between sounds in words which are the same except for one targeted phoneme.

Materials needed: pre-determined pairs of words which sound the same except for one phoneme (i.e., *beet, meet; train, trade; grime, groom*). The words should be selected based on the skill being taught (i.e., initial sound, final sound, medial sound).

Teacher: We are going to listen to words beginning with either the /b/ sound or the /s/ sound. Listen. *Bat*. *Bat* begins with the /b/ sound. Listen. *Sat*. *Sat* begins with the /s/ sound. I am going to say two words. One word begins with /s/, and the other word begins with /b/. When I say, "Show me," give me a thumbs-up signal if the word begins with /s/, and a thumbs-down signal if it begins with /b/. Get ready!

Teacher: *Bent*. One, two, three, show me!

Students: *(Give the thumbs-down signal.)*

Teacher: Yes, *bent* begins with /b/. Thumbs down! Next word. Get ready!

Teacher: *Sent*. One, two, three, show me!

Students: *(Give the thumbs-up signal.)*

Teacher: Yes, *sent* begins with /s/. Thumbs up!

Continue routine with additional pre-selected word pairs.



Once students have learned to discriminate between initial sounds in words, move to final sounds (i.e., *gab, gas*). Finally, students may differentiate between medial sounds (i.e., *sit, set*).

Sound Discrimination Activity: Discriminating Change in a List of Words



This is a phonemic awareness activity. Students who are still developing in blending and segmenting phonemes will benefit from this activity.

Objective: The learner will identify when the beginning sound of one word is different from the beginning sound of another word.

Materials needed: pre-determined lists of 5-6 words which begin with the same sound, plus an additional word beginning with a different sound. The words should be selected based on the skill being taught (i.e., initial sound, final sound, medial sound) and the sounds the students have already learned.

Teacher: I am going to say some words that begin with the same sound. Listen: *boy, bat, bird*. Each of these words begin with /b/. Listen: *boy, bat, bird, fish*. Uh-oh—*fish* doesn't start with the sound /b/. Since it doesn't start with the same sound as the other words, I'm going to raise my hands. (*Model this.*) Now, I am going to say some more words that begin with the same sound: /d/. If you hear a word that begins with a different sound, raise both of your hands up in the air.

Teacher: *dad, door, does, dark, dog, cat*

Students: (*raise hands*)

Teacher: That's right! *Dad, door, does, dark, and dog* all begin with /d/. But *cat* doesn't start with /d/.

Continue the activity with additional pre-determined lists of words. As students can discriminate between initial sounds, move to words where the final sounds are the same and different. For example:

big, mug, lag, egg, dog, run
hat, bag, fan, mad, rock



Use this same activity to practice discrimination of vowel or consonant pairs that may be more difficult to discern, such as /f/ and /v/. Some pairs which are difficult to discriminate can be found on p. 22.



Word Sort Activity:

Sorting by Sounds and Spellings

Word Sorts help students identify spelling patterns in words and become acquainted with words associated with various spelling patterns. The sorting rule used should be based on the skills being taught following the scope and sequence of the core reading program.

Objective: The learner will determine which words ending in the /k/ sound use the spelling *k* and which use the spelling *ck* by placing word cards in the appropriate column of a word sorting chart.

Materials needed: pre-selected word cards to be used in the sort, headings for each sorting rule

Teacher: *identify the sorting pattern and post the heading words, such as **book** (representing words that use *k* for the final /k/ sound), **clock** (representing words that use *ck* for the final /k/ sound), and **Odd Man Out** (words that do not follow either sorting rule).*

Teacher: We are going to sort these words. I will show you a word. The word ends in the /k/ sound. We have learned that if a word or syllable contains a short vowel spelled with a single letter and ends with a /k/ sound, the spelling for the /k/ sound is *ck*. However, if a word or syllable contains a long vowel sound or a vowel team and ends with a /k/ sound, the spelling for the /k/ sound is *k*.

Teacher: *(Hold up a card containing a word which follows one of the patterns—for instance, **break**.)* Look at the two heading words: *book* and *clock*. Does *break* fit with one of those heading words?

Students: *Break* uses the same rule as *book*. Both of them have a vowel team followed by a *k*.

Teacher: That's right! *(Select a student to assist.)* Please read the word, spell it for us, and then put the card under the correct heading.

Follow this procedure with remaining pre-selected words. Always encourage students to explain why a word fits under a particular heading.



For a detailed explanation of various types of Word Sorts and their application, see Bear (2004).

Say It and Move It Activity



Say It and Move It is a phonemic awareness activity which helps students segment a word into its individual phonemes. Although segmentation is an auditory task, Say It and Move It adds a tactile-kinesthetic component which helps many students better understand the process of segmentation.

Objective: The learner will segment a word into phonemes.

Materials needed: paper and pencil (or individual whiteboards and whiteboard markers), translucent chips or other manipulatives (i.e., pennies, Goldfish crackers, buttons), overhead projector for demonstration

Teacher models drawing boxes on the overhead.

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Students draw boxes on their paper or whiteboards.

Teacher: I'm going to show you a way to count the sounds in a word. Listen as I say a word: *jump*. Listen as I say the word slowly: /j/ /u/ /m/ /p/. **(Use finger-blending as a scaffold. See p. 20.)** Hmm...how many sounds did I hear in the word *jump*? I heard four sounds in the word *jump*.

Teacher: Now, watch as I say the sounds in the word and move a manipulative for each sound I hear. **(Model the procedure using the overhead. Show students how to pull one manipulative into a box for each phoneme spoken, beginning on the left and proceeding to the right.)** /j/ /u/ /m/ /p/

Teacher: Your turn. Say each sound in the word *jump*. As you say each sound, pull a manipulative into a box to represent the sound.

Continue this routine with additional words. Select words following the scope and sequence of the core program and the GK skill targeted.



Rather than drawing boxes every time a Say It and Move It activity is done, the teacher may make and laminate a page for each student with several box configurations—two boxes (for segmenting word parts such as onset-rime), three boxes (for segmenting 3-phoneme words), and four or more boxes (for segmenting longer words).

Phoneme-Grapheme Mapping Activity



Once students are able to use the Say It and Move It activity to segment words into phonemes and they have learned enough letters and sounds to begin building words, the teacher may want to move on to phoneme-grapheme mapping. This is an extension of Say It and Move It. The students segment the words into phonemes and write the correct spellings in the boxes where the manipulatives had been.

Objective: The learner will segment a word into phonemes and then assign the correct spelling to each phoneme in order to spell a regular word. **(This activity is not appropriate for use with irregular “sight” words.)**

Materials needed: graph paper with large squares, pencils, translucent chips or other manipulatives (i.e., pennies, Goldfish crackers, buttons), overhead projector for demonstration

Teacher: Listen as I segment the word *ship*. I will move a chip for each sound I say. /sh/ /i/ /p/. The first sound I heard was /sh/. I am going to move the chip for that sound. In the box, I am going to write the spelling for the sound /sh/—*sh*. I will write both letters in the one box, because I know that it takes two letters, *s* and *h*, to make the one sound, /sh/. This is called a *digraph*. The next sound I hear in the word *ship* is /i/. /i/ is spelled with the letter *i*. Watch as I move the chip and write *i*. The last sound I hear is /p/. I move the chip and write *p*, because I know the /p/ sound is spelled with the letter *p*.

sh	i	p
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Teacher: Let's do one together. On your mat, we're going to segment the word *boat*. Ready? /b/ /ō/ /t/. That's right! What was the first sound? Yes, /b/. Look at the alphabet wall cards. How do we spell the /b/ sound? Yes, *b*. Next sound? Yes, /ō/. In this word, /ō/ is spelled *oa*. Write *oa* in the box where the chip for /ō/ was. Last sound? Yes, /t/. How do we spell /t/? Yes, *t*. Write it.

b	oa	t
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Examples of other mapped phonemes:

g	r	ow		
l	a	k	e	
sh	ar	p	e	n



See Grace (2007) for a more detailed explanation of phoneme-grapheme mapping.

Word Windows Activity



Word Windows is an activity designed to teach students how to add derivational suffixes to base words in order to form new words. Derivational suffixes change the part of speech of a word (see p. 23 for a chart containing examples). This is an advanced skill most suitable for 2nd-3rd grade students.

Objective: The learner will add derivational suffixes to a base word to create words used in other parts of speech.

Materials needed: paper, pencils, overhead projector (for demonstration), list of pre-determined base words to which derivational endings can be added

Teacher: *draw a “window” on the board or overhead projector and label each section with one of four categories: adjective, adverb, noun, verb.*

adjective:	adverb:
noun:	verb:

Teacher: We are going to take a word we know and add endings, called *suffixes*, to it to create new words. We are going to start with an adjective—a describing word—and choose different endings to make it into an adverb, a noun, and a verb.

Teacher: My turn. The adjective is *bright*. If I take the word *bright* and add the ending *-ly* to it, it becomes an adverb: *brightly*. *-ly* is a derivational suffix which can change an adjective into an adverb, a word that modifies a verb. Next, I will take the word *bright* and make it into a verb by adding the derivational suffix *-en*. *Bright* becomes *brighten*. Finally, I can take the word *bright* and add *-ness*, a derivational suffix which turns a base word into a noun.

Teacher: Let’s try one together. The adjective is *dark*. How can I change the adjective *dark* into an adverb? That’s correct—adding *-ly* to the word *dark* creates the word *darkly*.

Continue for remaining parts of speech, giving student support as needed.



This activity will need to be modeled several times before asking the students to do it along with the teacher. Introduce only one “windowpane” at a time, using one derivational suffix at a time before moving on to the next. Be aware that not all adjectives take regular derivational suffixes, and some may only use them for one or two additional parts of speech. Pre-select words carefully. The chart on p. 23 may be helpful.

Graphophonemic Knowledge:



Dictation

Dictation is the segment of the GK Routine during which the students practice the targeted skill by applying it to the spelling of words and sentences.

Dictation allows the teacher to model, through a think-aloud, the processes followed when determining the correct spelling pattern for a given phoneme in a particular word. By helping the students reason through the spellings in a word while referencing the alphabet wall cards, the teacher equips the students to logically determine the spellings of regular decodable words.

Types of dictation outlined on the following pages include the following:

1. **Letter and Sound Dictation (p. 14)**—Students learn to identify letter names and sounds and write the correct grapheme.
2. **Beginning Word Dictation (p.15)**—With the aid of teacher scaffolding and support, students sound out the phonemes in a word, associate each phoneme with the correct spelling as shown on the alphabet wall cards, and write the word.
3. **Advanced Word Dictation (p. 16)**—As students become better able to segment sounds in words and determine correct spellings using the alphabet wall cards, teacher scaffolding decreases and students spell independently with teacher support given only as needed.
4. **“Asking an Intelligent Question” (p. 17)**—This routine enables students to reason through multiple spellings of a phoneme to determine which could be possible spellings in a particular word.
5. **Sentence Dictation (p. 18)**—Students segment sentences into words, then write spellings for the words using skills learned through Word Dictation. Teacher support is given only as needed.
6. **Checking (p. 19)**—With teacher support, students put a dot over each correct spelling and circle each incorrect spelling. The student then correctly rewrites any missed words.



***Dictation is teacher-supported guided PRACTICE.
It is NOT a spelling TEST!***

Letter and Sound Dictation



Letter and sound dictation is designed for students learning the alphabet letter names and sounds. Letter and sound dictation is appropriate for most kindergarten and first grade students.

Objective: The learner will correctly write a letter of the alphabet when given its name (and/or sound, depending on the focus skill).

Materials needed: dictation paper, regular pencil, colored pencil; OR individual whiteboard, black marker, colored marker, eraser; overhead projector or whiteboard for demonstration

Teacher: Pencils down. Eyes on me. The first letter we are going to write is s. The letter s makes the /s/ sound. *(Point to the alphabet wall card representing s.)* Watch as I write the letter s. *(Write the letter s, using the handwriting technique outlined in the core reading program. If the core program has an oral description for the process of writing the letter, say it as you write the letter.)*

Teacher: Your turn. We are going to write the letter s. What letter?

Students: s

Teacher: Point to the alphabet wall card for the letter s. *(Check to see that students are pointing in the direction of the correct card.)* What sound does the letter s make?

Students: /s/

Teacher: Correct! /s/. Pick up your pencil and write the letter s. You may look at my example if needed.

Continue procedure for the remainder of letters in the dictation activity. Use the Checking Dictation Routine (p. 19) following each line of dictation. You may choose to stop and check following each letter.



Remember—it's simpler to teach children the correct way to form the letters as they are learning them the first time than to have to unteach and reteach correct letter formation when they have learned them incorrectly. **Letter and sound dictation is an activity that needs to be closely monitored by the teacher.**

Beginning Word Dictation



Beginning Word Dictation is designed for students who know most of the letter names and sounds, and are learning to segment a word into phonemes

Objective: The learner will write correct spellings for regularly-spelled (decodable) words by segmenting the word into phonemes and attaching the correct spelling to each phoneme.

Materials needed: dictation paper, regular pencil, colored pencil; OR individual whiteboard, black marker, colored marker, eraser; overhead projector or whiteboard for demonstration

Teacher: Pencils down. Eyes on me. On the first line, we are going to write two words. The first word is *big*. What word?

Students: *Big*.

Teacher: We are going to segment the word *big* into phonemes, or sounds. Say it with me. /b/ /i/ /g/. What's the first sound you heard in *big*?

Students: /b/

Teacher: That's right—/b/. Look at the alphabet wall cards. What is the spelling for /b/?

Students: *b*

Teacher: Correct—*b*. Write the letter *b*. (***Teacher models the correct formation of the letter b on the board or overhead.***) What's the second sound you hear in the word *big*?

Students: /i/

Teacher: Correct—/i/. Look at the cards. What is the spelling for /i/?

Students: *i*

Teacher: That's right—*i*. Write the letter *i*. (***Teacher models the correct formation of the letter i on the board or overhead.***) What's the last sound you hear in the word *big*?

Students: /g/

Teacher: Correct—/g/. Look at the cards. What is the spelling for /g/?

Continue this pattern for each of the phonemes in each word of the dictation. Following each line of dictation, proceed to Checking Dictation Routine (p. 19).

Advanced Word Dictation



Advanced Word Dictation is designed for students who know letter names and sounds and can segment a word into phonemes. In advanced Word Dictation the teacher provides less guidance and support as students practice spelling words by segmenting them into phonemes and attaching a correct spelling to each phoneme. The process of spelling is becoming more automatic.

Objective: The learner will write correct spellings for regularly-spelled (decodable) words by segmenting the word into phonemes and attaching the correct spelling to each phoneme.

Materials needed: dictation paper, regular pencil, colored pencil OR individual whiteboard, black marker, colored marker, eraser, overhead projector or whiteboard for demonstration

Teacher: Pencils down. Eyes on me. On the first line, we are going to write two words. The first word is *space*. What word?

Students: *Space*.

Teacher: Think about the sounds you hear in the word *space*. Remember to look at the alphabet wall cards if you aren't sure about a spelling. Listen as I model the process for you. *Space*—/s/ /p/ ā/ /s/. Four sounds—which means I will use four spellings. First sound—/s/. There is more than one spelling for /s/, but I know that it comes at the beginning of the word and has a consonant right after it, so it must be spelled with an s. **(Write s on the board.)** Next sound—/p/. That's easy—I'll write a p. Next sound—ā/. Hmm—that has several spellings. I know it can't be __ay, because that can only come at the end of a word, and the word *space* has a /s/ sound at the end. It can't be a either, because that would have a short vowel sound since it comes between two consonants in a one-syllable word. That means it could either be a__e or ai__. I'm going to choose a__e, since that is the spelling used more often. **(Write a__e.)**

See page 17 for an explanation of “asking an intelligent question.” This procedure provides teacher support, but also encourages students to think through possible spelling patterns before asking the teacher for help.

Teacher: The second word is *erase*. Think about the sounds you hear in the word *erase*. **(Provide 3-5 seconds of think time.)** Remember to look at the alphabet wall cards if you aren't sure about a spelling. And remember to “ask an intelligent question” if you need help with a spelling. Now, pick up your pencil and write the word *erase*.

Continue this procedure for the remainder of the pre-determined words. Following each line of dictation, proceed to Checking Dictation Routine (p. 19).

Asking an “Intelligent Question”



This procedure provides support for students while also encouraging them to logically consider possible spellings in a word. If there is more than one spelling pattern which can logically be used in a word, and the rules governing the choice of the correct spelling pattern have been taught, the student thinks through the optional spelling and rules out any which could not be correct. For example, when considering the correct spelling for /ē/ in the word “sleep,” the student should be able to rule out the –ey spelling, since it can only occur at the end of a word or syllable. “Sleep,” however, ends in /p/. The student may come to the conclusion that “sleep” could be spelled “s-l-ee-p” or “s-l-e-p-e.” At this point, the student may ask an “intelligent question,” and the teacher should provide the correct answer.

Introducing the “Asking an Intelligent Question” Routine:

Teacher: Boys and girls, when you come to a sound that has more than one spelling, and you’re not sure which one to use, you may ask me an “intelligent question.” That means you have to decide which spellings could logically be used in the word. Then, ask a question, stating the spellings that *could* be used. For instance, “In the word *space*, the /ā/ sound could be spelled *a_e* or *ai_*. Could you please tell me which spelling is used in this word?” That’s called “asking an intelligent question.” I will then tell you that *space* uses the *a_e* spelling for the /ā/ sound.

An example of the “asking an Intelligent Question” Routine During Dictation:

Student: How do you spell the /s/ sound in *celery*?

Teacher: What are the spellings for /s/?

Student: We have learned that /s/ can be spelled using *s*, *ce*, or *ci*.

Teacher: Think for a moment—what sound comes after the /s/ in *celery*?

Student: /ě/

Teacher: So which spellings do you think could be used?

Student: I think it could be either *s* or *ce*. It can’t be *ci* because the sound after /s/ is NOT /i/.

Teacher: So how would you “ask an intelligent question” about the spelling?

Student: In the word *celery*, is the /s/ spelled with *s* or with *ce*?

Teacher: Good question! In the word *celery*, /s/ is spelled using *ce*.

Sentence Dictation



Sentence dictation is designed to follow word dictation. The sentences should use some of the spelling patterns used in word dictation. The level of teacher support and scaffolding should be dependent upon student need.

Objective: The learner will write dictated sentences accurately, using decoding skills as well as knowledge of sight words.

Materials needed: dictation paper, regular pencil, colored pencil; OR individual whiteboard, black marker, colored marker, eraser; overhead projector or whiteboard for demonstration

Teacher: Pencils down. Eyes on me. Listen as I say the first sentence. *The big dog jumped over the fence.* Repeat the sentence.

Students: *The big dog jumped over the fence.*

Teacher: Count the number of words in the sentence. How many are there?

For additional support, use a scaffold such as finger blending/segmenting to count the words in the sentence together with the students (see p. 21).

Students: *The—big—dog—jumped—over—the—fence.* Seven words.

Teacher: Yes, seven words. Think about the first word in the sentence. Is it a regular word or a sight word? Right—*the* is a sight word. Look at the word wall for help if you don't remember the spelling. Write the word *the* on your paper. Think about the next word—*big*. Is it a regular word or a sight word? Yes, *big* is a regular word, so we can segment it into phonemes and spell each sound. Think about each sound in the word *big*. Write the spelling for each phoneme.

For the first sentence offer some support, as in the example above. Remind students to refer to the alphabet wall cards if they need help with the spellings.

Teacher: Before we begin the next sentence, make sure you have included a capital at the beginning of the sentence, good spacing between words, and proper punctuation. **(Provide additional explanations or modeling as needed.)**

For the remainder of the sentences, say the sentence and have the students repeat it, several times if needed. Encourage the students to write the sentence as independently as possible.

Continue this procedure for the remainder of the pre-determined sentences. Following each sentence, proceed to Checking Dictation Routine (p. 18).

Checking Dictation



Objective: The learner will check for spelling errors with teacher support and correctly write any words with incorrect spellings.

Materials needed: Materials used for dictation, colored checking pencil

Students switch to their checking pencil.

Teacher says the word.

Students repeat the word.

Teacher and students segment the word into phonemes, using scaffolds as needed.

Teacher: What is the first sound in the word?

Students respond, with teacher support as needed.

Teacher: Which alphabet wall card represents that sound?

Students respond, with teacher support as needed.

Teacher: The spelling for the sound /___/ is ___.

Students use checking pencils to put a dot above each correct spelling.

Using their checking pencils, students circle incorrect spellings, then rewrite the entire word correctly.

Repeat procedure for remaining words. Discuss any confusions related to spellings. Help students explain why certain spelling patterns are the best choices in specific words.

Remember: The spelling of 84% of the words in the English language is mostly predictable.¹ It's not as



i r r e g u l a r

¹ For more detail on the predictability of the English language, see Moats (2005).

Graphophonemic Knowledge: Teaching Tools



Teaching Tools in this section include the following:

- 1. Kinesthetic Scaffolds for Use With Blending and Segmenting Phonemes (p. 21)**
- 2. Consonants and Vowels Which are Difficult to Discriminate in English (p. 22)**
- 3. Examples of Common Suffixes (Derivational and Inflectional) (p. 23)**
- 4. Six Syllable Types in English (p. 24)**
- 5. Some Common Contractions Using Pronouns (p. 25)**
- 6. Some Common Negative Contractions (p. 26)**
- 7. Examples of Common Prefixes and Root (p. 27)**



Kinesthetic Scaffolds for Use With Blending and Segmenting Phonemes

Although aurally (and orally!) blending and segmenting phonemes are phonemic awareness tasks rather than phonics tasks, the ability to identify the phonemes in a word is at the very heart of spelling. Following are some kinesthetic scaffolds which can be used to aid students in developing the ability to blend and segment sentences, word parts, and phonemes.



Cutting Board and Scissors: Extend the left arm. (This is the cutting board.) Using the pointer and middle fingers of the right hand (the scissors), “cut” the parts of a sentence or word, beginning at the shoulder and moving down the arm to the wrist.



Arm Blending: A variation of Cutting Board and Scissors. After “cutting” along the arm to segment, sweep the right hand along the arm from shoulder to wrist to indicate the blending of the parts together.



Head, Shoulders, Knees, and Toes: Represent the segmenting of sentences and words by touching the head for the initial part, the shoulders for the next, knees for the third, and toes for the final part.



Finger Counting/Finger Blending: Using the fingers of the right hand, count the segmented parts, either with the right hand held up or resting on an extended left arm.



Palms Up! This scaffold should be used when segmenting a word into two parts, such as onset-rime. Begin with both hands behind the back. Extend the right hand, palm up, while saying the initial part of the word. Then, extend the left hand, palm up, while saying the rest of the word. Bring both palms together to blend the word.



Be sure blending and segmenting are visually represented as moving from the left to the right, matching the directionality of written English. Teachers may need to **MIRROR** the directionality when using these scaffolds, beginning on the right and moving to the left. Students, however, would perform the movements beginning on the left and progressing to the right.

Consonants and Vowels Which Are Difficult to Discriminate in English



Consonants

(for use with Advanced Sound Discrimination)

/b/ /p/	bear, p ear	mob, mop
/t/ /d/	teal, d eal	bet, bed
/k/ /g/	kill, g ill	buck, bug
/f/ /v/	fine, v ine	half, have
/s/ /z/	sip, zip	hiss, his
/ch/ /sh/	chip, sh ip	batch, bash
/l/ /r/	lake, rake	bell, bear

Vowels

(for use with Advanced Sound Discrimination)

/ē/ /ĩ/	beet, bit	eel, ill
/ĩ/ /ě/	pin, pen	itch, etch
/ě/ /ö/	leg, log	Ed, odd
/ö/ /ů/	mod, mud	on, un-

Remember—



There are fewer phonemes (sounds) in **Spanish (~21)** than in **English (40+)**.

Examples of Common Suffixes



Derivational:

Derivational suffixes DETERMINE the part of speech of the word to which they are added. Examples:

-en	indicates a verb (<i>light</i> → <i>lighten</i>)
-hood	indicates a noun (<i>father</i> → <i>fatherhood</i>)
-ly	indicates an adverb (<i>happy</i> → <i>happily</i>)
-tion	indicates a noun (<i>act</i> → <i>action</i>)
-sion	indicates a noun (<i>tense</i> → <i>tension</i>)
-able	indicates an adjective (<i>consider</i> → <i>considerable</i>)
-al	indicates an adjective (<i>practice</i> → <i>practical</i>)

Inflectional:

Inflectional suffixes DO NOT CHANGE the part of speech of the word to which they are added. Examples:

-ed	shows past tense (<i>walked</i>)*
-s, -es	tense marker (he <i>runs</i>); plural (<i>cats</i> and <i>dresses</i>)
-er, -est	comparatives (<i>bigger, biggest</i>)
-ing	gerunds (she is <i>going</i> to help); present tense (he is <i>playing</i>)



*-ed can be correctly pronounced /d/, /t/, or /əd/

Six Syllable Types in English



Moats (2009) explains:

Familiarity with syllable-spelling conventions helps readers know whether a vowel is long, short, a diphthong, r-controlled, or whether endings have been added. Familiarity with syllable patterns helps students to read longer words accurately and fluently and to solve spelling problems—although knowledge of syllables alone is not sufficient for being a good speller (p. 50).

1. **closed:** a syllable which ends with a consonant sound and contains a short vowel sound.
Ex: **mud, badge, mess, sack, stretch**
2. **vowel-consonant-e:** a syllable containing a long vowel spelled with a single letter, followed by a single consonant and a silent *e*.
Ex: joke, name, drive, clone, tube
3. **open:** a syllable ending with a long vowel sound spelled with one vowel letter.
Ex: me, go, titan, bugle, matriarch
4. **vowel team:** a syllable that contains a combination of two, three, or four letters (vowels or vowel/consonant combinations) representing a single vowel sound.
Ex: sleigh, coat, flaw, bright, team
5. **vowel-r:** a syllable containing a vowel followed by an *r*.
Ex: barber, worm, burden, dirty, term
6. **consonant-le:** A syllable found only at the end of a word, containing a consonant followed by *-le*.
Ex: double, nuzzle, table, rattle, noodle

Some Common Contractions Using Pronouns



I am	I'm
I will	I'll
I had/would	I'd
I have	I've
you are	you're
you will	you'll
you had/would	you'd
you have	you've
he is/has	he's
he will	he'll
he had/would	he'd
she is/has	she's
she will	she'll
she had/would	she'd
it is/has	it's
it will	it'll
it had/would	it'd

we had/would	we'd
we are	we're
we will	we'll
we have	we've
they are	they're
they will	they'll
they had/would	they'd
they have	they've
there is/has	there's
there will	there'll
there had/ would	there'd
that is/has	that's
that will	that'll
that had/would	that'd

Some Common Negative Contractions



are not	aren't
can not	can't
could not	couldn't
did not	didn't
does not	doesn't
do not	don't
had not	hadn't
has not	hasn't
is not	isn't
must not	mustn't
need not	needn't
should not	shouldn't
was not	wasn't
were not	weren't
will not	won't
would not	wouldn't

Examples of Common Prefixes and Roots



Examples of Common Prefixes

<u>prefix</u>	<u>meaning</u>	<u>example</u>
un-	<i>not</i>	undecided
re-	<i>again</i>	redo
in-	<i>not</i>	inappropriate
mis-	<i>wrongly</i>	misstep
dis-	<i>reverse</i>	disengage

Examples of Common Roots

<u>root</u>	<u>meaning</u>
graph	<i>write, record</i>
aud	<i>hear</i>
corp	<i>body</i>
dem	<i>people</i>
script	<i>written</i>
logy	<i>study of</i>
mort	<i>death</i>
psych	<i>mind</i>
photo	<i>light</i>

EXTRA, EXTRA—READ ALL ABOUT IT!

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