

SPELL-Links

to Reading & Writing™



A Word Study Curriculum

Volume **2**

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Other Vowel Sounds & Diphthongs
Lessons 40–43

Within-Word Consonant Doubling
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butter

putter

shutter

happy

sappy

dapper

clapper

puzzle

muzzle

fizzle

sizzle

silent consonants

digraph

Hard 'e'

Suffix

Prefix

Diphthongs

short vowel

Long Vowels

sk

ff, ss, zz, ll

base + suffix

Jan Wasowicz, PhD • Kenn Apel, PhD • Julie J. Masterson, PhD • Anne Whitney, EdD



Learning By Design® Inc.
Making A Difference in K-12 Education

SPELL-Links

to Reading & Writing™



A Word Study Curriculum

Volume 3

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Jan Wasowicz, PhD • Kenn Apel, PhD • Julie J. Masterson, PhD • Anne Whitney, EdD



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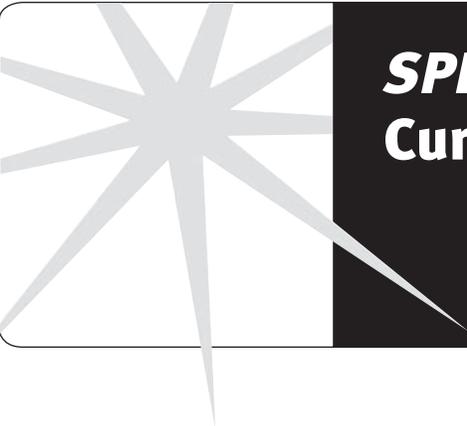
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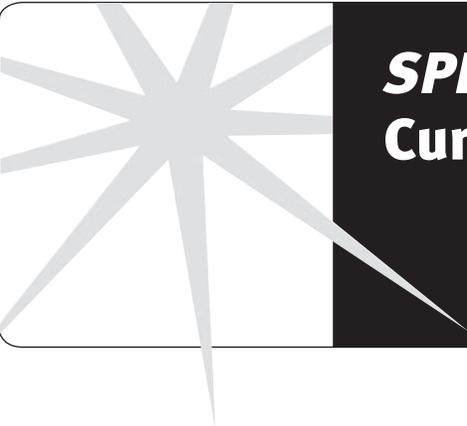
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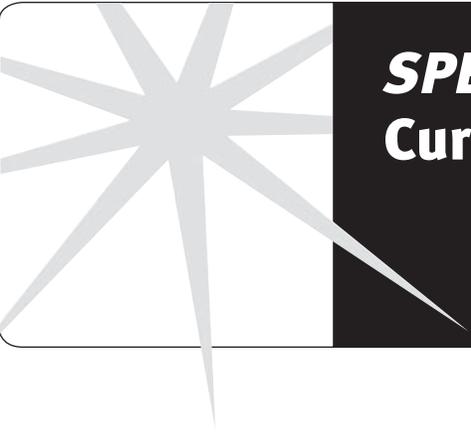
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* also located in the SPELL-Links to Reading & Writing Companion Cloud



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* also located in the SPELL-Links to Reading & Writing Companion Cloud



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SPELL-Links to Reading and Writing Companion Cloud

To access the SPELL-Links to Reading and Writing Companion Cloud:

- Go to *www.learningbydesign.com*.
- Click the cloud icon in the upper right.
- Scroll to the SPELL-Links to Reading and Writing link (note username before clicking link).
- Enter password **0971513317**

Materials:

Activity Performance Tracking Sheets
Appendices
Home Links
Pattern-loaded Reading Activity Materials
Pattern-loaded Writing Activity Materials
Word Cards
Word Lists for Mastery Measurement
Word Study Journal Pages
Worksheets
Word Picture Frame



Introduction to *SPELL-Links to Reading & Writing*

Curriculum Overview

SPELL-Links to Reading & Writing – A Word Study Curriculum was developed using a synthesis of contemporary word study research. This research shows that spelling is one of the most complex forms of language, that spelling and reading draw upon the same underlying language knowledge—phonological awareness, orthographic knowledge, vocabulary and semantic relationship knowledge, morphological knowledge, and learned mental images of words—and that systematic spelling word study instruction improves the spelling, reading, and writing performance of individuals.

SPELL-Links to Reading & Writing reflects the pedagogical philosophy that language-based spelling instruction fosters word study knowledge, leading to success in spelling, reading, and writing. Furthermore, the *SPELL-Links to Reading & Writing* curriculum supports performance-based instruction, targeting an individual’s specific deficits in word study knowledge, as the most effective instructional approach. Performance-based, data-driven instruction begins with a prescriptive assessment that informs and directs the teaching process by identifying the most appropriate learning goals and instructional methods for each student. Learning is accelerated because the educator has identified an individual student’s deficits in word study knowledge and can address specific learning needs with the most appropriate instructional procedures. By teaching only what an individual needs to learn, time is available for explicit, systematic instruction and intensive, targeted practice.

SPELL-Links to Reading & Writing contains an extensive collection of carefully constructed spelling, reading, and writing activities that explicitly and systematically teach critical word study knowledge, skills, and strategies. The activities, appropriate for learners of any age and grade level, range from instruction and practice in foundational skills of phonological awareness at the single-word level, to application of word study knowledge, skills, and strategies in authentic writing and reading activities. The *SPELL-Links to Reading & Writing* curriculum will improve spelling skills; develop reading decoding, fluency, vocabulary, and comprehension; facilitate writing fluency, accuracy, complexity, and organization; and enhance listening and oral language skills.

Five Blocks of Word Study

Traditionally, word study is defined as the systematic study of the sounds (phonological awareness), letters (orthographic knowledge), and meanings of words (morphological knowledge). For instructional purposes, the *SPELL-Links to Reading and Writing* curriculum breaks this three-point definition into a five-block model for teaching word study (see Figure 1).

Introduction to *SPELL-Links to Reading & Writing*

Figure 1: Five Block Model for Teaching Word Study



Phonological Awareness (PA)	Sounds
Orthographic Knowledge (OK)	Letters
Mental Orthographic Images of Words (MOI) ^a	
Semantic and Vocabulary Knowledge (SEM)	Meanings
Morphological Knowledge & Awareness (MK)	

PA: the ability to think about, talk about, and manipulate the meaningful sounds of words

OK: knowledge of letter-sound relationships and common letter patterns and spelling rules

MOI: clear and complete representations of words stored in long-term memory

SEM: knowledge of word meaning

MK: knowledge of letter-meaning relationships and the ability to think about, talk about, and manipulate the morphemic elements of words

Connectionist Model for Word Study

Traditional stage models of word study view spelling development as a sequential progression from one stage to the next with the student initially relying upon phonological properties of words, then orthographic properties, and then finally morphological properties of words. The connectionist model, supported by current research, views the process of spelling as a dynamic interplay of phonological, orthographic, and morphological knowledge and skill from the time an individual begins to write and continuing throughout the individual's lifetime. The word study instruction in *SPELL-Links to Reading & Writing* employs and expands on the connectionist model, advancing students' spelling, listening, speaking, reading, and writing abilities by developing and strengthening cognitive connections among all five linguistic properties of words: phonological, orthographic, semantic, morphological, and mental images of words.

^a Various terms may be used interchangeably, including mental orthographic images, mental images of words, and mental graphemic representations of words.



Introduction to *SPELL-Links to Reading & Writing*

Metalinguistic Model for Word Study

The ultimate goal of word study is the application of knowledge and skills in authentic reading and writing. To achieve this goal, the traditional definition of word study must be reconceptualized: *Word study is a systematic way of learning, practicing, and applying knowledge about the language properties of words.* The SPELL-Links to Reading & Writing curriculum explicitly teaches meta-linguistic strategies and provides ample opportunities for students to practice using these strategies for consistent and effective application of word study knowledge and skills when writing and reading. Each of the 14 SPELL-Links Strategies for Spelling Success corresponds to one of the five linguistic properties of words and facilitates transfer of word study knowledge and skills to independent writing and reading across the curriculum.

Executive Functioning Model for Word Study

SPELL-Links to Reading & Writing includes methods and tools that target and develop executive functions to improve spelling, reading, and writing. By focusing on developing knowledge and skill with the five types of linguistic properties of words concurrently, the SPELL-Links to Reading & Writing curriculum helps students think flexibly. The 14 metalinguistic strategies help students think about spelling in a simple and practical way so that they don't become emotionally overwhelmed with the process. The carefully constructed word lists and the organization of the lessons and activities help keep students focused on a specific spelling pattern, which inhibits rote memorization of words. The Word Study Journal pages help students organize key concepts, strategies, allowable spellings, and uncommon spellings and provide a written resource for students, decreasing the load on working memory. The journal pages and rubrics for spelling, writing, and reading, along with the meta-linguistic strategies and a variety of self-assessment tools and performance charts, allow students to independently initiate, check work, and self-monitor their own performance during spelling, writing, and reading.

Common Core Standards Alignment

SPELL-Links to Reading & Writing aligns with the Common Core Standards and will improve a comprehensive set of listening, speaking, reading, and writing skills, including print concepts, phonological awareness, phonics, vocabulary acquisition and use, conventions of Standard English grammar, knowledge of morphology and semantic relationships, decoding, word recognition, reading fluency, spelling, comprehension, collaboration, and expression of knowledge and ideas in oral and written language.



Introduction to *SPELL-Links to Reading & Writing*

Curriculum Materials

We recommend organizing materials in a single location so that they are always ready when you need them. *SPELL-Links to Reading & Writing* includes the following:

- three spiral-bound books of lessons and activities;
- Companion Cloud containing lesson planning/scheduling worksheets, word cards, pattern-loaded writing and reading materials, activity worksheets, activity support materials, progress monitoring materials, mastery measurement tools, Home Link activities, Word Study Journal pages;
- 14 Strategies for Spelling Success mouse pad;
- letter manipulatives;
- SPELL-Links strategy stickers.

To order additional supplies and related products, please visit our website: www.learningbydesign.com.

Teachers will also need pens, pencils with eraser tips, highlighter pens, colored pencils, unlined index cards, ink pad for stamping, tokens or other trinkets, two dice, two different colored cups, 10 pennies and 10 nickels, 10-15 coins of various denominations, eight beads with holes for stringing, string knotted on one end, dictionary, several photographs of familiar scenes (e.g., a park, a beach), grade-appropriate reading material, content-area reading material, a timer, and a stop-watch. Students will need writing paper, pencils and erasers, dry erase markers and erasers, and colored pencils.

Curriculum Scope

SPELL-Links to Reading & Writing teaches a comprehensive set of word study knowledge, skills, and strategies that support the development of a full range of spelling, listening, speaking, reading, and writing skills. The *SPELL-Links to Reading & Writing* curriculum explicitly targets more than 70 spelling patterns and teaches spelling and reading together at multiple levels of instruction and practice using research-based methods that have shown to contribute to spelling, reading, and writing development.

Complete Range of Word Study Knowledge & Skills

SPELL-Links to Reading & Writing teaches word study knowledge and skills—from foundational skills (phonological awareness, phonics, and vocabulary) to advanced skills (knowledge about word parts and related words)—that underlie both spelling and reading. For each spelling pattern, the *SPELL-Links to Reading & Writing* curriculum targets the specific word study knowledge and skills



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required for successful spelling of that pattern. For example, when teaching short vowels, it is appropriate and necessary to develop a student’s word study knowledge and skills in segmenting sounds, discriminating sounds, letter-sound relationships, letter patterns and spelling rules, vocabulary, and mental images of words, but not word parts and related words. On the other hand, when teaching silent consonants, it is appropriate and necessary to develop a student’s word study knowledge and skills in letter-sound relationships, semantic relationships, and mental images of words, but not in segmenting sounds, discriminating sounds, letter patterns and spelling rules. The complete scope of word study knowledge and skill instruction of the SPELL-Links curriculum is detailed in the Scope of Instruction Chart (Appendix A).

Explicit Teaching of Metalinguistic Strategies

SPELL-Links to Reading & Writing features a unique set of metalinguistic strategies that students repeatedly practice, helping them to self-regulate the spelling process. Each of the SPELL-Links Strategies for Spelling Success supports the application of language knowledge and skills in one or more of the five language components of word study: phonological awareness, orthographic knowledge, semantic and vocabulary knowledge, morphological knowledge, and mental images of words. Typically, several of the 14 strategies are explicitly covered in each lesson allowing students to revisit each strategy in numerous contexts. The SPELL-Links to Reading and Writing curriculum also explicitly teaches how to apply these same 14 strategies to decoding words.

Extensive Number of Spelling Patterns

SPELL-Links to Reading & Writing provides explicit and organized instruction for more than 70 spelling patterns—from the most basic consonant and vowel spelling patterns to the most advanced spelling patterns, such as derivational suffixes and word roots. The program covers all standard spelling patterns, as well as patterns that are often absent from spelling/word study curricula and are particularly challenging to master, such as unstressed vowels and the syllabic-r, syllabic-l vowel sounds. Because the SPELL-Links to Reading & Writing curriculum uses a phonologically-driven word study approach, spelling patterns are organized by sound. Within each spelling pattern, multiple spellings may be taught. For example, the short vowel *e* – / *ε* / – sound is most commonly spelled with the letter ‘e’ (net), but can also be spelled with the letter ‘a’ (many) or the letters ‘ea’ (head), ‘ai’ (said), ‘ie’ (friend), ‘eo’ (leopard), ‘ee’ (been), ‘ei’ (heifer). These uncommon, alternate spellings of the target sound, often found in “sight words”, are recognized as “allowable spellings” in the SPELL-Links curriculum. Explicit instruction in all allowable spellings provides the opportunity to integrate phonemic and whole word instruction within a single spelling pattern lesson.



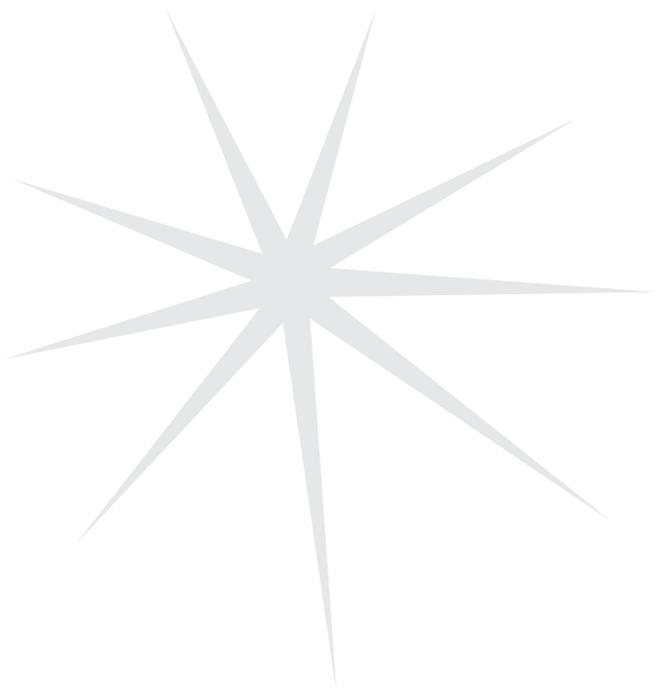
Introduction to *SPELL-Links to Reading & Writing*

Integrated Spelling & Reading Instruction

SPELL-Links to Reading & Writing teaches spelling and reading together to give students ample opportunity to apply related word study knowledge and skills and to maximize exposure to words, which helps develop automaticity in spelling and decoding of words. Students spell words they read and read words they spell; the integration of encoding and decoding leads to significant gains in phonemic awareness, alphabetic decoding, word reading, spelling, writing, fluency, and comprehension.

Repeated Practice & Multiple Levels of Instruction

SPELL-Links to Reading & Writing provides repeated practice and systematic instruction at multiple levels, from word-level instruction to connected writing and reading activities. The repetitive practice strengthens word study knowledge, skills, and strategies. The carefully scaffolded instruction of the writing and reading activities—from simple, familiar words to sentences to short stories and texts containing more complex, less familiar words—facilitates the successful transfer of word study knowledge, skills, and strategies to independent writing and reading across the curriculum. The cross-curriculum extension activities and Home Link activities provide further opportunity for students to practice and apply pattern-specific word study knowledge and skills with content-area and grade-appropriate reading materials.





Introduction to *SPELL-Links to Reading & Writing*

Curriculum Implementation Models

SPELL-Links to Reading & Writing can be used as a performance-based instructional program, as a supplemental instructional program, or as a stand-alone word study curriculum. Before using the *SPELL-Links to Reading & Writing* curriculum, take some time to become familiar with the design and organization of the program, which will enable you to develop an implementation plan that will best meet the needs of your students (see Determining Implementation Model, p. xxx).

Performance-Based Model

- Tier 2 or Tier 3 intervention
- Dyslexia intervention
- English as a Second Language (ESL) instruction
- Title 1 intervention
- Special education and IEP interventions

The performance-based instruction model targets students' specific learning needs with the most appropriate lessons and activities to address those needs (see the Performance-Based Instruction Plan & Progress Monitoring Chart, Appendix E). This model provides the most differentiated instruction and is most commonly used by remediation and intervention specialists. By teaching only the spelling patterns a student needs to learn using only the precise instructional methods needed (i.e., data-driven instruction), learning is accelerated. The performance-based approach can be used to teach both individuals and groups as well; when working with more than one student, group students based on similarity of instructional needs.

Supplemental Model

- Tier 2 intervention
- Title 1 intervention
- Small group classroom instruction

The supplemental instruction model is ideal for response-to-intervention (RTI) programs. This model can be used by specialists and classroom teachers to fill in critical components of word study instruction that may be missing or provide additional, carefully constructed opportunities for students to practice and learn what is being taught through the existing curriculum (see Supplemental Instruction Plan & Progress Monitoring Chart, Appendix F). When implementing the supplemental instruction model as an RTI program, use the Performance-Based Instruction Plan & Progress Monitoring Chart (Appendix E) to more precisely document a student's response to intervention and collect the data needed for decision-making.



Introduction to *SPELL-Links to Reading & Writing*

Curriculum Model

- Tier 1 instruction
- Whole group classroom instruction

The curriculum instruction model provides a single, integrated word study solution through all grade levels. All students benefit from receiving explicit, systematic, and comprehensive word study instruction, developing and strengthening cognitive connections with all linguistic properties of words. As students progress through *SPELL-Links to Reading & Writing* from year to year, they build upon previously learned word study knowledge, skills, and strategies, applying these to ever more challenging, grade-appropriate words. Refer to the Recommended Sequence of Instruction Chart (Appendix G) to determine the grade-level instructional sequence of lessons. This model does not allow time for intensive instruction and practice with the whole class, however the Activity Performance Tracking Sheets (located in the *SPELL-Links to Reading & Writing* Companion Cloud) provide a quick and easy way for teachers to note which students are struggling and may require more intensive instruction.





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Curriculum Instruction

SPELL-Links to Reading & Writing features 73 word study lessons divided between 15 sections, with separate sections devoted to the application of word study knowledge, skills, and strategies to authentic writing and reading activities. This organization allows you to quickly and easily locate a specific lesson when using either the performance-based or supplemental instruction model.

Structure of Word Study Sections

Each section of *SPELL-Links to Reading & Writing* is comprised of one or more lessons, outlined in section-specific tables of contents, and contains a Section Overview that highlights “Important to Know” information. For word-study sections, this information details common misspellings and types of word study knowledge and skills needed to successfully spell the target patterns, including segmenting and discriminating sounds; letter-sound relationships; letter patterns & spelling rules; vocabulary; letter-meaning relationships; rules for modifying words; semantic relationships; base word and word root spelling; and mental images of words.

Structure of Word Study Lessons & Activities

All spelling word study lessons feature several word-level instructional activities. Each activity provides explicit instruction in one or more of the five language blocks (core areas) of word study: phonological awareness, orthographic knowledge (phonics), semantic and vocabulary knowledge (vocabulary), morphological knowledge and awareness (word parts and related words) and mental orthographic images (mental images of words). The types and goals of instruction are listed in Table 1 (p. xxiv).

Each lesson also includes writing and reading activities. The writing activities provide guided practice in the application of word study knowledge, skills, and strategies for correct spelling of a target spelling pattern when writing words, sentences, and paragraphs. The reading activities reinforce the link between reading and spelling, improve decoding accuracy, and develop reading fluency.

Each instructional activity—word-level and related writing and reading activities—within a lesson focuses on the lesson’s target spelling pattern and addresses a specific learning objective. For example, if the learning objective is to develop knowledge of letter-sound relationships for the short vowel *a* sound, then errors that occur in other aspects of the word will not be immediately addressed and corrected unless the error represents a pattern or concept previously learned. This approach allows students to concentrate cognitive and memory resources on the learning of specific language patterns and the application of newly acquired knowledge and pattern-specific skills when writing and reading.

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Table 1: Types and Goals of Instruction

Type of Instruction	Goal of Instruction
Phonological Awareness (PA) <ul style="list-style-type: none"> Segmenting Sounds Discriminating Sounds 	<ul style="list-style-type: none"> develop the ability to segment words into phonemes and syllables, sequence phonemes, and map letters to sounds develop the ability to discriminate between phonemes, distinguish between stressed and unstressed syllables, and map letters to sounds
Orthographic Knowledge (OK) (Phonics) <ul style="list-style-type: none"> Letter-Sound Relationships Letter Patterns & Spelling Rules 	<ul style="list-style-type: none"> develop knowledge of letter-sound relationships develop knowledge of conventional letter patterns and spelling rules
Semantic and Vocabulary Knowledge (SEM) (Vocabulary)	learn to use word meaning to help spell words
Morphological Knowledge and Awareness (MK) (Word Parts & Related Words) <ul style="list-style-type: none"> Letter-Meaning Relationships Rules for Modifying Words Semantic Relationships Base Word and Word Root Spelling 	<ul style="list-style-type: none"> learn the meanings and spellings of prefixes, suffixes, and word roots learn rules for modifying words when forming contractions and possessive nouns and when adding a prefix or suffix to spell a related word develop knowledge of semantic relationships and word relatives and learn to use that knowledge to help spell words learn to use knowledge of base words and word roots to help spell related words
Mental Orthographic Images (MOI) (Mental Images of Words)	develop clear and complete mental images of words and word parts in long-term memory and learn to use these mental images to spell words
Writing	learn to apply newly acquired word-level knowledge and skills to writing
Reading	reinforce the link between reading and spelling and develop reading fluency





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Format of Word-Level Instructional Activities

All word-level instructional activities are presented in the same format and include the following: activity title, learning objective, performance objective(s), materials list, starter word list, instructions for teacher and student preparation, and step-by-step activity directions. A quick-reference section (Did You Know?) highlights facts, data, and teaching tips that directly relate to the activity's target spelling pattern and learning objective. Details on adapting word-level instructional activities for group instruction and ideas for extending the learning objective across the curriculum are also provided.

While not explicitly included in the step-by-step directions, all SPELL-Links to Reading & Writing activities should be administered using a three-step direct instruction model that requires active student participation.

- 1) I DO – The teacher explains the purpose of the activity and demonstrates the target behavior(s).
- 2) WE DO – The teacher assists the student, as needed, to complete the task(s) and provides corrective feedback within the activity (accuracy of performance objective is not calculated when student receives assistance).
- 3) YOU DO – The student independently completes the activity without assistance (accuracy of performance objective is calculated).

Student Word Study Journal

At the completion of each word-level instructional activity, the student is directed to make entries into the Word Study Journal, including placing one or more stickers next to the strategy or strategies practiced in the activity. (You may choose to direct the student to color or highlight the strategies instead of using stickers.) When complete, a lesson's journal page summarizes key concepts, strategies, allowable spellings, and uncommon spellings for each spelling pattern, providing students with a resource to be used with home activities, writing and reading activities, and independent writing across the curriculum. Each lesson contains an annotated journal page that models student journal entries. Word Study Journal pages for the student are located in the SPELL-Links to Reading & Writing Companion Cloud, along with extra My Word Gallery pages.

Format of Writing & Reading Instructional Activities

All writing and reading instructional activities are presented in the same format and include the following: activity title, learning objective, performance objectives, materials list, instructions for teacher preparation, and step-by-step activity directions. A quick-reference section (Did You Know?) provides information that relates to the activity's performance objective.



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Table 2: Breakdown of Word-Level Instructional Activities

Item	Description
Activity Title	descriptive and catchy title ^b
Learning Objective	learning goal or purpose of the activity
Performance Objective(s)	description of specific student tasks and recommended performance criterion ^c
Materials Needed	list of materials needed to complete the activity
Starter Word List	list of words that facilitate the learning of new spelling patterns, concepts, and strategies by excluding or minimizing more linguistically complex words
Teacher Preparation	instructions that help the teacher prepare for the activity
Student Preparation (occasional)	instructions that help the student prepare for the activity, facilitating active involvement and learning
Directions for the Activity	step-by-step directions for completing the activity with an individual student ^d
Did You Know?	facts, data, and teaching tips that directly relate to the focus of the activity ^e
Group Adaptation	details for easily and quickly adapting the activity for group instruction
Cross-Curriculum Extension	ideas for extending the activity's learning objective across the curriculum

^b While activity titles are repeated across lessons and sections, keep in mind that each activity is customized for a specific learning objective of a specific target spelling pattern. Always be sure to carefully read and follow the step-by-step directions found in each activity.

^c Do not include facilitated student responses when calculating performance accuracy to determine if performance criterion has been met. Performance accuracy is always calculated based on student responses given without assistance from the teacher. If a student's initial response is incorrect, score the response as incorrect and provide corrective feedback (i.e., model or explain the correct answer) unless specifically directed not to provide feedback during a particular step.

^d You may modify the wording of the directions to match the student's developmental level.

^e The different spellings for each phoneme and the spelling frequency data listed in the "Did You Know?" sections were extrapolated from Fisher (1975) *Improving Voice and Articulation*, Boston, MA: Houghton Mifflin Company, and Edwards (1992) *Applied Phonetics: The Sounds of American English*, San Diego, CA: Singular Publishing Group.



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Review & Practice Across Multiple Spelling Patterns

As a student progresses through the lessons, periodic administration of writing and reading activities focusing student attention on completed spelling patterns from across multiple lessons is recommended. This approach provides additional practice for students and allows educators to monitor retention of pattern-specific knowledge and skills over time. We recommend review and practice once a student completes three word study lessons.

Home Link Activities

Each Home Link activity reinforces the learning objective of the related word-level instructional activity and helps build and strengthen literacy skills. A Home Link activity takes just 5-10 minutes to complete with the help of a parent, learning coach, or homework helper. Home Link activities are located in the *SPELL-Links to Reading & Writing* Companion Cloud.

Prerequisite Student Skills

SPELL-Links to Reading & Writing is appropriate to use with students who have a developmental age of at least five years and who have mastered or are in the process of acquiring the following skills:

- letter-name knowledge;
- letter writing (formation of alphabet letters);
- early phonological awareness (concept of spoken word, ability to segment spoken words into syllables, awareness of word rhyme, and ability to isolate sounds in words);
- concept of word/base word;
- basic concept knowledge (left/right, above/below, over/under, top/bottom, first/last, now/then, etc.).

The appropriateness of specific lessons and activities is determined by the individual student's level of word study knowledge. Implementing the program using a performance-based instruction plan (see p. xxxi) ensures that each student completes appropriate lessons and activities.



Introduction to *SPELL-Links to Reading & Writing*

Time Requirements

The time required to complete the *SPELL-Links to Reading & Writing* curriculum will vary from student to student, depending on the number of word-level instructional activities, writing activities, and decoding and reading fluency activities administered and the number of times each activity is repeated to achieve performance criterion. A single administration of most *SPELL-Links to Reading & Writing* activities requires 20–25 minutes. Depending on your group size and make-up, however, you may wish to spend more time on some activities or repeat one or more activities within a lesson to provide review and extra practice or to allow students to focus on one sound or letter pattern at a time.

When planning your instruction, you will want to consider the total number of activities within a lesson. Many *SPELL-Links to Reading & Writing* lessons have five or fewer word-level instructional activities and can be completed within five days, but some lessons do have more and additional days will be needed for the writing and reading activities that are administered at the completion of a lesson's word-level activities.

Progress Monitoring Tools

SPELL-Links to Reading & Writing includes several tools and progress monitoring charts to document student progress through the lessons: Teacher Observation Checklist (Appendix B), Student Self-Assessment Checklist (Appendix C), Performance-Based Instruction Plan & Progress Monitoring Chart (Appendix E), Supplemental Instruction Plan & Progress Monitoring Chart (Appendix F), Student Progress Chart (Appendix H), Reading Performance Chart (Appendix P), and the spelling and decoding mastery measurements and activity performance tracking sheets (located in the *SPELL-Links to Reading & Writing* Companion Cloud). Before using the *SPELL-Links to Reading & Writing* curriculum, take some time to become familiar with these tools and charts in order to determine which will best meet your needs and the needs of your students.^f

Mastery Measurements

SPELL-Links to Reading & Writing includes word lists for each lesson that can be used to measure student mastery of pattern-specific spelling and word decoding. Mastery measurement word lists include words from a lesson's Starter Word Lists as well as additional words and were compiled so that spelling patterns not previously covered (assuming you are following the recommended sequence of instruction) do not appear, with few exceptions. If you wish to add your own words to these word lists, space is provided. We recommend that students pass the mastery measurements with 90% or greater accuracy; mark scores on the Performance-Based Instruction Plan & Progress Monitoring Chart (Appendix E).

^f A variety of professional development offerings are also available to help you become more adept at using these tools and collecting data. Visit www.learningbydesign.com for more details.



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Obtaining Baseline Measures

Before implementing *SPELL-Links to Reading & Writing*, it's a good idea to obtain baseline measures of a student's current spelling ability to later document student progress. We suggest using one or more of the assessment tools listed below.

Prescriptive Spelling Assessment

It's easy to identify a student who is having spelling problems—he or she can't spell. The challenge is to understand why the student misspells words so that you can address the source of the problem and provide the most appropriate word study instruction. A prescriptive assessment uses spelling error analysis to determine which spelling patterns a student can and cannot spell and, more importantly, which word study knowledge deficits underlie the spelling errors. The prescriptive assessment establishes baseline measures and directs the teaching process. If you plan to use the performance-based implementation model of the *SPELL-Links to Reading & Writing* curriculum, you must first complete a prescriptive assessment.

Prescriptive Assessment Software

The authors and educators of *SPELL-Links to Reading & Writing* also developed a software assessment program, *SPELL-2: Spelling Performance Evaluation for Language and Literacy (Second Edition)*.[§] This software program (sold separately) administers a prescriptive assessment to students with little or no supervision, automatically recording, scoring, and analyzing individual student responses. The program then rapidly tabulates and interprets results, providing detailed reports with specific recommendations for word study instruction matched to the student's current level of word study knowledge. The printable *SPELL-2* recommendations report provides the road map for intervention by identifying the specific lessons and activities that should be completed in the *SPELL-Links to Reading & Writing* curriculum and the recommended sequence of instruction.

Standardized Testing

Standardized tests provide normative data—spelling grade level, standard scores, percentile rank—to quantitatively measure a student's spelling ability relative to his or her peers. These quantitative measures are often needed to qualify a student for special services and may be required to formally document baseline spelling performance level. Standardized tests, such as the *Test of Written Spelling – 5 (TWS–5)* and the *Test of Written Language – 3 (TOWL–3)* may be used for this purpose.

[§] The *SPELL-2* software assessment is intended for administration by educational specialists, including Title I reading specialists, learning disability teachers, educational psychologists, and speech-language pathologists.



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Spelling Inventories

Spelling inventories provide descriptive information about which spelling patterns a student can and cannot spell but do not provide information about why a student misspells words or what type of instruction is needed. For this reason, the spelling inventory as an assessment tool is more appropriate when using the supplemental and curriculum models of *SPELL-Links to Reading & Writing*. The SPELL-2 software (sold separately) will automatically create a detailed spelling inventory for each student. Alternatively, spelling inventory worksheets are available from a variety of sources.

Teacher Observations

Teacher observations provide important information about a student's use of word study knowledge and skills when writing. These observations can also provide valuable information about a student's approach to task and self-regulation methods. Checklists, such as the Teacher Observation Checklist (Appendix B), help to track student progress over time and may be used to record observations across different types of writing tasks.

Student Self-Assessments

Student self-assessments provide valuable information about student perceptions of spelling and spelling abilities (see Student Self-Assessment Checklist, Appendix C). The assessments can be used to develop successful teaching strategies to improve how a student approaches the task of spelling and to improve the student's perception of spelling ability and motivation for correct spelling. Review Interpreting Items on the Student Self-Assessment Checklist (Appendix D) for information on how to interpret student checklist.

Determining Implementation Model

While *SPELL-Links to Reading & Writing* was specifically designed for implementation using the performance-based instruction model, the curriculum was also designed with great flexibility in order to be easily adapted for use as a supplemental or stand-alone word study curriculum. Before using the *SPELL-Links to Reading & Writing* curriculum, you will need to consider which implementation model will best meet your needs and the needs of your students. Each model is described on the next page and Table 3 (p. xxxii) compares the features and benefits of the three models.



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Performance-Based Model

The performance-based instruction model of *SPELL-Links to Reading & Writing* begins with a prescriptive assessment that informs and directs the teaching process by identifying the most appropriate learning goals and instructional methods for each student. Because students' deficits in word study knowledge have been identified, the educator can zero-in on each student's specific learning needs with the most appropriate instructional activities. By teaching only the spelling patterns a student needs to learn and using only the precise instructional methods needed, time is available for intensive instruction and practice and learning is accelerated.

Ideal for anyone, the performance-based instruction model is the best approach for students who are spelling, reading, and writing below grade-level expectations and who require intensive remedial instruction to close the gap between grade-level norms and individual performance level. It is also the best approach for students with learning disabilities including dyslexia; failure to teach spelling in an explicit and organized way with appropriate scaffolding of instruction can impede the development of reading and of other writing skills, such as planning, organizing, and generating written text. Language and literacy specialists, including speech-language pathologists, learning disabilities teachers, ESL teachers, and Title I reading specialists, will likely find this approach to be most effective because it provides the most precisely targeted, data-driven instruction for each student.

Supplemental Model

Not every teacher will be able to or want to implement a performance-based instruction plan with each and every student. The supplemental instruction model of *SPELL-Links to Reading & Writing* can be used to enhance any established spelling, reading, or language arts curriculum. This approach will fill in and reinforce critical components of word study instruction by providing explicit instruction and intensive practice without requiring significant changes to the existing curriculum. The supplemental instruction model is particularly beneficial to K–8 students who are struggling with the regular spelling and reading curriculum. Classroom teachers and home-schooling parents may choose to adopt this approach because it easily provides explicit instruction and additional practice when needed.

Curriculum Model

The curriculum model of *SPELL-Links to Reading & Writing* is ideal for schools and home school parents who wish to provide a single, integrated word study solution across grade levels. The curriculum model devotes daily classroom instruction time to spelling word study. This approach provides carefully scaffolded instruction and continuity for students and teachers across grades.



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Table 3: Comparison of Implementation Models

Feature/Benefit	Performance-Based Model	Supplemental Model	Curriculum Model
Requires prescriptive assessment	X		
Works hand-in-hand with the SPELL-2 [®] prescriptive spelling assessment	X		
Teaches only what each student needs to learn	X		
Uses the most appropriate instructional methods for each individual student	X		
Accelerates student learning by focusing word study instruction precisely where it is needed	X		
Follows a systematic sequence of instruction that reflects spelling acquisition research	X		X
Gradually scaffolds student from simple to complex spelling patterns (based on orthographic and other linguistic properties)	X		X
Ensures that each student is receiving instruction at the most appropriate level	X		X
Provides systematic instruction	X		X
Complements any established reading, spelling, or language arts curriculum	X	X	N/A
Devotes daily classroom instruction time to spelling word study			X
Provides explicit instruction	X	X	X
Uses research-based methods of instruction	X	X	X
Teaches word study strategies, not just skills	X	X	X
Promotes active student engagement	X	X	X
Integrates spelling, reading, and writing instruction	X	X	X
Encourages word study across the curriculum	X	X	X
Emphasizes the connections among phonology, orthography, and morphology	X	X	X
Integrates instruction for regular words, irregular words, word structure, and derived words	X	X	X
Assists teachers in following a test-teach-test sequence for spelling instruction	X	X	X
Emphasizes the predictability of English spelling	X	X	X



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Table 3: Comparison of Implementation Models

Feature/Benefit	Performance-Based Model	Supplemental Model	Curriculum Model
Encourages repeated practice with words to highlight phonemic/orthographic/morphemic patterns	X	X	X
Offers cumulative review of spelling words and patterns	X	X	X
Includes authentic writing activities for the application of spelling words and patterns	X	X	X
Explicitly teaches strategies for learning to spell regular and irregular words	X	X	X
Suggests methods for peer collaboration or peer tutoring	X	X	X
Demonstrates segmenting single-syllable words into onset and rime	X	X	X
Teaches position rules and phonemic patterns for spelling sounds in units	X	X	X
Introduces syllable types one at a time, emphasizing the salient features of each	X	X	X
Includes high frequency irregular words	X	X	X
Provides practice with a family of words sharing a rime pattern (e.g., walk, talk, chalk)	X	X	X
Demonstrates and provides exercises to illustrate how syllables are joined	X	X	X
Teaches morphemic spelling rules associated with affixing words and preserving roots/base words	X	X	X
Includes irregular words that are multi-syllabic, of lower frequency, or both	X	X	X



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Creating a Teaching Plan

Prior to beginning *SPELL-Links to Reading & Writing* with either an individual student or a group of students, the teacher will want to create an instruction plan using one of the available worksheets (see Appendices E – F). Each plan is described below and Table 4 (p. xxxiv) summarizes the process of creating a teaching plan.

Table 4: Creating a Teaching Plan

If you are using this implementation model ...	select lessons & activities based upon ...	using this teaching plan worksheet.
Performance-Based Model	results of prescriptive assessment for each individual student	Performance-Based Instruction Plan – Worksheet A (Appendix E)
Supplemental Model	existing reading, spelling, or language arts curriculum	Supplemental Instruction Plan – Worksheet B (Appendix F)
Curriculum Model	recommended sequence of instruction	Recommended Sequence of Instruction Chart (Appendix G)

Performance-Based Instruction Plan

A performance-based plan for word study instruction requires a prescriptive assessment to identify the causes of spelling errors and determine the best type of remediation for an individual student. There are four basic steps to completing a prescriptive assessment and a performance-based instruction plan.

1. Obtain an adequate sample of spelling for each spelling pattern within the individual student’s developmental spelling level.^h To obtain the sample, we recommend using *SPELL-2: Spelling Performance Evaluation for Language and Literacy (Second Edition)*. The spelling assessment software program approximates the student’s developmental spelling level and then collects a comprehensive spelling sample for each spelling pattern within that level.ⁱ
2. Examine the student’s spellings of each spelling pattern to identify which spelling patterns are misspelled most frequently. These are the spelling patterns that will require explicit word-level instruction and practice. The *SPELL-2* spelling assessment software program identifies spelling patterns that are misspelled more than 60% of the time as spelling patterns that require explicit word-level instruction and practice.

^h Standardized spelling tests and spelling inventories may be used to determine developmental spelling level.

ⁱ The *SPELL-2* software is based on research first published in *Spelling Assessment: Charting a Path to Optimal Intervention*, *Topics in Language Disorders*, 20(3), 50–65, (2000).



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3. For each frequently misspelled spelling pattern, carefully examine the nature of the spelling errors to determine what specific word study knowledge deficits are responsible for the misspellings: segmenting and discriminating sounds; letter-sound relationships and letter patterns and spelling rules; vocabulary; letter-meaning relationships, rules for modifying words, semantic relationships, and base word and word root spelling; and mental images of words.

The SPELL model of prescriptive assessment may be used to manually complete the spelling error analysis task.^j Alternatively, the SPELL-2 spelling assessment software program will automatically analyze spelling errors, tabulate results, provide detailed reports with specific recommendations for word study instruction, list the specific SPELL-Links to Reading & Writing lesson number and starting activity for each spelling pattern that requires word-level instruction, and sequentially organize the recommendations for instruction based on linguistic complexity of the spelling patterns.

4. Transfer the results of the prescriptive assessment to the Performance-Based Instruction Plan & Progress Monitoring Chart – Worksheet A (Appendix E). After an instruction plan has been completed for each student, students can be grouped according to which lessons and instructional methods will be used. The SPELL-2g version of the SPELL-2 software will automatically group students who share the same instructional needs.
5. Create a student record for each student. Print mastery measurements for each SPELL-Links lesson to be completed by a student. Organize the mastery measurements and the completed Performance-Based Instruction Plan & Progress Monitoring Chart into a three-ring binder or other type of organizer.

Supplemental Instruction Plan

This instruction plan may be used for the whole classroom, a group of students, or an individual student. Before using *SPELL-Links to Reading & Writing* as a supplement for an established classroom curriculum, you may wish to complete the Supplemental Instruction Plan & Progress Monitoring Chart – Worksheet B (Appendix F). Use this worksheet to identify the spelling patterns that will be taught during the course of the school year, to highlight which SPELL-Links lessons will be used to supplement the classroom curriculum, and to track student completion of each of the selected lessons.

Curriculum Instruction Plan

This instruction plan may be used for the whole classroom, a group of students, or an individual student. Before using *SPELL-Links to Reading & Writing* as a stand-alone word study curriculum, you may wish to print an Activity Performance Tracking Sheet (located in the *SPELL-Links to Reading & Writing*

^j A case-study of the SPELL model of prescriptive spelling assessment was published in *Spelling Assessment: Applying Research in School-Based Practice*, ASHA Special Interest Division 16, *School-Based Issues Newsletter*, April 2003, 4 (1).



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Companion Cloud) for each lesson to be administered and organize these into a three-ring binder or other type of organizer. Use these performance tracking sheets to make note of any students who seem to be having difficulty with activity learning objectives within the lesson and may require more intensive and targeted instruction to improve their spelling, reading, and writing. The Activity Performance Tracking Sheets will also help you organize targeted small group instruction by providing a snapshot of each student's performance by spelling pattern and specific skill area.

Preparing for Lessons & Activities

Adequate teacher preparation is important for integrity of implementation which, in turn, is critical for student success. Before beginning any SPELL-Links to Reading & Writing lesson, take time to read and review the Section Overview. The overview identifies the individual spelling patterns taught in the section and highlights “Important to Know” information about these specific spelling patterns. This information details common misspellings and the types of word study knowledge and skills needed to successfully spell the section's spelling patterns: segmenting and discriminating sounds; letter-sound relationships and letter patterns and spelling rules; vocabulary; letter-meaning relationships, rules for modifying words, semantic relationships, and base word and word root spelling; and mental images of words.

The SPELL-Links to Reading & Writing activities are designed for one-on-one instruction but are easily adapted for small and large group instruction. When implementing activities with groups, be sure to take time to review the activity's step-by-step directions as well as the group adaptation prior to implementation.

For each activity, it is important to carefully review the activity's learning and performance objectives and step-by-step directions; to gather and prepare the materials needed; and to create additional word lists, if needed. A variety of professional development offerings are available to help you become more adept at implementing the SPELL-Links to Reading and Writing curriculum (visit www.learningbydesign.com for details).

Materials Needed

A list of materials needed is provided at the beginning of each SPELL-Links to Reading & Writing activity. Make sure you have all materials on hand before implementing an activity.



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Starter Word Lists

Each word-level instructional activity includes a starter word list. The linguistic structure of each word in the starter word list is carefully controlled to facilitate achievement of the activity's learning and performance objectives. More challenging grade-appropriate words are introduced to the student later, in the writing and reading activities. The words in the starter word lists are often organized into groups. Group column headers are intended for viewing and use by the teacher only.

Modifying the starter word list is generally not recommended. After performance criteria have been achieved with the starter word list, however, more challenging grade-appropriate words may be introduced. The *SPELL-Links Word List Maker* (software sold separately) allows you to search a 50,000 word database by spelling pattern, to exclude spelling patterns not yet covered by the student, and sort search results by grade level as well as number of syllables, position of pattern in word, and word frequency.

Printing Word Lists

Each starter word list has been formatted for automatic printing on standard business cards (2" x 3 1/2", Avery® #5371 card stock). These formatted word lists are available in Adobe Reader® (.pdf) and Microsoft® (.doc, .rtf) formats in the *SPELL-Links to Reading & Writing Companion Cloud*. If you prefer, you may print the word lists on regular paper and cut apart the words to create word cards. The *SPELL-Links Word List Maker* software (sold separately) automatically creates printed word cards.

Creating Additional Word Lists

When moving beyond the starter word lists—either to include more challenging words in the word-level instructional activities or to scaffold application of word study knowledge, skills, and strategies in the writing and reading activities—select words that contain the target spelling pattern and increase the level of difficulty gradually. Table 5 (p. xxxviii) lists several factors that will increase the linguistic complexity of a word, thereby increasing the challenge for the student. Be sure to change only one or two of these factors at a time to scaffold instruction. You can automatically create additional word lists using the *SPELL-Links Word List Maker* software (sold separately); the software allows you to control linguistic complexity of your search results by allowing you to specify position of target spelling pattern in word, number of syllables in word, difficulty of other spelling patterns in word, word frequency, grade-level, and morphological complexity of words. You may also wish to use the program to create word lists for the Curriculum Extension and Home Link activities instead of asking the student to search texts for pattern-specific words.



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Table 5: Factors Affecting the Spelling Difficulty of a Word

Factor	Explanation/Recommendation^k
Position of target spelling pattern in word	<p>As a general rule, spelling patterns are least challenging at the beginning of a word, more challenging at the end of a word, and most challenging in the middle of a word.</p> <p>Begin with words that feature the target spelling pattern in the word-initial position, then word-final position, and finally word-medial position.</p>
Number of syllables in word	<p>The overall complexity of a word, as well as the level of spelling difficulty, is directly related to the number of syllables in the word.</p> <p>Begin with one- or two-syllable words that feature the target spelling pattern, then increase word length one syllable at a time.</p>
Difficulty of other spelling patterns in word	<p>The number and difficulty of spelling patterns present in a word affect the ease or difficulty of correctly spelling the target spelling pattern.</p> <p>Use the Recommended Sequence of Instruction Chart (Appendix G) to help you make selections.</p>
Student familiarity with written word form	<p>The more frequently a word occurs in materials a student reads, the more previous exposure the student likely has had to the written form of the word and the easier it is to spell.</p> <p>Whenever possible, begin instruction with high frequency words, gradually introducing lower frequency words.</p>
Student familiarity with word meaning	<p>The more familiar the word, the easier it is to spell.</p> <p>Whenever possible, begin instruction with vocabulary words that are familiar to the student, gradually introducing new vocabulary words as instruction progresses.</p>
Presence of affix(es) in word	<p>A base word is easier to spell than a word with an affix attached.</p> <p>Make certain the student has adequate spelling proficiency in base words before introducing words that contain a prefix or suffix.</p>
Transparency of base word or word root in word with affix(es)	<p>Transparency, or the degree to which a base word or word root remains intact when a prefix or suffix is added, affects the ease or difficulty of correctly spelling inflected and derived words.</p> <p>Begin with transparent words in which all the letters and sounds of the base word or word root remain the same when an affix is added; proceed next to semi-transparent words in which one or more sounds of the base word or word root change <u>or</u> one or more letters of the base word change when an affix is added; and finish with opaque words in which one or more sounds <u>and</u> one or more letters of the base word change when an affix is added.</p>

^k The *SPELL-Links Word List Maker* (software sold separately) allows you to search a 50,000 word database by spelling pattern, to exclude spelling patterns not yet covered by the student, and sort search results by grade level as well as number of syllables, position of pattern in word, and word frequency.



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Creating a Word Study Journal Binder

Before beginning the *SPELL-Links to Reading & Writing* curriculum with a student, you may want to create a Word Study Journal binder. In a three-ring binder or other type of organizer you will include one blank journal page for each *SPELL-Links* lesson to be completed by the student, arranging the journal pages in the order in which the lessons will be completed. You may also wish to include a blank Student Progress Chart (Appendix H). If so, the chart should be the first page. Blank journal pages and student progress charts are available in the *SPELL-Links to Reading & Writing* Companion Cloud.

Creating a Student Record Binder

Before beginning the *SPELL-Links to Reading & Writing* curriculum with a student, you may also want to create a student record binder. In a three-ring binder or other type of organizer, first place a Performance-Based Instruction Plan & Progress Monitoring Chart (Appendix E) or a Supplemental Instruction Plan & Progress Monitoring Chart (Appendix F) followed by the spelling and decoding mastery measurements for each *SPELL-Links* lesson to be completed by the student arranged in the order in which the lessons will be completed. You may later wish to add the written work completed by the student during the writing activities and the Reading Performance Charts created during the reading activities, both marked with the date completed and organized according to lesson.¹

¹ Another option is to place the Performance-Based Instruction Plan & Progress Monitoring Chart or Supplemental Instruction Plan & Progress Monitoring Chart for each student inside a single binder. Use this binder to guide instruction and to record data during and after each session. In a separate binder, organize one complete set of decoding mastery measurements for all lessons in the *SPELL-Links to Reading & Writing* curriculum. As students finish lessons, open the binder to the corresponding mastery measurement. Administer the decoding test, allow the student to write her responses for the spelling test on a sheet of writing paper, score both tests, and record the data on the student's Performance-Based Instruction Plan & Progress Monitoring Chart.

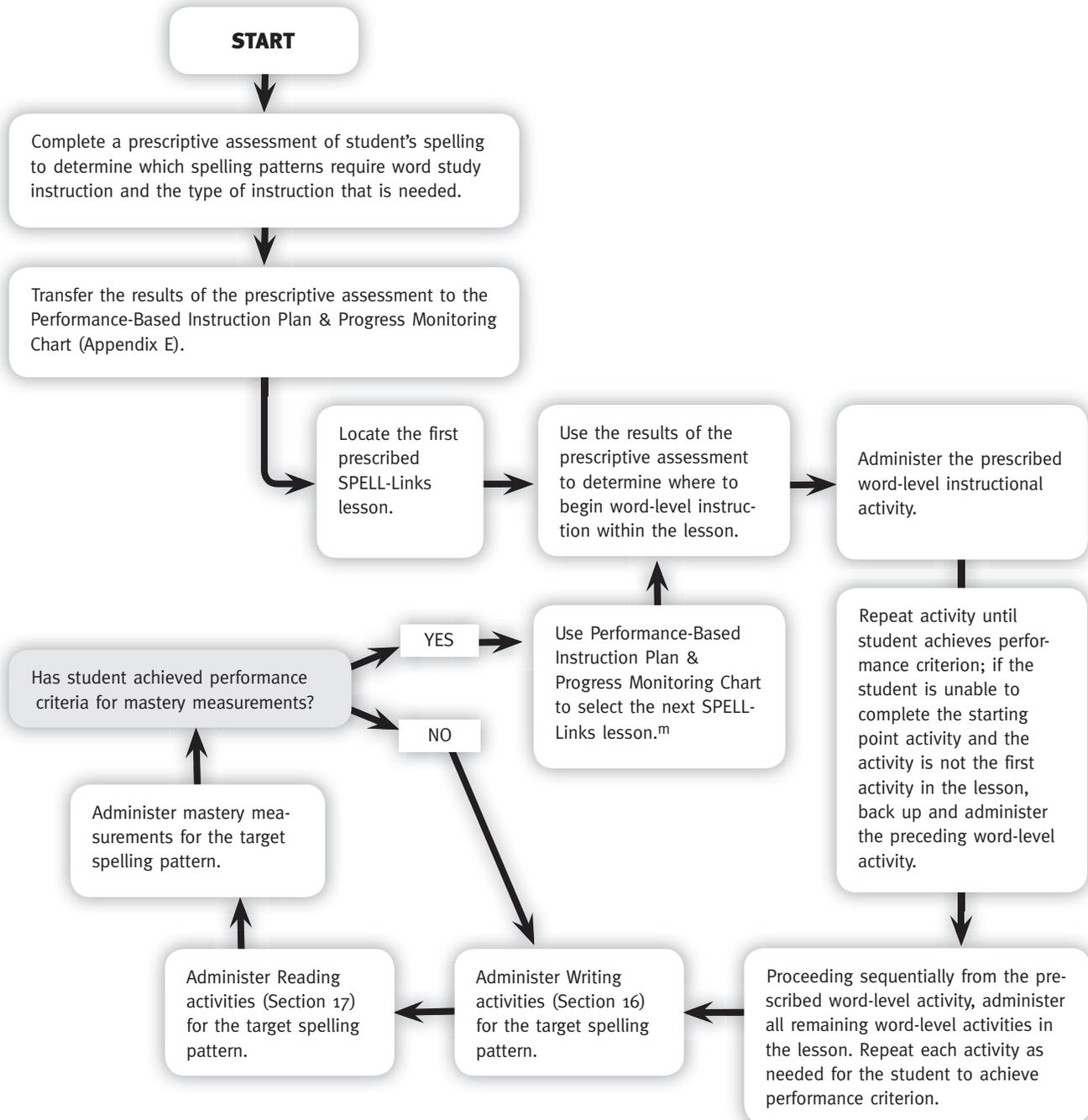
Progressing Through Lessons & Activities

Using a Performance-Based Instruction Plan

When using *SPELL-Links to Reading & Writing* as a performance-based curriculum, only those lessons targeting spelling patterns that the prescriptive assessment identified as problem areas are administered to the student. Once a performance-based instruction plan has been created, the teacher has a clear roadmap for progressing through the *SPELL-Links to Reading & Writing* lessons and activities. The teacher begins a lesson with a word-level activity for the specific type of word study instruction indicated by the results of the prescriptive assessment (e.g., letter patterns and spelling rules), proceeds sequentially through the remaining areas of word study instruction in the lesson (e.g., vocabulary and mental images of words), and wraps up the lesson with the writing and reading activities.

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Using a Performance-Based Instruction Plan



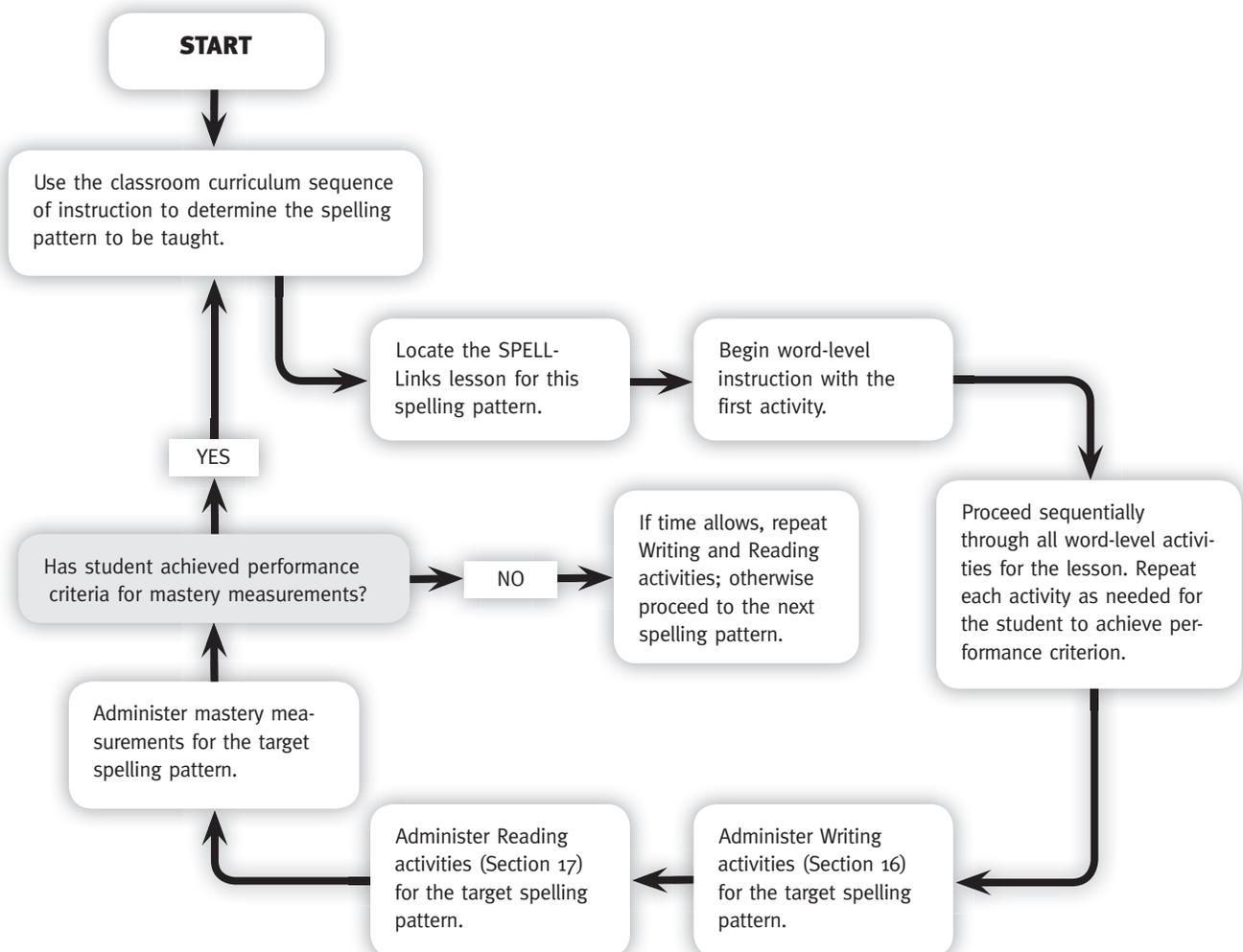
^m We recommend review and practice once a student completes three SPELL-Links lessons (see Review & Practice Across Multiple Spelling Patterns, p. xxvii).

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Using a Supplemental Instruction Plan

When using *SPELL-Links to Reading & Writing* as a supplemental curriculum, the order in which the lessons are taught is determined by the classroom curriculum. Each specific *SPELL-Links to Reading & Writing* lesson is administered in conjunction with, or as a follow-up to, classroom instruction of a particular spelling pattern. The teacher locates the corresponding *SPELL-Links* lesson and begins with the first phonological awareness instructional activity (if included in that particular lesson), proceeding sequentially through each area of word study instruction in the lesson, and wrapping up learning of the target spelling pattern by completing the writing and reading activities.

Using a Supplemental Instruction Plan

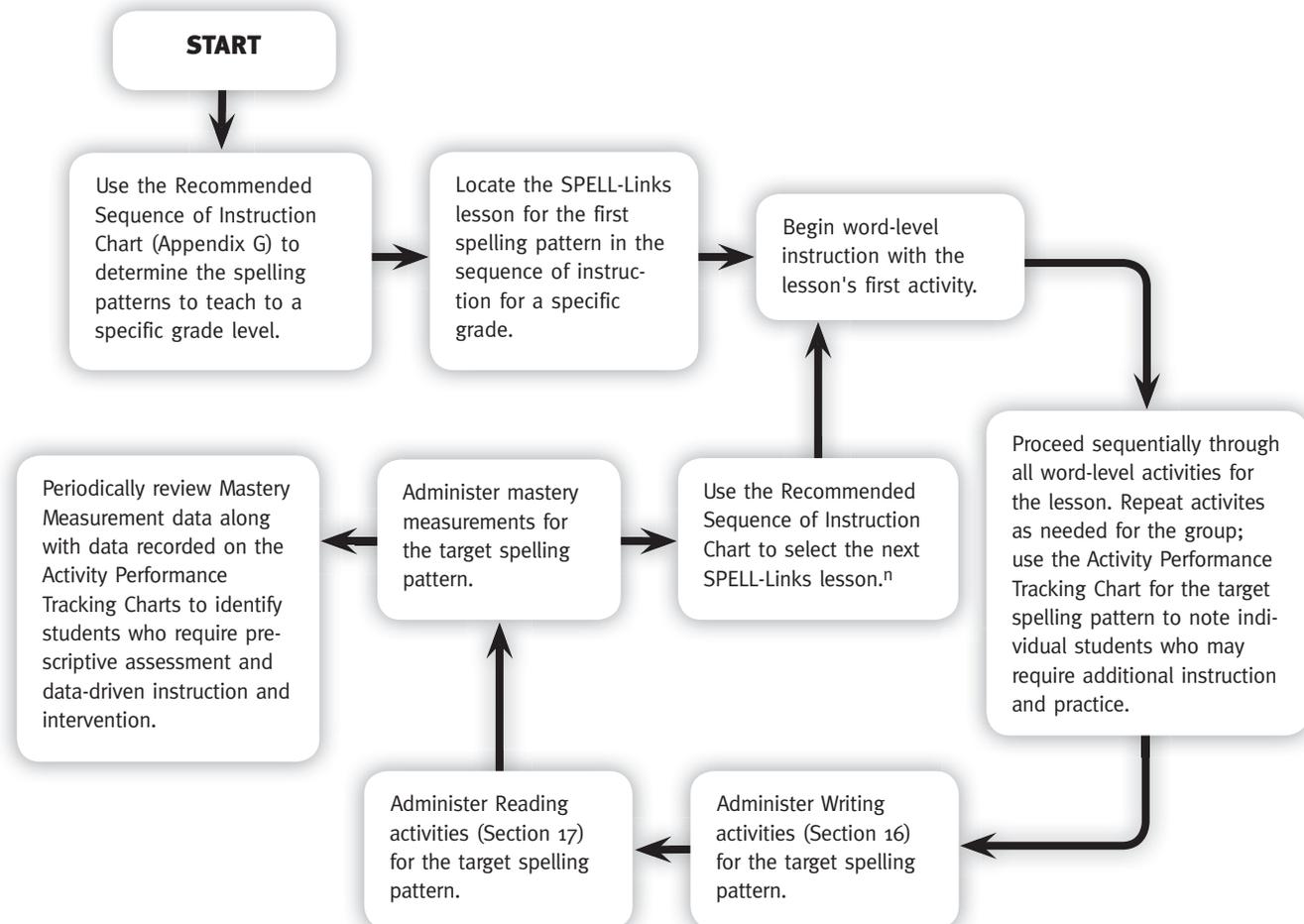


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Using a Curriculum Instruction Plan

When using *SPELL-Links to Reading & Writing* as a stand-alone word study curriculum, all students progress through the lessons according to the Recommended Sequence of Instruction Chart (Appendix G). Use this chart to identify the sequence of lessons for each grade. At the beginning of the school year, the classroom teacher locates the first SPELL-Links lesson for the classroom grade level and begins with the first phonological awareness instructional activity (if included in that particular lesson), proceeding sequentially through each area of word study instruction in the lesson, and wrapping up target spelling pattern learning by completing the writing and reading activities.

Using a Curriculum Instruction Plan



¹ We recommend review and practice once a student completes three SPELL-Links lessons (see Review & Practice Across Multiple Spelling Patterns, p. xxvii).



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Assessing & Documenting Student Progress

Teachers may chart student progress through the SPELL-Links to Reading & Writing curriculum by marking completion of each type of word study instruction and mastery measurement scores at the completion of each lesson on an individual student's performance-based instruction plan and progress monitoring chart or by marking the completion of each lesson on a supplemental instruction plan and progress monitoring chart. The teacher may also wish to chart and display student progress using the Student Progress Chart (Appendix H). During or at the end of implementation of the curriculum, the teacher may wish to use one or more of the spelling assessment tools (see pp. xxix–xxx) or other spelling, decoding, and fluency assessment tools to assess and document student progress.

Curriculum Fun & Games

Students and teachers alike will love the engaging SPELL-Links to Reading & Writing activities that promote active, hands-on learning and interaction between students and teachers. To add another layer of fun to activities, try implementing some of the following suggestions.



Share *your* ideas on the SPELL-Links to Reading and Writing Facebook page.

Segmenting Sounds

- For Tap & Map activities, allow students to place colored bingo chips in the sound boxes as they tap them.
- Use musical notes to stand for the syllables, or beats, within words. Outline or place one musical note made from colored paper on a central work area for each beat counted in a word. Then write the letter or letters that represent the vowel sound in each syllable inside the musical notes.
- Give each student a sheet of colored dot stickers and direct them to place one dot on their paper for each sound in a word. Then have students write the letter or letters that represent the sounds inside (or under) the corresponding stickers. You may allow students to choose the colors or you may direct them to use one color for consonant sounds and another color for vowel sounds.

Discriminating Sounds

- Include your students' names in the activity word list when they contain the target vowel or consonant sound(s).
- Allow students to stand up and sit down to indicate aural recognition of the target sound.



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Letter-Sound Relationships

- Allow students to make silly gestures to indicate aural recognition of the target sound.
- Allow students to use glitter glue, gel pens, or other coloring tools to trace the allowable spellings of a target sound.

Letter Pattern & Spelling Rules

- Allow students to use glitter glue, gel pens, or other coloring tools to trace the spellings that are predicted by a target spelling rule.

Vocabulary

- Encourage students to watch for and collect real-life examples of homophone confusions, for example, a sign on the door of a restaurant that says “Sorry, we are closed. We’re out of meet.” Students can write down or take pictures of their discoveries. Teachers can share the photos on the SPELL-Links to Reading and Writing Facebook page.

Mental Images of Words

- Print empty Word Picture Frames (available in the SPELL-Links to Reading & Writing Companion Cloud). Have students “frame” the words studied during the activity and hang them in a classroom Word Gallery.
- **Use Rhyme This Time**
 - ❑ Challenge students to see how many real words containing the target word ending they can think of within a set time period.
 - ❑ Ask students to make up fun sentences using all the words with the same word ending, “The elf fell off the shelf and scared himself.”
- **Picture This!**
 - ❑ Work together to spell a word backwards, with the teacher and student taking turns saying alternating letters.
 - ❑ Allow students to use crayons to write the word they see in their “mind’s eye”, using one color for vowel letters and another for consonant letters.



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Decoding & Reading Fluency

- Challenge students to find or re-create a piece of writing from everyday life (handwritten note, email, advertisement, product container, etc.) that contains all the target letters of the current lesson. Have the students underline the letters and sort the words by different spellings of individual sounds. You may wish to award a prize to the student who finds the most instances of the target letters or instances of each different spelling of the target sounds.
- Challenge students to identify all words that contain certain letters, sounds, or spelling patterns in a short story, book, or other selected reading material. Write all the words found by students on a central work area and divide students into groups. Have each group work together to complete an assigned task with these words. Challenge students to see which group is the first to complete the task. Tasks may include sorting words by number of sounds, by number of syllables, or by position of letter or sound in word (beginning, middle, or end). Alternatively, you may allow three minutes per task and see which group correctly sorts the most words in the allotted time. When all sorting tasks have been finished, call on students to read aloud the text.

Writing

- Challenge students, individually or in groups, to write a story, poem, or song lyrics using as many of the words from a lesson as possible; you may also allow them to add illustrations or music. When they have finished, have students present their creations to the class.
- Challenge students to write a story using each allowable spelling of the target sound(s) at least once. You can keep the stories in the writing center to use for individual review and practice.
- Review student writing to find and circle misspelled words or ask students to review their own writing. Place the appropriate strategy sticker(s) above each circled word and challenge students to self-correct their own spelling mistakes. Alternatively, challenge students to identify the appropriate strategy or strategies that can help them to correctly spell the misspelled words.



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Classroom Extension Ideas

- Dismiss students to recess based on the number of target sounds in their names.
- Each morning review the lunch menu. Say the words in slow motion and ask students to quickly blend the sounds together. Then ask students to segment the words.
- Display the SPELL-Links 14 Strategies for Spelling Success classroom poster (sold separately). When the class encounters a new word during instruction, challenge them to explain how to use one or more of the strategies to spell or read the word. Allow one student to write the word on a word wall and affix the appropriate strategy sticker(s) next to the word. When every strategy has been used, consider offering a class reward.
- Have each student create their own word gallery book using construction paper for the front and back covers and notebook paper for the inside pages. Students may staple the papers together or use a hole punch and yarn to make the books. Be sure to have students add a title and their names as authors. When a student misspells a word, ask him/her to add that word to the book and to place the appropriate strategy sticker(s) next to the word. When every strategy has been used, offer the student a reward, such as a special sticker to decorate the book cover.

Curriculum FAQs

1. When teaching a lesson that addresses more than one target sound (for example, Lesson 6 address the target sounds / r / and / l /), is it OK to focus on one target sound and its corresponding spelling pattern at a time?

When presenting activities with multiple target sounds you may teach one target sound at a time to allow students to focus on just one sound.

2. Do I need to use all the words in a starter word list?

Each starter word list is carefully controlled to help students achieve the activity's learning objectives. If students grasp the word study skills and strategies before all words in the starter word list have been presented, it is not necessary to go through the complete list.



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3. Is it OK to modify a starter word list?

Each starter word list is carefully controlled to help students achieve an activity's learning objectives. Depending on the ability level of your students and your activity goals (e.g., teach vs. enhance word study skills), you may choose to modify the starter word list by replacing or adding words with the target spelling pattern. The *SPELL-Links Word List Maker* (sold separately) allows you to search for words by spelling pattern, letter, or sound. You can then filter results by position of letter, sound, or spelling pattern in word; grade level of word; specific letters in word; or number of syllables in word. You can also organize word lists by position, grade level, syllables, and word frequency.

4. Is it OK to present different words to different groups of students within the same activity in order to match words to student ability levels?

Yes, this is an acceptable and desirable teaching strategy.

5. Are students expected to memorize all the allowable spellings presented in letter-sound relationships activities?

No, the goal of the letter-sound relationships activities is for students to become aware of multiple spellings of target sounds, to gain exposure to irregularly spelled words, and to understand the purpose of the multiple-linguistic, multiple-strategic approach featured in *SPELL-Links to Reading & Writing*.

6. Can I present only some of the allowable spellings during the letter-sound relationships activities?

Always present all of the allowable spellings during the letter-sound relationships activities. Exposure to all allowable spellings, not just grade-level spellings, of a target sound is a critical component of the multiple-linguistic, multiple-strategic word study approach featured in *SPELL-Links to Reading & Writing*.

7. Is it OK to modify the exact wording of the directions provided to the student?

Modifying the exact wording of the step-by-step directions and question prompts to match the student's developmental level is recommended.

8. Can I modify an activity to make it more appropriate for a particular group of students?

Nobody knows your students better than you do so feel free to modify an activity to best match your students' level of development and interest. You may modify a task as long as you do not modify the teaching elements (explanation, modeling, practice, feedback, reflection) as presented in the activity. For example, in the Hidden Treasure activity you may wish to place a sticker under a sheet of paper or a trinket under a paper cup instead or a coin under a card.



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- 9.** Some students require more assistance than I can provide in whole class teaching. How can I modify *SPELL-Links to Reading & Writing* to accommodate these students?

You may wish to consider separating the class into smaller groups, each group working with a teacher or aide. Alternatively, one or more groups may be assigned independent word study work to complete while you work directly with one group.

- 10.** When do I proceed from one activity to the next?

Each activity builds on the preceding activity within that lesson. Therefore, repeat an activity until students achieve the performance criterion before proceeding to the next activity.

- 11.** Do my students need to simultaneously say sounds as they write letters during all activities or just during the segmenting activities that teach this skill?

Saying sounds as you write letters is a critical word study skill and should be practiced continuously so that it becomes second nature. In fact, while each *SPELL-Links to Reading & Writing* activity teaches one or more specific word study skills and strategies, instruction should always focus on improving students' ability to use all of the word study knowledge, skills, and strategies in conjunction with one another.

- 12.** During the writing activities, should I expect students to correctly spell all words or just words with the target spelling pattern?

The focus of the *SPELL-Links to Reading & Writing* activities is always on the target spelling pattern. You may choose to ignore spelling errors that occur on spelling patterns that are beyond the students' current level of word study or you may wish to simply provide the correct spellings and reassure students that they will learn how to correctly spell those spelling patterns another time. If, however, students make errors on spelling patterns previously studied and learned, you may wish to call attention to the misspellings and facilitate the correct spelling of those patterns as well.

- 13.** How do I develop auditory discrimination skills with students who have uncommon discrimination errors (i.e., for which there is not a specific discrimination activity or starter word list)?

For students who have uncommon discrimination errors, you can adapt a discrimination activity from another lesson by modifying the target words and the foil words (i.e., the words that contrast with the target vowel pattern).



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Related Resources

Join Spell Talk, a free online discussion group for educators dedicated to improving word study skills. <http://mailman.listserve.com/listmanager/listinfo/SpellTalk>

Join SPELL-Link'd, your free collaborative research-to-practice forum. Exchange ideas, share activities and materials, ask questions about specific methods and individual students, and see *SPELL-Links* in action.

<http://www.learningbydesign.com/spell-link-d.html>

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