

Manual for Teaching Spelling by Pattern

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“Those who set out to remember every letter of every word will never make it.”

“Those who try to spell by sound alone will be defeated.”

“Those who learn how to ‘walk through words’ with sensible expectations, noting **sound, pattern, and meaning relationships**, will know what to remember, and they will learn to spell English.”

These wonderful quotes from one of the leaders in spelling development research summarizes the three main concepts of spelling that word detectives need to master in order to become competent spellers and readers of English.

Henderson, E. (1990). Teaching Spelling: Second Edition. Boston: Houghton Mifflin Company

Stages of Spelling Development

- Stage 1: Spelling by Sound
Typically K^gtn. through 1st grade
- Stage 2: Spelling by Pattern
Typically mid-1st through 3rd grade
- Stage 3: Spelling by Syntax and Meaning
Typically 3rd grade and up
Some syntactical patterns mastered in 2nd grade (ed)

In Stage One, successful word detectives spell words the way they sound, e.g., “bot” for “boat.” This is the concept that children need to be sound detectives, “walking through words by sound.” For example, a note from a first grade child to his grandpa about the empty refrigerator box that the child found in the basement: “Grandpa (spelled for him by Grandma), carv u dor cirdbord.”

In Stage Two, children come to realize that (1) many word parts that sound alike are spelled with different letters, e.g., “kitten” and “cute,” and; (2) many word parts that sound different are spelled the

same, e.g., “know” and “cow.” These are the two major clues that word detectives need to crack in order to “walk through words by pattern.”

In Stage Three, word detectives must notice the syntax and meaning clues that determine spelling. For example, “spelled,” “danced,” and “wanted” all sound differently at the end but are spelled the same because they denote past tense. “Sign” and “signal” have the same root, which is spelled the same even though it is pronounced differently.

Dysphonetic readers who have not mastered phonological skills will have trouble from the beginning with spelling by sound. They may be most anxious for the “correct” spelling or produce rather bizarre spellings. Later on, they will learn rudimentary sound-letter principles, but will be much lower than peers in spelling unknown words phonetically. Therefore, spell checkers and electronic dictionaries are of little use to them.

Dysorthographic readers may seem to be doing well in first grade because they have excellent phonological awareness and can spell by sound. However, they have trouble moving to the Spelling by Pattern stage. You will almost always recognize the word they are trying to spell—it is phonetically correct in most cases.

Major Concepts of Stage 2: Spelling by Pattern

- Children learn that the same sound can be made by different letters
 - c, k, ck
 - a_e, ay, ai
- Children learn that the same letter patterns can be pronounced differently
 - few, sew
 - cow, know

Principles for Teaching Spelling Patterns

- Don't teach rules!
 - Children need **experiences** with words, not rules
 - Literate adults do not use rules
 - Teaching is not telling
- Do teach children to “walk through words”
 - Provide examples
 - Ask children to sort
 - Discover the pattern
 - Develop Wall Charts
 - Find more words
 - Make up pattern stories

Pattern Spelling Sequence

Beginning /k/

k, c

Ending /k/

ck, k

Long vowel --/a/

ay, ai

Open-closed syllables

one-syllable words

two-syllable words

Long vowel --/a/

a (open syllable), ai, ay

Long vowel--/o/

ow, oa

Long vowel--/o/

ow, oa, o (open syllable)

Past tense (-ed)

danced /t/, wanted /ed/, warned /d/

Open-closed syllables

two and three-syllable words

Vowel diphthongs

ow/ou

oi/oy

More /k/ patterns

c in middle or at end of polysyllabic words

ch

Consonant Doubling

ed, ing

Beginning /j/

giant/jump

Ending /shun/

tion

sion

cian

1. Start with a sound that has two or more spellings (/j/ = j or g)
2. List 10-20 grade-level words that fit that pattern
3. Have students sort according to how the SOUND is spelled
4. Have students discover the PATTERN
5. Have them find more words that fit the pattern
Encourage "YA BUTS.." Why don't they fit the pattern?
6. Make personal dictionaries or word boxes of spelling patterns. Categorize the dictionaries by SOUNDS, e.g., Beginning /k/

Testing Mastery of Spelling Patterns

1. Spelling test: Challenge them with above-grade-level words (3-4 grade levels)
 - One point for spelling the PATTERN correctly
 - two points for spelling the rest of the word by SOUND
 - Three points for correct spelling
2. Dictate pattern-based sentences/stories
A long time ago there was a boat named Joseph. He floated with smoke blowing from his smokestack. When it snows Joseph has to go solo to tote his cargo.

Template for Developing Spelling Lessons

| | |
|----------|--------|
| Pattern: | Sound: |
| | |
| Ya Buts: | |

Day One: Sort and Discover the Pattern

Directions:

Words to sort:

Completed sort:

| Pattern: | | |
|--|--|------------------------------------|
| ay at end of word or syllable | ai in middle of word or syllable | ā in open syllables |
| playground hay today player Jaywalker payonet | afaid waiter train abstain rainbow maintain | āpron valeātion shē mājor |
| Ya Buts: | | |

Questions about the pattern:

Day Two: Extending the pattern

Add words:

Find "Ya buts..."

Discuss "Ya buts..."

Day Three: Extending the pattern

Bulletin boards:

Personal Dictionaries:

Day Four: Practicing the pattern

Pattern stories:

Partner challenges:

Day Five: Testing the pattern

| Challenge words | 0 point responses | 1 point responses | 2 point responses |
|------------------------|--------------------------|--------------------------|--------------------------|
| | | | |
| | | | |

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Spelling by Pattern: Weekly Plan

PREPARATION: Choose one sound that has two or more spellings (/j/ = j or g)

- List 10-20 grade-level words that fit that pattern

DAY ONE: Have students sort according to how the SOUND is spelled

- Preferable to have students work with partners
- Ask them to discover the PATTERN
- Suggestion: Make up a mnemonic to remember the pattern, e.g., “Cute cat on a coat” and “kitten in a kettle” for beginning /k/ pattern.

DAY TWO: Ask student pairs to find more words that fit the pattern

- Some sources: reading books, internet
- Add words to the lists
- Encourage “YA BUTS..” Why don’t they fit the pattern?

DAY THREE: Make bulletin board lists, personal dictionaries, or word boxes of spelling patterns

DAY FOUR: Have students make pattern-based sentences or stories

EXAMPLE: Once there was a boat named Joseph. He floated with smoke blowing from his smokestack. When it snows Joseph has to go solo to tote his cargo.

DAY FIVE: Spelling test: Do not dictate words that they have sorted. Challenge them with above-grade-level words (3-4 grade levels)

- One point for spelling the PATTERN correctly
- two points for spelling the rest of the word by SOUND
- Three points for correct
- Dictate sentences

SPELLING PATTERN LESSONS

Each spelling pattern lesson contains the following information:

1. The target phoneme
2. The pattern that students will discover after they have sorted the words
3. Directions to the students for what sound to listen for, and where in the word they should direct their attention
4. Two lists of words to sort: (1) Level 1 for younger students (2nd-3rd grade, English learners, or dyslexic students reading at 1st-3rd grade level); and (2) Level 2 for older students and those reading at or above 4th grade.

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Phoneme: Beginning /k/

Pattern: Words beginning with a k are followed by the letters i or e. Words beginning with a c and make the /k/ are followed by the letters a, o, or u. It does not matter whether the vowel sound is long or short.

Day One: Sort and Discover the Pattern

Directions: Work with a partner to discover the patterns of how the /k/ sound is spelled when you hear it at the BEGINNING of a word.

Words to Sort: Level 1

kite

cup

call

king

cap

kingdom

cute

kid

key

cot

kill

coat

can't

cuff

key

cold

cut

carrot

keeper

kit

cake

kind

keep

comb

camp

cage

kick

kitchen

Words to Sort: Level 2

kindergarten

culture

calculator

kilogram

catalog

kidney

camping

keyboard

kennel

conscience

cocoon

kernel

corruption

kiwi

cultivate

commiserate

keychain

calamity

collection

Phoneme: Ending /k/

Pattern: One-syllable words ending in ck have the short vowel sound immediately preceding /k/. All other one-syllable words with ending /k/ are spelled with k. NOTE: Level 2 has some two-syllable words that follow the pattern on one-syllable words.

Ending /k/: Level 1

| | |
|-------|-------|
| pick | junk |
| lock | kick |
| black | week |
| blank | talk |
| trunk | look |
| pack | pink |
| sunk | tuck |
| freak | cheek |
| book | luck |
| stack | rock |
| sick | duck |
| stalk | hook |
| oak | soak |
| jerk | park |
| milk | |
| brook | |
| silk | |
| creek | |

Ending /k/: Level 2

speck

debunk

slack

walker

wreak

trickster

fleck

sparkle

lark

tweaked

blanket

leak

tweak

weak

stick

streak

blacken

stock

shriek

shark

buttonhook

speak

talk

jacket

lurk

spank

slacker

spark

Spelling by Pattern: Long a

Phoneme: Long a (ay, ai)

Pattern: Long a is spelled ay when the sound occurs at the end of a word or syllable. It is spelled ai when the long a sound is in the middle of a syllable.

Day One: Sort and Discover the Pattern

Directions: "Today we are going to study words that have long a sounds. Sort these words according to how the long a sound is spelled."

Long a: Level 1

| | | |
|---------|----------|------------|
| afraid | way | wait |
| tray | waiter | playground |
| lay | railroad | |
| sail | pay | |
| Spain | main | |
| Monday | play | |
| claim | ray | |
| paint | pain | |
| today | train | |
| stain | hay | |
| display | rail | |
| okay | stay | |

Long a: Level 2

taint

Ukraine

player

restraint

alleyways

waist

decay

retainer

explain

mayonnaise

vain

stray

rainbow

airways

portray

mayor

faithful

assayer

maintain

bailiff

daintybelay

array

crayon

allay

plain

jaywalker

payable

allayed

braying

abstain

bayonet

Open-Closed Syllables

Day One: Sort and Discover the Pattern with one-syllable words

Directions: “Today we are going to study words that have either a long or short vowel sound. Sort these words according to how the vowel sounds.

Pattern: If a one-syllable ends in a vowel, the vowel is long. If a consonant follows the vowel, the vowel is short. (The consonant “closes in the vowel” and makes it short.)

go
Ben
hit
got
he
be
hit
lo
son
lot
shut
chat
cat
so
mat
tin
fun
chin
grin

sun

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Day Two: Sort and Discover the Pattern with two-syllable words

Directions: “Yesterday you learned that if a short (one-syllable) word ends with a vowel, the vowel sound is long. If the word has a consonant at the end, the vowel sound is short. The consonant closes in the vowel and makes it short.

Today we are going to study words with more than one syllable. We'll divide each word by syllables and find out whether the vowel has a long or short vowel sound. Sort these words according to how the vowel sounds. Put a $\bar{}$ over the vowel if it has a long sound /ā/. Put a short vowel with a cup over it /ă/. ”
Example: pr \bar{o} / gră \acute{m} .

Sometimes you don't hear the vowel in a word. If that's the case, don't mark the vowel. Put a line under the silent vowel to show that you recognize that it has no sound. Example: dōnor.

demon

rabbit

rabies

subject

iron

contrast

program

table

apron

cater

cycle

protest

picture

winter

prosper

desist

donor

centrist

sliding

using

sledding

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Long Vowel / ā / (ai, ay, ā -open syllable)

Pattern for one-syllable words: If you hear ā in the middle of a one-syllable word, it will usually be spelled with “ai”. If you hear /ā/ at the end of a one-syllable word, it will usually be spelled with “ay”.

Pattern for longer words (two syllables or more): Syllables that end with / ā / at the beginning or middle of polysyllabic words are usually spelled with a single “a”. They may be spelled with “ay”. (When does this pattern fit?)

basis

population

crayon

atrium

affirmation

acorn

mayor

application

escalator

hydroplaning

agent

baker

bayonet

catering

APPENDIX

Sound Sorting Cards

Beginning /k/: Level 1

kibble

kill

kind

cup

kick

kettle

collide

cope

common

king

cater

camp

cabbage

kennel

kelp

kingdom

cold

kiwi

commute

cotton

cabin

kid

carrot

key

keeper

cob

kitten

college

cast

Beginning /k/: Level 2

collection

cocoon

capital

keyboard

keepsake

catalog

cultivate

commiserate

corruption

culpable

kernel

customary

kindergarten

kinship

collection

cobble

culture

kidney

calamity

conscience

Ending /k/ (Level 1)

soak milk lurk creek

lark quick stalk junk

leak spunk peak kick

pick freak jerk slack

lock book seek week

black stack speck talk

blank shark thick tuck

trunk speak silk weak

pack talk walk stock

shriek

luck

rock

look

spank

spark

hook

oak

/ay/ vs. /ai/

afraid

sail

claim

tray

Spain

paint

lay

Monday

today

stay

slay

vain

explain

railroad

ukraine

detain

sway

pray

today

clay

stain

player

stray

pay

rainbow

main

hay

waist

portray

play

display

ray

okay

pay

taint

pain

way

train

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