Maual 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 Kgtn. 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 they 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
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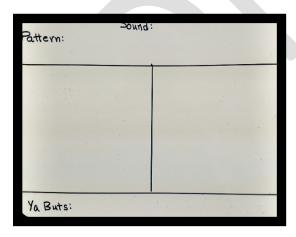
- 1. Start with a sound that has two or more spellings (/j/ = j or g)
- 2. List 10-20 grade-level words that fit that pattern
- 3. Have students sort according to how the SOUND is spelled
- 4. Have students discover the PATTERN
- 5. Have them find more words that fit the pattern Encourage "YA BUTS.." 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



Day One: Sort and Discover the Pattern

Directions:				
Words to sort:				
Completed sort:				
Pattern: ay at end of ai in middle of syllable syllables play ground afaid waiter train abstain player vainbow mantain lay walker payonet Va 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



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.



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 carrot keeper cup call kit king cake kind cap kingdom keep cute comb kid camp key cage kick cot kill kitchen coat can't cuff

key

cold

cut

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 bailiff

Ukraine daintybelay

player array

restraint crayon

alleyways allay

waist plain

decay jaywalker

retainer payable

explain allayed

mayonnaise braying

vain abstain

stray bayonet

rainbow

airways

portray

mayor

faithful

assayer

maintain

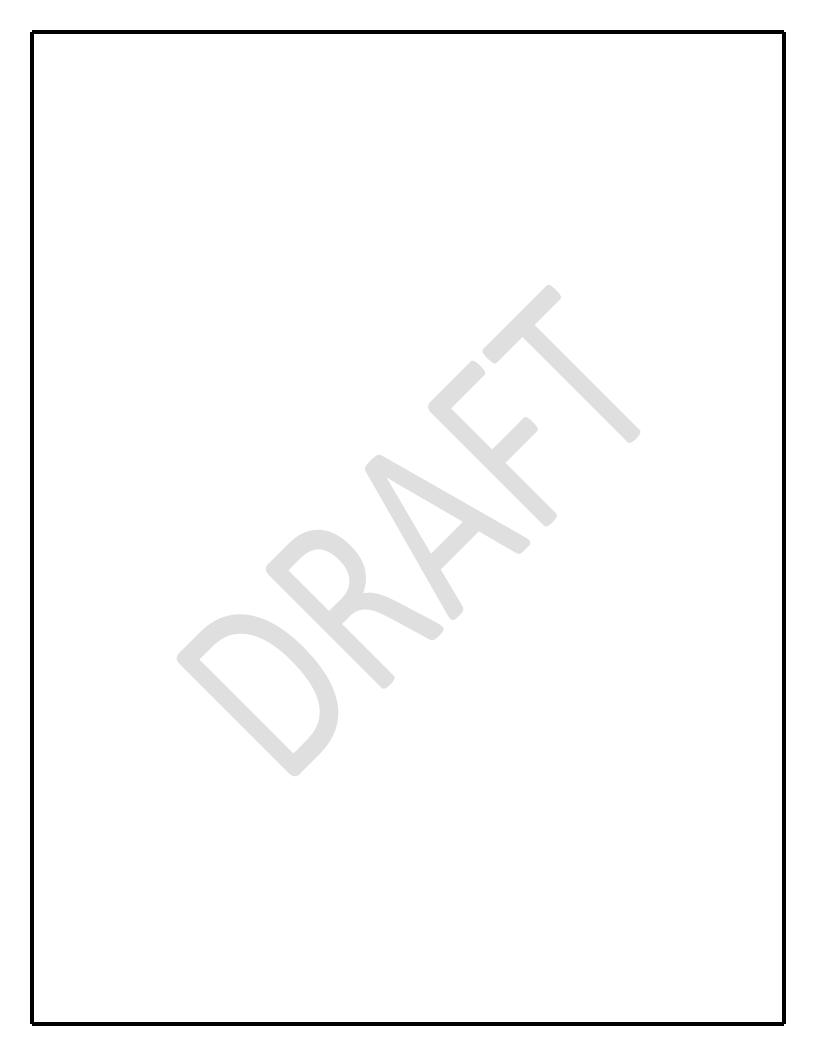
Open-Closed Syllables

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.)

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



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 over the vowel if it has a long sound /ā/. Put a short vowel with a cup over it /ă/. " Example: prō/ grăm.

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: donor.

donor demon centrist rabbit

sliding rabies

using subject sledding

contrast

iron

program

table

apron

cater

cycle

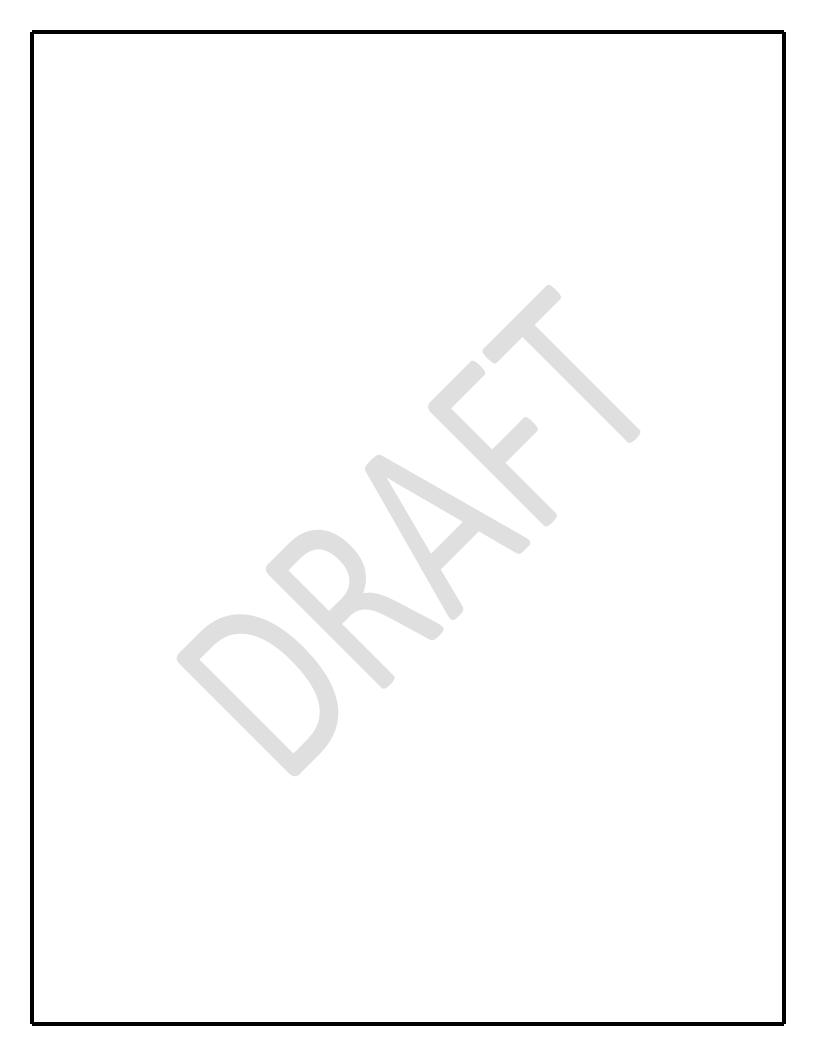
protest

picture

winter

prosper

desist



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 $/ \bar{a}/$ 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

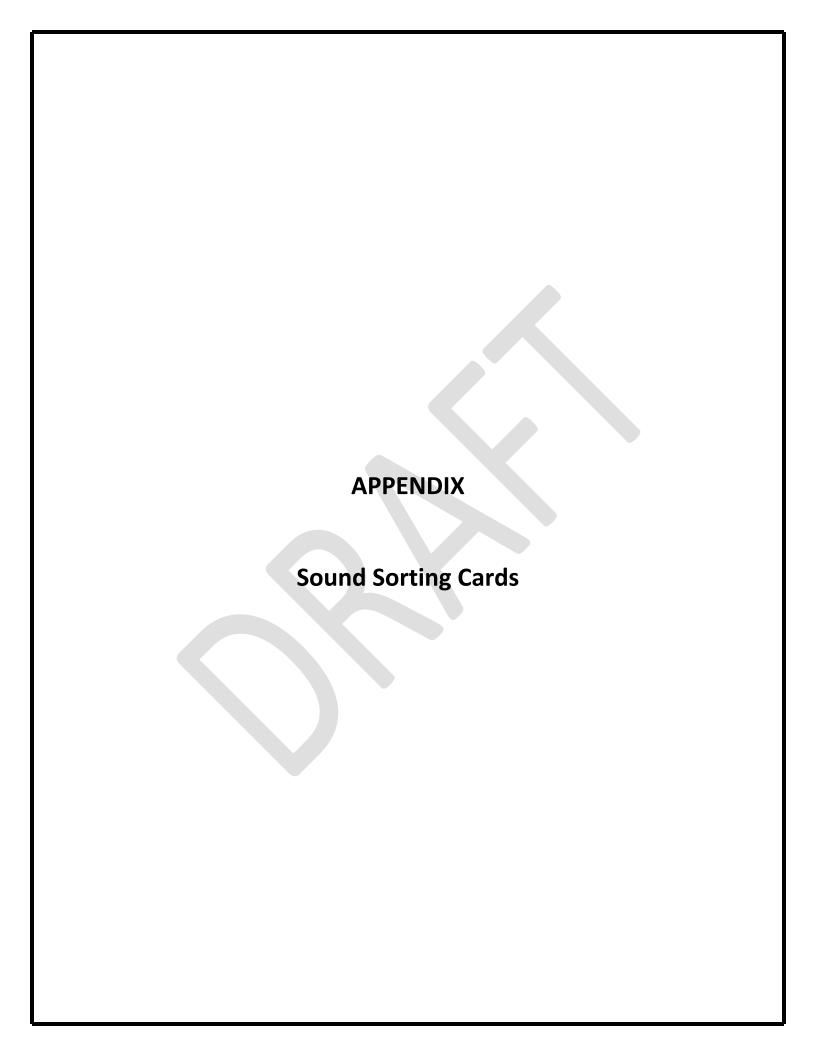
hydroplaning

agent

baker

bayonet

catering



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

