

Karissa

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Vocab-

Cursive style writing- flowing form of writing in which the strokes of the letters in each word are joined

Early phonemic spelling- children represent one or two phonemes in words with letters

Editing conference- time when the teacher discusses the mechanical rules a student used correctly and teaches one or two rules he or she still needs to learn

Letter-name spelling- children break words into phonemes and choose letters to represent the phonemes based on similarity between the sound of the letter names and the respective phoneme

Manuscript style writing- vertical form of writing with letters made with circles and straight lines

Prephonemic spelling- children form letters correctly, but they have not yet discovered that letters represent the sounds or phonemes in words

Transitional spelling- children write words that look like English words, though the words are not all spelled correctly

Five stages of spelling-

1. Prephonemic stage- children can form letters correctly, but they haven't discovered that letters represent the sounds and phonemes in words, three to five year olds
2. Early phonemic stage- children attempt to represent phonemes in words with letters, but they usually represent only one or two letters in words, generally the initial and final sound, typically five to six year olds
3. Letter-name stage- children break words into phonemes and choose letters to represent the phonemes based on the similarity between the sound of letter names and the respective phonemes, six year olds
4. Transitional stage- children write words that look like English words though the words are not all spelled correctly. Typically, each syllable has a vowel. Unlike children in the earlier stages, transitional spellers no longer rely mostly on sounds to present written words; transitional spellers use a morphological and visual strategy also. Visual memory of spelling patterns. Typical for seven and eight year olds
5. Correct spelling stage- children spell nearly all words correctly, though like all of us, assistance may be needed with occasional troublesome words. Typically when they are eight or nine years old.

12 Principles to guide teaching grammar-

1. Teaching grammar divorced from writing doesn't strengthen writing and therefore wastes time

2. Few grammatical terms are actually needed to discuss writing
3. Sophisticated grammar is fostered in literacy-rich and language-rich environments
4. Grammar instruction for writing should build on students' developmental readiness
5. Grammar options are best expanded through reading and in conjunction with writing
6. Grammar conventions taught in isolation seldom transfer to writing
7. Marking corrections on students' papers does little good
8. Grammar conventions are applied most readily when taught in conjunction with editing
9. Instruction in conventional editing is important for all students but must honor their home language or dialect
10. Progress may involve new kinds of errors as students try to apply new writing skills
11. Grammar instruction should be included during various phases of writing
12. More research is needed on effective ways to teaching grammar to strengthen writing

*not just a collection of memorizing dos and don'ts

*spelling and handwriting need to be explicitly taught

*instruct on writing style based on whether or not there is learning disabilities

*spelling instruction varies by what stage students are at