

English Learners' Spelling and Writing Development



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Who are our English Language Learners ?



•Demographics:

- Fastest growing portion of the school aged population.
- 4.6 million students
- 169% increase in last 20 years compared to 12% increase in total enrollment.
- Represents 400+ languages of origin
- Spanish is the most common native language (77%)
- Arabic and Chinese are next most common languages (2.3%, 2.2%)

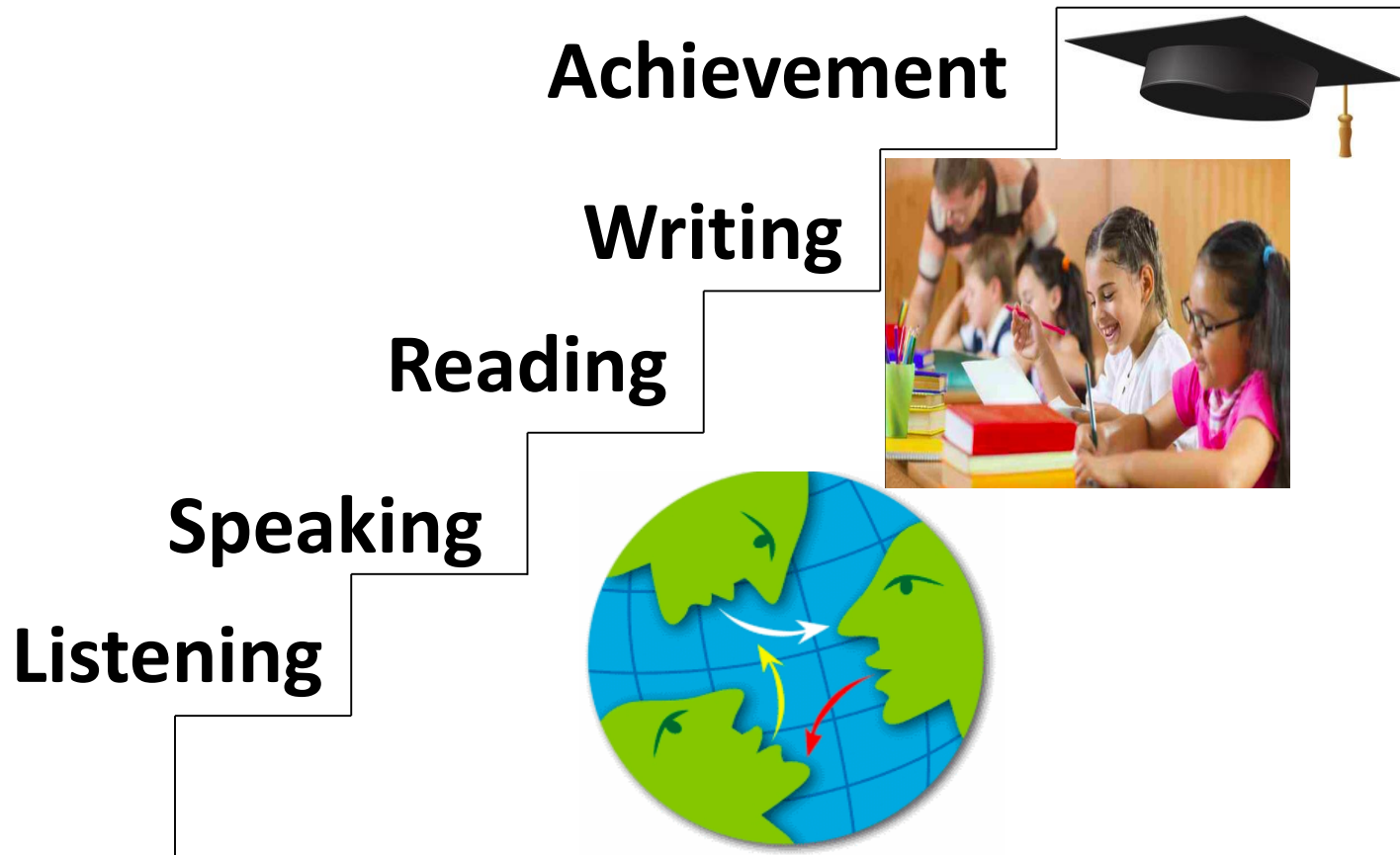
English Language Learners & Academic Achievement

• **NATION'S REPORT CARD**

- 21 point deficit in literacy for ELLs in 8th grade
- 24 point discrepancy for ELLs in 4th grade
- 30 point discrepancy for low SES



A Continuum



Spelling is a High Level Skill

- **Spelling is a necessary skill for successful reading and writing.**
- **Spelling can be more challenging than decoding.**
- **You may observe readers who have poor spelling.**
- **It is less likely to observe a good speller who cannot read.**

Time for the Spelling Test!

What do students do?

The teacher says the word. The student must....

- 1. Listen to the word**
- 2. Say the word**
- 3. Determine the sounds within words**
- 4. Remember the sequence of sounds**
- 5. Determine the best letters to represent the sounds**
- 6. Remember specific rules about the sounds**
- 7. Recall the sequence of sounds and their corresponding letters**
- 8. Write the letters**
- 9. Do this in less than a minute and prepare for the next word**



Differences Between Reading and Spelling

In reading you decode words from

Symbol - Sound

In **spelling you write words from**

Sound - Symbol

Characteristics of Good Spellers

Students who are good spellers have:

- **excellent phonological awareness skills**
- **the ability to visually recognize patterns**
- **excellent auditory discrimination skills**
- **excellent sequencing skills**
- **mastered the alphabetic principle**
- **morphological knowledge**
- **orthographic memory**

Spelling is Related to Domains of Language

Good spellers understand the phonology, the orthography and the morphology of the language.

Noah Webster's Description of Spelling

Spelling is the foundation of reading
and the greatest ornament of
writing

What do Teachers Typically do in the Classroom?

- 1. Provide list of spelling words**
- 2. Help students practice writing list of words**
- 3. Help students memorize words**
- 4. Have students write a sentence with words**
- 5. Give practice test on Thursday**
- 6. Give spelling test on Friday**

Spelling is NOT a
matter of rote memorization!

Spelling as a linguistic task

Students need to know:

- **The sounds of the language or the phonology**
- **The letter and sound correspondences**
- **The spelling patterns and rules**
- **Orthography and have orthographic memory**
- **Morphology**

SHANE, TEMPLETON, AND MORRIS (2000)

Spelling is a linguistic and conceptual process which involves knowledge of the alphabet, syllables, and word meanings. Spelling tells us about what a student knows about words.

Stages of Spelling Development

STAGE

SPELLING INDICATORS

Pre-communicative Stage

- Writing is not readable by others.
- There may be random strings of symbols
- Letters may be in either case and used indiscriminately.
- There is no indication of letter-sound correspondence.

Semi-phonetic Stage

- Spelling is characterized by first attempts at letter-sound correspondence.
It may be abbreviated, with only one or two letters (usually consonants) to represent a word, e.g. *WK (walk), PO (piano), and S (saw)*.
- Children have great difficulty with vowels, e.g. *FESH (fish)*.

STAGE

SPELLING INDICATORS

Phonetic Stage

- All essential sounds may be represented by letters, e.g. *STIK (stick), TABL (table) and FLOR (floor).*
- There may be substitutions of incorrect letters with similar (or even the same) pronunciation. Actually, these substitutions often indicate that the speller is using a great deal of common sense. e.g. *JRINK (drink).*
- Nasal consonants may be omitted, e.g. *STAP (stamp)*
- Past tense may be represented in different ways, e.g. *PILD (peeled), LOOKT (looked) and TRADID (traded).*

Transitional Stage

- Visual and morphemic strategies become more important.
- Vowels appear in every syllable. e.g. *ELAFUNT*
- Nasals appear before consonants. e.g. *COMBO*
- A vowel is inserted before a final 'r.' e.g. *RUNNUR* instead of *RUNNR.*
- Common English letter sequences are used. e.g. *YOUNITED.*
- Vowel digraphs often appear. e.g. *MAIK* and *MAYK.*
- Inflectional endings (s, 's, ing, ed, est) are spelled conventionally.
- Correct letters may be used but in the incorrect sequence. e.g. *BECAUSE (because) and PLIAN (plain).*

Some Students May Have...

- A **complete** representation of a word **with** knowledge of phonology, morphology, and **orthographic pattern knowledge**.
- A **complete** representation of word **without orthographic pattern knowledge**.
- A **partial** representation of a word.

Complete, Partial or Complete with Orthography?

▣ Monolingual students

- | | |
|-------------|--------------------------------------|
| l a f e n t | - complete (mono- and bilingual) |
| r e d e | - complete with orthographic pattern |
| c h r a n | - complete |

▣ Bilingual students

- | | |
|---------|----------------------------------|
| m i o | - partial (bilingual) |
| y u | - complete (mono- and bilingual) |
| s i | - complete (mono- and bilingual) |
| n e i m | - complete (mono- and bilingual) |
| t o d | - partial (mono- and bilingual) |

Spelling Instruction Should Include...

Explicit teaching of:

1. phonological awareness



2. letter and sound correspondences

C-a-t-

3. spelling patterns

Neck

4. morphological patterns

Cats

Special Considerations for English Language Learners

- Teachers can address the cross-linguistic transfer between languages such as Spanish and English.
- In Spanish many of the words are regular.
- However, multiple spellings of sounds exist in the Spanish language.
- The Spanish language includes spelling patterns as does the English language.
- Some of the spelling patterns are very similar across languages such as English and Spanish.

Spelling Patterns That Transfer

- C before a, o, u, and consonants
- C before e, i, or y
- G before a, o, u, and consonants
- G before e, i, or y

Examples of Multiple Spellings of Sounds in Spanish

- /s/- s, c, z, x
- /y/ - y, ll
- /k/- c, k, q
- /x/- j, g, x
- /oi/- oi, oy

Examples of Multiple Spellings of English Sounds

- /s/ - s, c, ss
- /e/ e, e-e, ee, ei, ea
- /oi/ oi, oy
- /ah/ aw, au, a

For Successful Spelling ELLs Will Need to Know...

- The new sounds of the English language.
- The syllable patterns of the English language.
- The morphological patterns.
- The letter patterns.

Examples of New Sounds for ELLs Include...

/sh/

/ng/

/zh/

/th/

/h/

/j/

/z/

Minimal Pairs Activity

Voiced

Voiceless

Minimal Pairs Activity

Voiced

Voiceless

s

Minimal Pairs Activity

Voiced

z

Voiceless

s

Minimal Pairs Activity

Voiced

Voiceless

ch

Minimal Pairs Activity

Voiced

j

Voiceless

ch

Minimal Pairs Activity

Voiced

Voiceless

t

Minimal Pairs Activity

Voiced

d

Voiceless

t

Minimal Pairs Activity

Voiced

Voiceless

sh

Minimal Pairs Activity

Voiced

zh

Voiceless

sh

Minimal Pairs Activity

Voiced

Voiceless

b

Minimal Pairs Activity

Voiced

b

Voiceless

p

Six Types of Syllables in the English Language

Closed Syllable

men
hip
not
and

- Ends in at least one consonant.
- The vowel in a closed syllable is short.

Six Types of Syllables in the English Language

Open Syllable

me
hi
no

- An open syllable ends in one vowel.
- The vowel in an open syllable is long.

Six Types of Syllables in the English Language

Vowel-Consonant-e Syllable

name
theme
five
rope
cube

- A vowel-consonant-e syllable ends in one vowel, one consonant, and a final e.
 - The e is silent.
 - The vowel is long.

Six Types of Syllables in the English Language

Vowel-r Syllable

star
her
sir
world
fur

- **A vowel-r syllable has an r after the vowel**
- **The vowel makes an unexpected sound.**

Six Types of Syllables in the English Language

Vowel Pair Syllable

book
moon
boat
toe
sail
pie

- A vowel pair syllable has two adjacent vowels.
- Treat each vowel pair with care.

Six Types of Syllables in the English Language

Final Stable Syllable

candle
sample
ankle
uncle
puzzle

- **A final consonant combination.**
- **Emphasize the syllable before.**
- **Other examples:
-tion, -le, -sion, -ture, etc.**

Activity for Syllable Patterns that are Helpful for ELLs

- Open Syllable
- Closed Syllable
- Vowel Pair Syllable
- Vowel Consonant E syllable
- Vowel R Syllable
- Final Stable Syllable

How do Syllable Patterns Help Spelling?

- ▣ Knowing about open and closed syllables can help the speller know whether to double the consonant.
- ▣ Examples- hotel, rabbit

Knowing Morphology can Help with Spelling

- ▣ Morphemes are the smallest unit of meaning in a word.
- ▣ Morphological units are prefixes, roots and suffixes.
- ▣ Knowing about words, word parts, and word origins can help with spelling of words.

How Many Morphemes?

- ▣ English words: dog, missing
- ▣ Spanish words: gato, transportación



Morphological Knowledge and Word Origin

- ▣ In English we have to determine how to spell the suffix –or & –er. (S=or)
- ▣ Suffix –or and –er means “one who” (Spanish –or means “one who”)
- ▣ Old English words are basic survival words
- ▣ Latin words are more sophisticated. (facilidad/facility, aplacar/placate)
- ▣ Old English words use –er
- ▣ Latin words use –or
- ▣ Old English examples include: farmer, worker
- ▣ Latin examples include: professor, director

Morphological Knowledge and Word Origin

- ▣ English words of Greek origin will spell the sound /f/ with the letters ph.
- ▣ Greek words are long and scientific
- ▣ Words of Greek origin will spell the /k/ sound with the letters ch as in the word chemistry
- ▣ English words of French origin will spell the /ch/ sound with the letters sh
- ▣ Latin based words will spell the /sh/ sound as ci, si, ti, as in the words nation and percussion and special

Letter Patterns Help With Spelling

- ▣ In English the letter Q is followed by U
- ▣ English words do not end in the letter V
- ▣ The letters h, k, j, v, x and y never double in English
- ▣ English words don't typically end with the letter I

English Learners' Writing Sample

- ▣ It was a **stormi** day.
- ▣ The **litll** girl name is Sandi.
- ▣ The tree is on fire **en** the men has a **holl** to put the **faire** out.
- ▣ **Bikus** the **haus kut** burn and **thers** a storm **heting** to the **toun**.
- ▣ **Pipll or** going to **ther hom bikus** the children **cut** get **sik**.

Kinds of Errors

1

- Random strings of letters
- Letters out of order or missing

2

- Extra letters but all sounds represented
- Incorrect letters that represent difficulties with discriminating similar sounds

3

- Incorrect but reasonable letters
- Letters not doubled, dropped, or changed

4

- Overgeneralization of patterns or rules

Spelling Instruction for Student

- ▣ It was a **stormi** day. 3
- ▣ The **litll** girl name is Sandi. 3
- ▣ The tree is on fire **en 1** the men has a **holl 3** to put the **faire 3** out.
- ▣ **Bikus 2** the **haus 3 kut 1** burn and **thers 3** a storm **heting 1** to the **toun. 3**
- ▣ **Pipl 3 or 2** going to **ther 2 hom 3 bikus 2** the children **cut 2** get **sik. 3**

Spelling Instruction for Student

- ▣ It was a **stormi** day. 3 Teach English words don't end in i, they end in y
- ▣ The **litll** girl name is Sandi. 3 Teach doubling medial consonant
- ▣ The tree is on fire **en 1** the men has a **holl 3** to put the **faire 3** out.
- ▣ **Bikus 2** the **haus 3 kut 1** burn and **thers 3** a storm **heting 1** to the **toun. 3**
- ▣ **Pipll 3 or 2** going to **ther 2 hom 3 bikus 2** the children **cut 2** get **sik. 3**

As children learn to spell, their knowledge of words improves and reading is reinforced.

Linnea C. Ehri (1997)

Summary

- ▣ Learning about words and about language can improve spelling.
- ▣ Students need to understand the phonology, orthography and morphology of language to be good spellers.
- ▣ The use cross-linguistic connections can facilitate L2 spelling.
- ▣ Teachers can become knowledgeable of the typical patterns of spelling errors and become diagnostic and prescriptive with their teaching.

Written Language Overview

What does it take to be a good writer?

Generate ideas

Rely upon background knowledge

Translate ideas onto print

Select appropriate words

Use handwriting or keyboarding

Spell words with accuracy

Write grammatically correct sentences

Use correct capitalization and punctuation

Form paragraphs that are cohesive

Convey intended message to a specific audience



FELIX'S WRITTEN COMMUNICATION

- Felix scored in the average range in his ability to communicate in writing. This, however, reflected some variability in skills. He was able to produce the appropriate letter that made a target sound for most spellings and could spell several high frequency words.
- He was unable to perform standard writing conventions to combine sentences, and to generate sentences utilizing specific target words. In fact, his Sentence Combining standard score was based on a raw score of zero. He was able to produce a single sentence containing the target word.



A WRITING SAMPLE WRITTEN BY FELIX

- I see a dog runing away of hes honor (hogar) um hes haus there is children uriwer and a three is with fire and a fader and the family is calling the firefires cuz their scered and a car is stuck with lives and ranches and is rainy outsind and a pirsons with a rope of water for take of the fire of the three and urithing is wet and is a making a mess in the city.

Elsa Cardenas-Hagan



SYNTAX PATTERNS OF ENGLISH AND SPANISH

English

Nouns are neutral

Capitalize proper nouns

Subject dropping not allowed

Adjectives precede noun

Adverbs can end in -ly

Adverbs-comparative superlative

Verbs in present and past tense

Spanish

Nouns have gender/number

Days of week and
months of year are not capitalized

Subject dropping allowed

Adjectives follow the noun

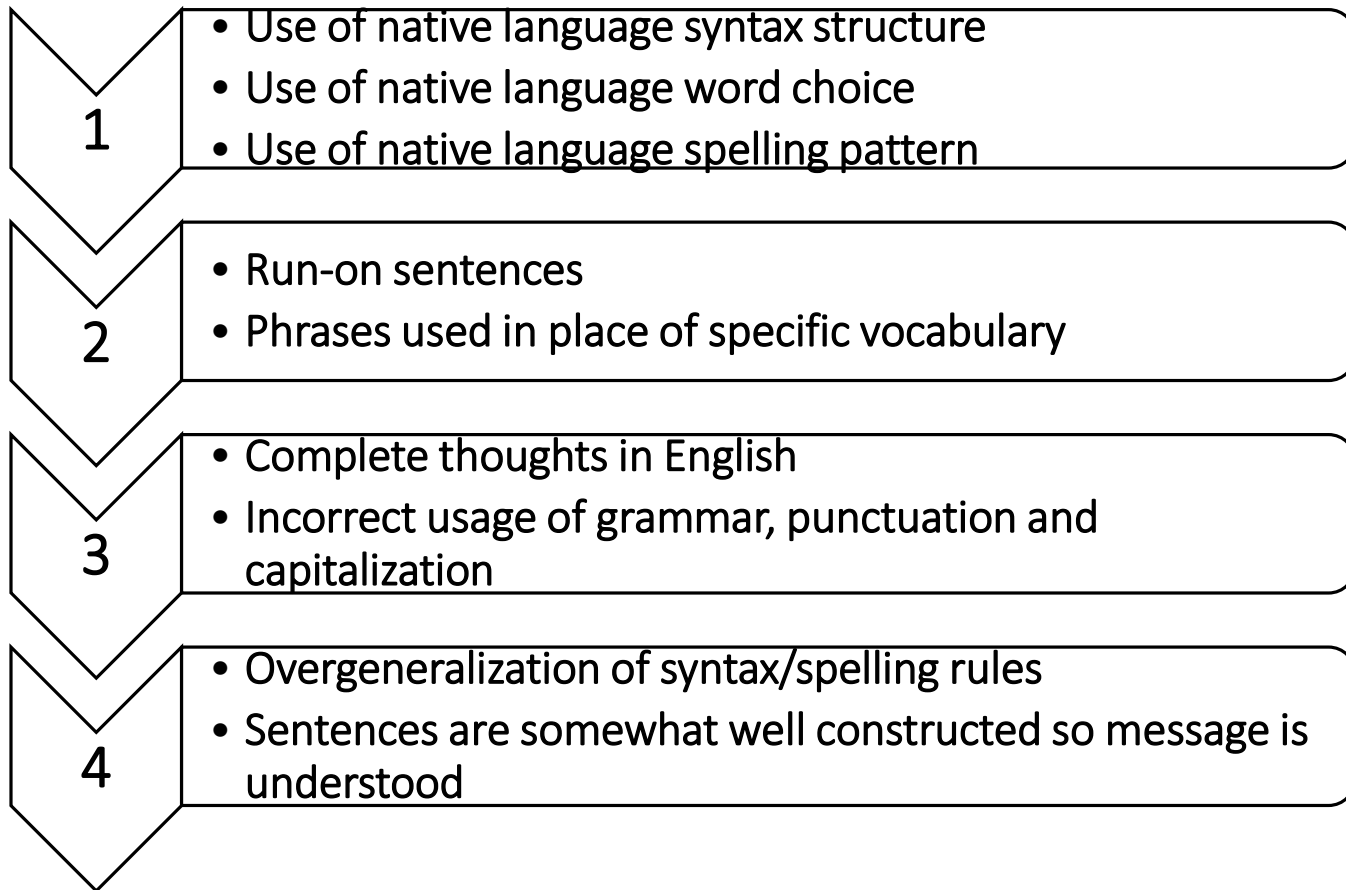
Adverbs end in -mente

Adverbs- comparative superlative

Verbs in present tense but past tense has
6 forms



Kinds of Errors



A WRITING SAMPLE WRITTEN BY FELIX

- I see a dog runing away of hes honor (hogar) um hes haus there is children uriwer and a three is with fire and a fader and the family is calling the firefires cuz their scered and a car is stuck with lives and ranches and is rainy outsind and a pirsons with a rope of water for take of the fire of the three and urithing is wet and is a making a mess in the city.



A WRITING SAMPLE WRITTEN BY FELIX

- I see a dog runing away of hes honor (hogar) (1) um hes haus (1) there is children uriwer (3) and a three is with fire (1) and a fader and the family is calling the firefires cuz their scered(3) and a car is stuck with lives and ranches (1) and is rainy outsind (1) and a pirsons with a rope of water (2) for take of the fire of the three (2) and urithing is wet and is a making a mess in the city(3).



Steps for Explicit Writing Instruction

Brainstorm orally with students requiring complete sentences

Expand background knowledge and oral language using visuals and total physical response

Introduce specific skill (grammar, sentence combining, paragraph structure, text type, etc..)

Provide explicit models using guided practice with gradual release

Provide examples and non-examples

Give immediate and corrective feedback

Monitor progress



In Summary

- *ERRORS INFORM INSTRUCTION**
- *A GOOD HISTORY PROVIDES VALUABLE INFORMATION**
- *USE FORMAL AND INFORMAL DATA TO DESIGN INSTRUCTION**
- *TEACH SKILLS EXPLICITLY**
- * MODEL AND PROVIDE GUIDED PRACTICE**
- * ESTABLISH A COLLABORATIVE APPROACH**
- * GOAL IS INDEPENDENT WRITING**

