

SPELL-Links™

Strategies by the Numbers★™

Jan Wasowicz, PhD, CCC-SLP

Reading
Writing
Reading & Writing
Reading
Writing
Write



LEARNING BY DESIGN^{inc}
Making A Difference in K-12 Education

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SPELL-Links to Reading & Writing



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SPELL-Links™

Strategies by the Numbers★™

Overview

Welcome! We created *SPELL-Links Strategies by the Numbers* to support your implementation of the *SPELL-Links to Reading and Writing Word Study Curriculum* and to help you and your students use SPELL-Links strategies any-time in any setting.

SPELL-Links Strategies by the Numbers features in-depth explanations of SPELL-Links' 14 strategies for spelling and reading success, step-by-step instructions on how to teach the strategies during writing and reading activities, and helpful ideas for supporting students as they learn. The 14 meta-cognitive SPELL-Links strategies help strengthen students' application of word study knowledge and skills; improve spelling, word decoding, reading fluency, and reading comprehension; build vocabulary; and enhance writing performance. Although each strategy is presented in isolation, the end goal is for students to fully integrate and apply multiple strategies when writing or reading a word, leading to independent success with written language.

Instruction featured in *SPELL-Links Strategies by the Numbers* is based on the connectionist word study model for teaching written language. The connectionist model, which is supported by current research, views the processes of spelling and reading as a dynamic interplay of phonological, orthographic, and semantic knowledge and skill that continues throughout an individual's lifetime. *SPELL-Links by the Numbers* advances student performance with written language by developing and strengthening cognitive connections for effective, functional integration of phonological, orthographic, and semantic/morphological processes while reading and writing.

To gain more in-depth understanding of the research and pedagogical methods that support *SPELL-Links Strategies by the Numbers* activities, we encourage you to refer to the *SPELL-Links to Reading and Writing Word Study Curriculum*. Visit our website www.learningbydesign.com for research and results reports and to learn about our complete line of SPELL-Links to Reading & Writing word study products. With SPELL-Links products, you can be confident that you are delivering the most effective research-based instruction to address the literacy needs of all students, including struggling readers and writers.

Prerequisites

SPELL-Links Strategies by the Numbers supports application of multi-linguistic word study knowledge and skill to reading and writing and is appropriate for students who are acquiring word study skills as well as students who have acquired word study knowledge and skills but have not mastered application to authentic reading and writing. The appropriateness of specific strategies is determined by the individual student’s level of word study knowledge.

Intended Use

SPELL-Links Strategies by the Numbers is intended for use by classroom teachers; interventionists (speech-language pathologists, reading improvement teachers, learning disabilities teachers, etc.); aides and tutors; and parents in conjunction with the *SPELL-Links to Reading and Writing and Class-Links* Word Study Curriculum, either in teaching word study lessons or as carryover and practice during authentic reading and writing tasks.

SPELL-Links Strategies by the Numbers is appropriate for all students at all grade levels and can help identify students who might benefit from additional, more intensive services.

Guidelines for Use

Before implementation, take some time to familiarize yourself with the organization, instructional icons, and key terms of *SPELL-Links Strategies by the Numbers* and with the recommended resources for additional help.

Organization

Each of the 14 strategies is presented in a separate section with each section divided into instructional components. The opening page of each strategy section provides student goals and quick step-by-step illustrated student instructions for applying a strategy when spelling or reading an unfamiliar word. On the opposite page, the “Teacher Guidance for Practice at Word Level” component provides explicit explanations and instructional guidance for teaching a strategy at word level during word study instructional time. Please keep in mind that all the steps of guided practice at word level are not necessarily represented by the illustrations that appear on the opening page because those are intended to show what the student should do in authentic, independent writing and reading. The “Student Supports” component provides advice for troubleshooting the most commonly encountered issues that may arise when students practice and apply the strategy.

Instructional Icons

We chose to use alphabet letters and phonics symbols instead of International Phonetic Alphabet (IPA) symbols to represent English phonemes within *SPELL-Links Strategies by the Numbers*. For example, the “letter Y sound” is represented by / y / instead of the IPA symbol / j /. Vowel sounds are represented with common phonics symbols: for example, a short vowel sound is represented by / ˘ / and a long vowel sound is represented by / ˉ / placed over the corresponding vowel letter.

	Student says the word in the bubble naturally.
	Student says the word slowly, blending one speech sound into the next with no pausing between sounds.
	Student sounds out a word, pausing between each sound.
	Student sounds out a word, one speech sound at a time, while simultaneously writing the corresponding letters.
	Student says the word slowly, blending one syllable into the next with no pausing between syllables.
	Student sounds out a word, one syllable at a time, while simultaneously writing the corresponding letters.
	Student writes the letters that are displayed next to or below the pencil.
	Student writing displayed in scripted font.
	Student checks and verifies the accuracy of a response.
	Student thinks what is in the bubble. Use of think-alouds is recommended.
	Student reflects and self-evaluates.
	Student doesn't recognize a word or the word as written or pronounced does not make sense in context.
	Student recognizes word and it makes sense in context.
	Student focuses on the sound not the letter(s).

Key Terms

Affix: A prefix or suffix; a bound morpheme.

Bound Morpheme: A morpheme that has meaning only in combination with another morpheme (e.g., *s* in *bats*).

Base Word: A free morpheme; a word that can stand alone and has meaning without a prefix or a suffix (e.g., *dig*).

Derivational Morpheme: A prefix or suffix that when added to a root or base word changes the meaning and/or the word class (e.g., *teach + er = teacher* and *un + fair = unfair*).

Derived Words: A word containing a derivational morpheme.

Morpheme: A unit of meaning (e.g., *bats* contains two morphemes: *bat* and *s*).

Free Morpheme: A morpheme that can stand alone (i.e., it has meaning without combination with another morpheme; e.g. *bat*).

Inflectional Morpheme: A suffix that when added to a base word provides information about time or quantity without changing the word class (e.g., *walk + ed = walked* and *cat + s = cats*).

Inflected Words: A word containing an inflectional morpheme.

Long Vowel: As used by educators, a vowel that is pronounced as its letter name.

Onset: The part of a syllable which consists of the consonant sound(s) that precede its vowel.

Phoneme: The smallest meaningful unit of speech that combines with other sounds to form words.

Rime: The part of the syllable which consists of its vowel and any consonant sounds that follow it.

Short Vowel: A term used by educators to refer to the five lax vowel sounds most commonly associated with the short vowel sounds: *a, e, i, o, u*.

Schwa: A nondistinct vowel in unstressed syllables (e.g., *about*).

Stressed Syllable: An accented syllable in which the vowel sound is distinct.

Transparency: Characteristic of inflected and derived words whereby the phonology and/or orthography of the base word remains intact in the inflected or derived form.

Unstressed Syllable: An unaccented syllable in which the vowel sounds is minimized and nondistinct.

Unstressed Vowel: The schwa vowel in unstressed syllables.

Word Class: A group of words all of which are members of the same part of speech (e.g., noun, verb, adjective, adverb).

Word Relative: Words that are related by meaning and share a common base word or word root.

Word Root: a group of letters that has meaning but cannot stand alone as a word (e.g., *vis, spect*). A word root always combines with a prefix, a suffix, or both to form a word.

Recommended Resources

Free online resources

SPELL-Links Pronunciation Guide, Learning By Design, Inc. (Evanston, IL); <http://www.spell-links.com>. audio demonstration of correct pronunciation of English phonemes

Merriam-Webster Online Dictionary, Merriam-Webster, Incorporated (Springfield, MA); <http://www.merriam-webster.com/>. searchable dictionary with audio pronunciations

Resources available for purchase

Learning By Design, Inc. (Evanston, IL); <http://www.learningbydesign.com>

SPELL-Links Word Study Resource

- list of allowable spellings for all English phonemes
- list of allowable spellings for English rimes
- list of homophones
- list of prefixes, suffixes, word roots and their meanings
- list of spelling rules for English

SPELL-Links Word List Maker software

- searchable database of 50,000 words
- create word lists and print word cards

