DOCUMENT RESUME

ED 111 030   CS 202 251

AUTHOR   Butler, Patricia A.
TITLE   Content and Specifications for the Mod 1 1970
                Spelling Program.
INSTITUTION   Southwest Regional Laboratory for Educational
                Research and Development, Los Alamitos, Calif.
SPONS AGENCY   Office of Education (DHEW), Washington, D.C.
REPORT NO   SWRL-TN-3-71-2
PUB DATE   71
NOTE   18p.

EDRS PRICE   MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS   Primary Education; *Program Content; Program
                Descriptions; Reading Programs; *Spelling; *Spelling
                Instruction

ABSTRACT
        This paper briefly describes the organization and
content of the Southwest Regional Laboratory (SWRL) Mod 1 Spelling
Program and its relation to the SWRL Reading Program. The Mod 1
Spelling Program includes 190 words and consists of 22 lessons.
Eighteen of the 22 lessons are based on review lists which are
composed individually for each participating class on the basis of
test results from the preceding four or five weeks of instruction. To
produce compatibility of the reading and spelling programs, the Mod 1
Spelling Program gives primary status to word elements rather than to
individual phonemes. With the exception of certain transfer words,
all words included in the spelling program also occur in the reading
program. The general objectives of the spelling program parallel
those of the reading program in that both concentrate on the learning
of transferable skills as well as on the learning of specific
elements and words. Appendix A is a program outcomes chart. Appendix
B gives samples of practice exercise items. (TS)

SOUTHWEST REGIONAL LABORATORY
TECHNICAL NOTE

SWRL

DATE: February 17, 1971

NO: TN-3-71-2

CONTENT AND SPECIFICATIONS FOR THE MOD 1 1970 SPELLING PROGRAM

Patricia A. Butler

ABSTRACT

Mod 1 Spelling was designed as a pilot effort to provide data relevant to the development of the spelling component of the Mod 2 Communication Skills Program. This paper details the organization and content of Mod 1 Spelling and briefly describes its relation to the reading program.

CONTENT AND SPECIFICATIONS FOR THE MOD 1 1970 SPELLING PROGRAM[1]

Patricia A. Butler

Mod 1 Spelling was designed as a pilot effort to provide data for
determining pacing and vocabulary load parameters and appropriate
instructional activities for first-grade spelling. After an evaluation
of a program tryout, pertinent findings will be applied to the design
of Mod 2 materials. This paper briefly describes the derivation,
organization and content of the program.

Overview

The Mod 1 Spelling Program comprises 190 words and consists of
22 lessons. Eighteen of the 22 lessons are based on standard or
study lists, and 4 are based on review lists which will be composed
individually for each participating class on the basis of test
results from the preceding 4 or 5 weeks of instruction. According
to current plans, the program will be initiated at a point which
corresponds approximately to Unit 4 of SYCSP. Because of the
desirability of coordinating spelling and reading instruction, three
major restrictions were placed on content and sequencing.

The first restriction dealt with the definition of the basic
sound-symbol units to be treated in the program. In many linguistic
based spelling programs, the basic unit is an individual phoneme-to-
grapheme correspondence. However, to produce compatibility of the
reading and spelling programs, Mod 1 Spelling gives primary status

---

[1]The author is indebted to Bruce Cronnell for his contribution in
identifying important pedagogical considerations and formulating
general plans for the Spelling Program.

to word elements rather than to individual phonemes. As in the
reading program, a word element is defined as a consonant correspon-
dence (e.g., [p] spelled p as in pet), or as a vowel-consonant (VC)
or vowel-consonant-consonant (VCC) phonogram which occurs terminally
(e.g., et as in pet, or est as in pest).

A second restriction dealt with the sequencing of material.
Whenever possible, the content of a particular spelling lesson was
determined by the content of ongoing word-attack instruction in
reading. In general, an attempt was made to structure the program in
such a way that, at any given point in time, the child receives
spelling instruction on a sub-set of the words and elements that he
is currently learning to read. Except in one instance, when it was
not possible to produce this overlap of content, spelling practice
on a particular set of elements or words was always scheduled to
follow related reading instruction.

The final restriction was that, with the exception of certain
transfer words, all words included in the spelling program also
occurred in the SWRL Reading Program.

Outcomes

The general objectives of the spelling program parallel those of
the reading program in that both concentrate on the learning of trans-
ferable skills as well as on the learning of specific elements and
words. The definition of outcome categories differs somewhat for
the two programs. For spelling, the outcomes are designated as
follows:

1. <u>Word Elements</u>: As defined earlier, this category consists
   of initial consonants, and either VC or VCC endings. By
   the end of instruction, students should be able to spell
   71 program elements.

2. <u>Regular Words</u>: This class is composed of both pattern
   words (i.e., words composed exclusively of program
   elements) and of regularly spelled words whose indivi-
   dual phoneme-grapheme correspondences are deducible
   from knowledge of program elements (e.g., the spelling
   of "just" may conceivably be mastered from training on
   the elements <u>j</u>, <u>ut</u>, and <u>est</u>, despite the omission of
   <u>ust</u> from the program). By the end of instruction,
   students should be able to spell 142 regular words.[2]

3. <u>Transfer Words</u>: This category consists of pattern words
   which do not appear in weekly spelling lists, although
   many do appear in SWRL reading materials. Some transfer
   words, designated as practice or type-p words, occur
   in practice tests and in spelling exercises in which
   children spell new words by combining learned elements.
   A second class of transfer words, type-t words, occur
   only on final tests. As a rule, tested-only (or type-t)
   words do not occur in SWRL reading materials. By the

---

[2]Six elements (an, at, end, in, it, use) spell common words.
These are included only in the count for elements, despite the fact
that they occur with regular words as well as with elements on study
lists.

end of instruction, students should be able to spell

any word composed of program elements. Supplementary

lists of transfer words include a total of 68 practice

(type-p) words and 34 tested-only (type-t) words for

use in instruction.

4. Sight Words: An item is designated as a sight word

either because it contains one or more irregular

spelling correspondences, or because it contains one

or more regular correspondences not covered in FYCSP

or SYCSP. By the end of instruction, students should

be able to spell 48 program sight words.

Selection and Sequencing of Content

With the exception of the consonant q and 14 terminal elements

(10 of which are long vowel spelling patterns), all elements covered

in FYCSP and SYCSP are treated in Mod 1 Spelling. Because the program

had to be adapted to existing SWRL reading instruction, elements were

not sequenced in a fashion that might be considered optimal in terms

of other criteria such as frequency of representation, discriminability

of constituent phonemes, etc. Instead, the following priorities

governed the introduction of elements:

1. Terminal elements which are introduced beyond Unit 4

of SYCSP are sequenced in approximately the order in

which they occur in reading word-attack practice.

2. Terminal elements which occurred prior to Unit 4 in

SYCSP or in FYCSP are introduced in units containing

elements that share a common vowel correspondence
(e.g., the element an from FYCSP is introduced along
with ag and ap from Unit 4 of SYCSP).

3. Using Cronnell's (1970) difficulty criteria, all VC
   elements with a given vowel correspondence precede VCC
   elements sharing that VC correspondence (e.g., et
   precedes est).

4. Initial consonants and consonant units (e.g., th) are
   ordered in terms of their productivity relative to a
   fixed sequence of terminal elements. The point of
   introduction for a consonant with fairly low overall
   productivity was determined primarily by the location
   of the element(s) with which it combined to form the
   greatest number of admissible words. The point of
   introduction for a consonant with somewhat higher
   productivity depended on this factor as well as on the
   location of the consonant in the reading materials.
   As a result of this additional restriction, consonants
   which were introduced in FYCSP tend to occur earlier
   in the spelling sequence than those introduced in SYCSP.

5. Except for the restriction that consonant-consonant (CC)
   combinations (i.e., digraphs and blends) be preceded
   by introduction of their constituent graphemes,
   CC combinations and single-letter consonants were
   treated identically.

With the order of elements established, the selection of specific
pattern words followed directly and simply. In general, selection
among available alternatives was random. The only notable exceptions
occurred when there were very few words available for a particular
set of elements, or when two alternatives differed only at the vowel
position (e.g., as in the pair set-sit). In the latter case, both
words would be assigned to the list that corresponded to whichever
terminal phonogram appeared latest in the sequence.

The selection and ordering of sight words was somewhat more
complex. Four levels of selection were involved. In the initial
pass, words which appeared on Dechant's list[3] and in the Mod 1
reading word pool were matched with study lists that contained the
same vowel correspondence (i.e., the same phoneme spelled with the
same grapheme). The next two levels involved matching in terms of
initial consonant graphemes,[4] and in terms of initial vowel graphemes.

In order to meet vocabulary load specifications, a final selection
was made. At this point, word assignment was random with the restric-
tion that no phoneme could be represented by more than one spelling
pattern in any given list. Where several non-pattern words were
assigned to one list, an attempt was made to group items which

[3]Dechant's list of 150 high frequency words was compiled from a
survey of basal readers. Of the 66 non-pattern words included in the
program, all except 9 appear on Dechant's list.

[4]For consonants, no distinction between graphemes and correspondences
was necessary because only the unit th occurs in association with more
than one phoneme in Mod 1 word lists.

exhibited some degree of formal similarity (e.g., the words "to" and "do" were placed together because of the irregular spelling of the phoneme [oo]).

List Structure

With the exception of the first two lists, which consist of 12 items each, all study lists are composed of 15 items. Although the number of items corresponding to a particular outcome varies over lists, only the division of sight words and regular words differs appreciably. The number of elements varies only between 2 and 6, with a typical value of 5. The number of transfer items (after list 1, for which no transfer items were available) ranges from 4 to 7, with a mode of 7. In general, 4 type-p and 2 type-t transfer words are available for each list.

Because lists 1-3 are limited to 12 items and because of the desirability of having at least 2 pattern words for each element represented in a list, it was not possible to introduce sight words until list 4. In lists 4-10, where at least 5 elements per list occur, lower bounds on the number of exemplars per element resulted in limiting the number of sight words to 1 or 2 per list. After list 12, where only 2 or 3 elements per list is the rule, 4 to 10 regular words occur in each list, generally leaving between 4 and 9 slots to be filled with sight words. Actual list composition is charted by unit in Appendix A.

Activities

The instructional activities for Mod 1 Spelling are laid out in terms of a five-session work unit. According to the schedule, the first two days are devoted to practice exercises, the third to a practice test, the fourth to a criterion test, and the fifth to review and remediation. On the two practice days, both teacher directed group activities and independent seat work are provided. The general plan, including a brief description of the type of activities, is presented below. Appendix B contains several exemplar items selected from the first 10 lessons. Additional exercise formats will be generated for use in subsequent lessons.

Activity Schedule

DAY 1   -The child spells elements of a word given orally by the teacher.

-The child copies each word in the study list at least twice as part of a written exercise.

DAY 2   -The child sounds out and spells words given orally by the teacher.

-The child writes each study word at least twice, given minimal letter prompts and each practice (type-p) transfer word once as part of written exercises.

DAY 3   -The child takes a practice test (dictation) on study and type-p transfer words.

DAY 4   -The child takes a final test (dictation) on 10

items sampled from the study list and 2 tested-

only (type-t) transfer words.

DAY 5   -The child receives feedback on the final test.

-The child participates in oral drills covering

the three most frequently missed items and

practices writing any additional items that he

spelled incorrectly on the test.

Appendix A

Program Outcomes Chart[1]

CORRESPONDING READING UNIT	WEEKLY SPELLING LESSON	ELEMENTS	REGULAR WORDS[2]	TRANSFER WORDS[3]	SIGHT WORDS[3][4]
4	1	b, s, h, ad, at	bad, bat, sad, sat, had, hat, am[5]		
	2	m, t, r, ag, an, ap	man, map, tag, tap, rag, ran	type p: mad, mat, bag, rat	
				type t: tan, hag	
5	3	1, f, p, *and, ast	land, last, past, pan, fast, fat, sand	type p: lad, lap, fan, hand	
				type t: *band, *pad	
	4	d, sh, og, op, ot	fog, dog, dot, pot, pat, shot, shop, top	type p: hot, hog, mop, lot	to, do
				type t: *tot, *rot	
6	5	REVIEW: LESSONS 1-4			
	6	n, g, eg, ed, et	leg, log, beg, bed, red, get, got, net, not	type p: nap, pet, fed, let	eat
				type t: *peg, *shed	
7	7	th, y, en, ell, est	then, than, ten, tell, test, yell, nest, yes[5]	type p: that, best, sell men	the, this
				type t: *den, *pest	
	.8	j, c, ut, un, ug	cat, cut, but, gun, run, jug, rug, up,[5] just,[5] us[5]	type p: sun, bug, jet, can	
				type t: *bun, *cast	

[1]Starred items do not appear in reading materials.

[2]Regular words include both those composed of program elements and those composed of regular single-letter correspondences already covered in reading.

[3]Transfer lists include words which appear in one weekly exercise and the practice test (type-p words), and those which are reserved for the final weekly test (type-t words).

[4]Sight words include those containing irregular spelling patterns as well as those covered by rules and semi-rules not yet taught in the reading program.

[5]High frequency regular words composed of elements not taught in the program.

CORRESPONDING READING UNIT	WEEKLY SPELLING LESSON	ELEMENTS	REGULAR WORDS	TRANSFER WORDS	SIGHT WORDS
8	9	k, v, id, in, it	kid, kit, did, sit, set, thin, pin, vet, vest, him [5]	type p: bit, pit, lid, *fin ____ type t: *rid, tin	
	10	w, z, end, ig, ill	send, bend, bill, bell, will, wig, pig, went [5]	type p: well, big, mend, hill ____ type t: *lend, *kill	zoo, zebra
9	11		REVIEW: LESSONS 7-10		
	12	ack, ake, ame	back, tack, bake, take name, same, game	type p: shake, sack, came, rake ____ type t: *shack, *rack	which, you, play, happy, my
10	13	ine, ide, ipe	pin, pine, nine, pipe, wipe, ride, hide, hid	type p: fine, side, mine, wide ____ type t: *ripe, *shine,	was, has, his, is
	14	eet, eed	feet, sheet, need, weed, see,[5] green,[5] them,[5] help,[5] feel[5]	type p: feed, meet, seed, lake ____ type t: *deed, *beet	said, or, they, here
11	15	oke, ole, use	woke, poke, hole, mole, cute, cube, fuse	type p: coke role, cake, joke ____ type t: sole, pole	house, out, go, so, no
	16		REVIEW: LESSONS 12-15		
12	17	ch, br, ing, ick, ong	chick, brick, bring, thing, long, song, chop, with,[5] wish,[5] on[5]	type p: sing, brag, lick, chest ____ type t: *bride, *sick	
	18	suffixes:[6] -ing, -ed, -er[7]	doing, bringing, seeing, tested, landed, faster, longer	type p: player, landing, yelled, helper ____ type t: needed, bending	what, why, when, where, there

[6]All root words appear in reading and in preceding spelling lessons. Derived forms may not appear in reading program.

[7]The suffix -er is the only element that appears earlier in spelling than in reading instruction.

CORRESPONDING READING UNIT	WEEKLY SPELLING LESSON	ELEMENTS	REGULAR WORDS	TRANSFER WORDS	SIGHT WORDS
13	19	ar, art, ark,	far, car, cart, part, dark, bark, arm[5]	type p: bar, dart, park, jar	party, want, have, one, from
				type t: *chart, shark	
	20	*ir	girl, dirt, bird, first	type p: *skirt, hug, fell, tide	she, we, be, he, me, some, come, birthday, dirty, say
				type t: *shirt, *birch	
14	21	ort, *ur	short, fort, port, turn, hurt, much,[5] jump,[5] stop,[5] or,[5] for[5]	type p: sport, *churn, sort, tar	how, now, good
				type t: *burn, choke	
	22	REVIEW: LESSONS 17-21			

Appendix B

Sample of Practice Exercise Items

Day 1 Copy Exercises

Format 1-1   Directions to the teacher: Have the children complete the study words in each set by filling in the ending letters shown at the top of each column. Then have them copy the word in the space below each completed item.

ad   at

b ____   b ____
_____   _____

s ____   s ____
_____   _____

Format 1-2   Directions to the teacher: Below each printed word, have the children write the study words that begin with the same letter.

ball   sun

_____   _____
_____   _____

Format 1-3   Directions to the teacher: Have the children copy each study word in the first column, then cover it up and try to write it from memory in the second column. They should correct any misspelled words in the "Write It" column.

Copy the Word   Write It

_____   _____
_____   _____
_____   _____

Format 1-4   Directions to the teacher: Have the children find the words hidden in the examples ("land" and "hat"). Then have them find the study words hidden in "cup" and "bus." Have them write these hidden words in the blanks.
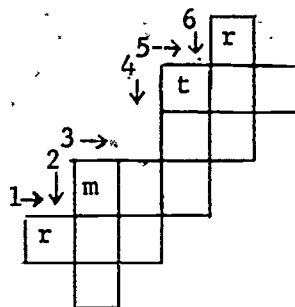
land   hat
and   at

cup   bus

_____   _____

Day 2 Completion Exercises

Format 2-1 Directions to the teacher: Children should read each sentence to themselves, decide which study word completes the sentence, and then write the *entire* study word in the space at the right.

1. Mat feels b_ _.   _____
2. He feels s_ _.   _____
3. It h_ _ rained.   _____

Format 2-2 Directions to the teacher: Explain how the sentences and the letter, number and arrow clues are related to the puzzle. Have the children write directly in the puzzle squares. Then have them fill in the blanks to the right of the sentences.

1. She has a _ _ _ doll.   _____
2. He is a fat _ _ _.   _____
3. I can read a _ _ _.   _____
4. I can _ _ _ dance.   _____
5. Let's play _ _ _.   _____
6. We jumped and _ _ _.   _____

Format 2-3 Directions to the teacher: This lesson emphasizes short *a* and short *u* vowel contrasts. Work the examples with the children, indicating that in these and the remaining items, the word with the underlined letter and the to-be-completed word differ only in terms of vowels. Have the circle the critical vowel pair in each example to stress the pattern they are to complete.

We used the f*a*n and had f*u*n.

We played t*a*g and t*u*g of war.

1. I had a b*a*t, b_t I lost it.   _____
2. The r*a*g fell on the r_g.   _____
3. He r*a*n, so I will r_n.   _____

Day 2 Transfer Exercise

Format 2-4   Directions to the teacher: Tell the children that in
this exercise they will spell words that are not on their
study lists, but that are made up of sounds they have
studied and should know how to spell. Ask the children
to change the underlined part of the word in order to
spell the new word that goes in each sentence. Have
them write the whole word in the space at the right.

     man   1. In the tub is a bath _ _ _.   _____

     rag   2. Santa has toys in his _ _ _.   _____

References

Cronnell, B. Sequenced practice words and transfer words for SY spelling. Technical Note, No. TN-2-70-4, 1970, Southwest Regional Laboratory, Inglewood, California.