

# Spelling Workout—Our Philosophy

## Integration of Spelling with Reading and Writing

In each core lesson for *Spelling Workout*, students read spelling words in context in a variety of expository selections and genre, including poetry, riddles, and stories. The reading selections provide opportunities for reading across the curriculum, focusing on the subject areas of science, social studies, health, language arts, music, and art.

After students read the selection and practice writing their spelling words, they use List Words to help them write about a related topic in a variety of forms and innovations such as poems, letters, descriptive writings, newspaper articles, advertisements, jokes, and posters. A proofreading exercise is also provided for each lesson to help students apply the writing process to their own writings and reinforce the use of spelling words in context.

The study of spelling should not be limited to a specific time in the school day. Use opportunities throughout the day to reinforce and maintain spelling skills by integrating spelling with other curriculum areas. Point out spelling words in books, texts, and the student's own writing. Encourage students to write, as they practice spelling through writing. Provide opportunities for writing with a purpose.

## Phonics-Based Instructional Design

*Spelling Workout* takes a solid phonic and structural analysis approach to encoding. The close tie between spelling and phonics allows each to reinforce the other. *Spelling Workout* correlates closely to *MCP Phonics*, *MCP Discovery Phonics I* and *II*, and other phonics material published by Modern Curriculum Press, although these programs are complete within themselves and can be used independently. In addition, lessons are correlated to the phonics strategies in Silver Burdett Ginn *New Dimensions in the World of Reading* Teacher's Editions.

## Research-Based Teaching Strategies

*Spelling Workout* utilizes a test-study-test method of teaching spelling. The student first takes a pretest of words that have not yet been introduced. Under the direction of the teacher, the student then self-corrects the test, rewriting correctly any word that has been missed. This approach not only provides an opportunity to determine how many words a student can already spell but also allows students to analyze spelling mistakes. In the process students also discover patterns that make it easier to spell List Words. Students study the words as they work through practice exercises, and then reassess their spelling by taking a final test.

## High-Utility List Words

The words used in *Spelling Workout* have been chosen for their frequency in students' written and oral vocabularies, their relationships to subject areas, and for structural as well as phonetic generalizations. Each List Word has been cross-referenced with one or more of the following:

Carroll, Davies, and Richman. *The American Heritage Word Frequency Book*

Dale and O'Rourke. *The Living Word Vocabulary*

Dolch. *220 Basic Sight Words*

Fry, Polk, and Fountoukidis. "Spelling Demons—197 Words Frequently Misspelled by Elementary Students"

Green and Loomer. *The New Iowa Spelling Scale*

Harris and Jacobson. *Basic Elementary Reading Vocabularies*

Hanna. *Phoneme Grapheme Correspondences as Cues to Spelling Improvement*

Hillerich. *A Written Vocabulary of Elementary Children*

Kucera and Francis. *Computational Analysis of Present-Day American English*

Rinsland. *A Basic Vocabulary of Elementary Children*

Sakiey and Fry. *3000 Instant Words*

Thomas. "3000 Words Most Frequently Written"

Thomas. "200 Words Most Frequently Misspelled"