

## Take an innovative, research-proven approach to spelling instruction

Teachers who have experienced frustration with the “spell with words on Friday” approach now have a proven alternative.

Research has convincingly shown that the instructional techniques used in SRA/McGraw-Hill’s **Direct Instruction** enable teachers to more effectively convey the principles and patterns that make it easy for students to become accomplished spellers and writers.

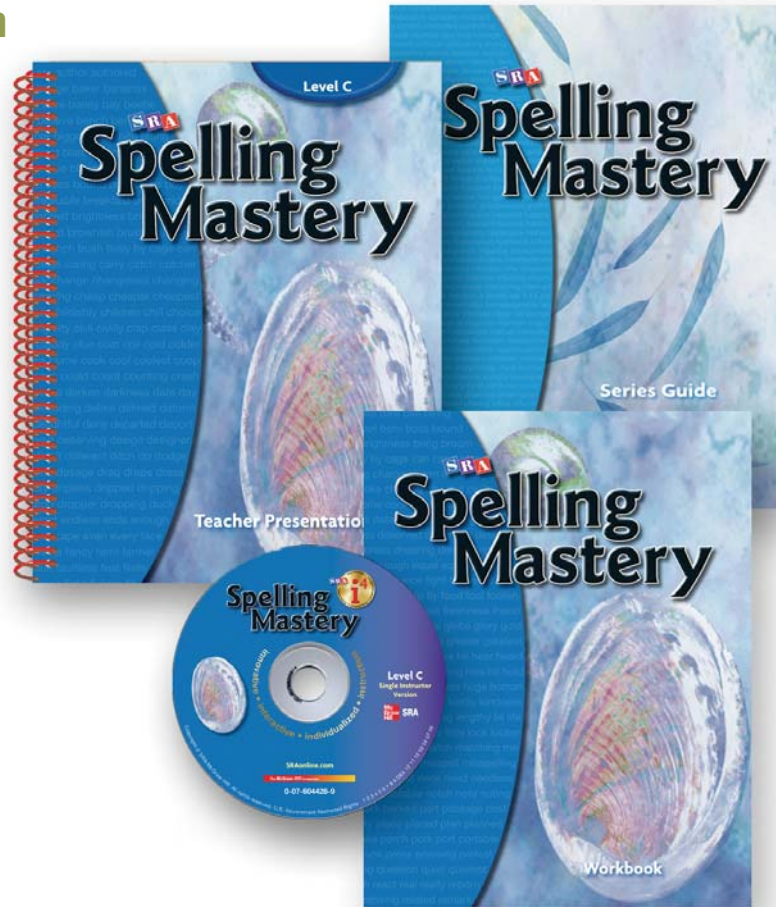
In *Spelling Mastery* and *Spelling Through Morphographs*, all the essential skills and concepts are meticulously presented and systematically recycled within each level and from level to level throughout the program.

The result is a highly structured program proven to help students achieve proficiency.

- Straightforward lesson plans make it easy to teach essential spelling skills and concepts.
- A highly structured approach with small steps and appropriate scaffolding produces high levels of achievement.

Each program provides the following components to assist teachers as they help students become confident, strategic spellers.

- **Teacher Presentation Book**
- **Teacher/Series Guide**
- **Student Workbook**
- **I<sup>4</sup> Software**



Spelling Mastery

### Spelling Mastery Grade Levels 1–6

*Spelling Mastery* builds dependable spelling skills by interweaving the phonemic, morphemic, and whole-word approaches.

- 15-20 minutes per lesson
- Can be used with individuals, whole classes, multi-age classes
- Effective with advanced, average, and academically challenged learners
- Works with English Language Learners



Scripted lessons indicate what the teacher says and does and how students respond

**EXERCISE 1**  
**HOMONYMS**

- Here's a sentence: The book is over **there**.
- Here's how you spell that form of **there**: t-h-e-r-e.
- Everybody, spell the word **there** that refers to where something is. Get ready. (Signal)
- (Repeat Step 3 until firm.)

**EXERCISE 2**  
**VOWEL PATTERNS**

- Find Part A on your worksheet. ✓
- The words you're going to spell have those endings. You can hear the letters a, i, or o in each word.
- I'll do the first words. Ride. You hear the letter i. The ending is spelled i-d-e.
- Make.** You hear the letter a. How do you spell the ending? (Signal) a-k-e.
- Everybody, spell **make**. Get ready. (Signal)
- Robe.** Everybody, what word? (Signal) **Robe.** What letter do you hear in **robe**? (Signal) o.
- Spell **robe**. Get ready. (Signal)
- Snake.** What word? (Signal) **Snake.** What letter do you hear in **snake**? (Signal) a.
- Spell **snake**. Get ready. (Signal)
- Wide.** What word? (Signal) **Wide.** What letter do you hear in **wide**? (Signal) i.
- Spell **wide**. Get ready. (Signal)
- (Repeat Steps 10-11 for **globe, side**.)

**EXERCISE 3**  
**VOWEL PATTERNS**

- You're going to spell some words that work like the words you just spelled. You can hear a letter name in each word.
- Game.** What word? (Signal.) **Game.** What letter do you hear in **game**? (Signal) a.
- Spell game.** Get ready. (Signal.)
- Joke.** What word? (Signal.) **Joke.** What letter do you hear in **joke**? (Signal) o.
- Spell **joke**. Get ready. (Signal)
- (Repeat Steps 4-5 for **pipe, hope, lake, tape, drive, take**.)

**EXERCISE 4**  
**AFFIX INTRODUCTION**

- (Write **helpless** on the board.) What word? (Signal) **Helpless.**
- Helpless** is a word; so what is it made of? (Signal) **Morphographs.**
- All morphographs have meaning. So what do you know about the morphographs in the word **helpless**? (Signal) **It has meaning.**
- Underline **less**. **Less** is a morphograph in the word **helpless**. So what do you know about **less**? (Signal) **It has meaning.**
- In the word **helpless**, **less** means **without**. What morphograph means **without**? (Signal) **less**.
- Less** means **without**. So tell me the word that means **without help**. (Pause.) Get ready. (Signal) **Helpless.**

**EXERCISE 5**  
**AFFIX REVIEW**

- Find Part B on your worksheet. ✓
- (Call on a student to read the instructions.) Draw a line from each morphograph to its meaning.
- You'll do Part B later.

**EXERCISE 6**  
**FILL-IN**

- Find Part C on your worksheet. ✓
- First you'll say what each word should be. Then you'll fill in every blank.
- Word 1 should be **harm**. What word? (Signal) **Harm**. Fill in every blank.
- Word 2 should be **point**. What word? (Signal) **Point**. Fill in every blank.
- (Repeat Step 4 for **worth, town, leader, ground**.)
- Cross out any word you missed, and write it correctly. Now spell those words without looking.

**EXERCISE 7**  
**WORD BUILDING**

- Get ready to spell some words that have more than one morphograph.
- First word: **endless**. What's the first morphograph in **endless**? (Signal) **end**. Next morphograph? (Signal) **less**.
- Spell **endless**. Get ready. (Signal)
- Next word: **unpacking**. What's the first morphograph in **unpacking**? (Signal) **un**. Next morphograph? (Signal) **pack**. Next morphograph? (Signal) **ing**.
- Spell **unpacking**. Get ready. (Signal)
- (For **repay, coolest, unmask, and restless**, have the students identify each morphograph and spell each word.)
- First Part D on your worksheet. ✓ You're going to write the words you just spelled.
- First word: **coolest**. Write it.
- Next word: **unpacking**. Write it.
- (Repeat Step 9 for **endless, repay, restless, unmask**.)
- (Correct Part D.)



**Lesson 57**

**A** -ake -ide -obe

**B** Draw a line from each morphograph to its meaning.

1. re	• when you do something
2. ing	• without
3. un	• again
4. est	• the most
5. less	• not

**C**

- \_\_ a \_\_
- \_\_ i \_\_
- \_\_ o r \_\_
- \_\_
- \_\_ e \_\_
- \_\_ u \_\_

**D**

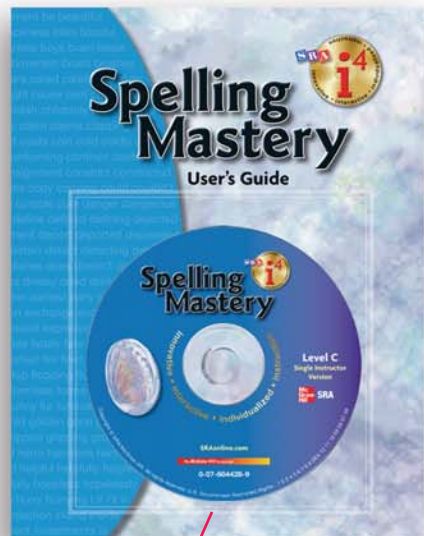
- \_\_\_\_\_
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**E** Fill in the blanks to show the morphographs in each word.

- \_\_\_\_\_ + \_\_\_\_\_ = **friendless**
- \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = **unthinking**
- \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = **unkindest**
- \_\_\_\_\_ + \_\_\_\_\_ = **worthless**
- \_\_\_\_\_ + \_\_\_\_\_ = **rewrite**
- \_\_\_\_\_ + \_\_\_\_\_ = **lightest**

Makes classroom a rehearsal for real-world spelling

Helps students apply spelling rules and principles to their writing



Reinforces learning of correct spellings so students remember better and longer

## Three integrated spelling approaches help teachers present students with key relationships among sounds, word parts, and spelling patterns

The SRA **Direct Instruction** spelling programs allow teachers to introduce students to basic spelling relationships, patterns, and rules. Students learn to spell more words, more quickly, and more efficiently than is possible through rote memorization.

Three research-proven spelling strategies introduce students to principles they can apply to spelling new words:

- Phonemic
- Morphemic
- Whole-word

This unique combination of approaches helps students learn more quickly and retain what they've learned for the long term. By using proven learning techniques, teachers give students tools they can use independently to learn new and unfamiliar words and to apply what they've learned to their writing.

### Phonemic approach speeds early learning

Phonemic spelling is based on sound-symbol relationships.

This approach enables teachers to guide beginning spellers with generalizations for spelling many words and word parts. For example, "The sound /m/ is spelled with the letter **m**, /a/ with **a**, and /n/ with **n**. **Man**, therefore, is spelled **m-a-n**."

The advantage for students is they can apply these generalizations to many words with regular spelling and predictable, stable elements.

Best used at an early level, the phonemic approach is emphasized in **Spelling Mastery Levels A** and **B**, where it facilitates far more rapid learning in younger students than a word-by-word approach based on memorization.



p/ar/t/ing

## I<sup>4</sup> Software automatically adapts to student performance



I<sup>4</sup> Spelling Mastery Level C



I<sup>4</sup> Spelling Mastery Level F



**Spelling  
Mastery**

















## Program Highlights

Carefully balanced lessons enable teachers to reinforce good spelling habits and techniques

### Spelling Mastery

**Spelling Mastery** interweaves three spelling strategies according to students’ skill development—phonemic for beginning spellers, then morphographic for advanced spellers learning to spell multisyllabic words. At all levels an intensive whole-word approach is used to teach common words that cannot be taught with phonemic or morphographic strategies.

#### Spelling Mastery

Level	Content	Strategy   Amount*
A 60 Lessons	<ul style="list-style-type: none"> <li>Teaches a sound-symbol strategy for spelling simple, regularly spelled words</li> <li>Teaches the spelling of a set of high-frequency, irregularly spelled words</li> </ul>	Phonemic  Whole-Word 
B 120 Lessons	<ul style="list-style-type: none"> <li>Expands the sound-symbol strategy to more difficult, regularly spelled words</li> <li>Increases the number of irregularly spelled words that students spell</li> </ul>	Phonemic  Whole-Word 
C 120 Lessons	<ul style="list-style-type: none"> <li>Makes the transition from the phonemic approach to the morphemic approach</li> <li>Teaches a small number of key structural spelling rules</li> </ul>	Phonemic  Morphemic  Whole-Word 
D 120 Lessons	<ul style="list-style-type: none"> <li>Expands students’ morphemic strategies by introducing non-word bases</li> <li>Teaches an additional set of spelling rules that address multisyllabic words</li> </ul>	Phonemic  Morphemic  Whole-Word 
E 120 Lessons	<ul style="list-style-type: none"> <li>Emphasizes useful non-word bases</li> <li>Expands on morphemic principles taught in Levels C and D</li> </ul>	Phonemic  Morphemic  Whole-Word 
F 120 Lessons	<ul style="list-style-type: none"> <li>Presents information about international spellings and the history of unusual spellings</li> <li>Acquaints students with the interrelationships of spelling, vocabulary, etymology, usage, and syntax</li> </ul>	Phonemic  Morphemic  Whole-Word 

**Spelling Through Morphographs** is equivalent to levels C-E of **Spelling Mastery**.

\*Color bars show the relative amounts of each spelling strategy on each level.