

Annotated Bibliography of Representative Helpful Resources

Books

Allen, Janet. 1999. *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, MA: Stenhouse Publishers.

This is a great resource for teachers who are frustrated with vocabulary development of their students. From the hilarious contemporary dolch list to the integral tie between reading and vocabulary, this book offers good advice for enriching vocabulary growth.

Bear, Donald R., Marcia Invernizzi, Shane Templeton, & Francine Johnston. 2000. *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Upper Saddle River, NJ: Prentice Hall.

This text is rich in theory and resources. The authors establish a rationale for word study, trace the stages of orthographic knowledge development from emergent through intermediate stages, and offer many suggestions for helping students learn appropriate information about spelling at each stage. Heavy emphasis is placed on word sorts as tools for learning patterns.

Boulton, Faye and Diane Snowball. 1993. *Teaching Spelling: A practical resource*. Portsmouth, NH: Heinemann Publishers.

Reflecting the author's work in schools in Australia, this publication explores factors necessary to achieve spelling competency, a variety of assessment issues, and practical activities for supporting the child's understanding of sound-letter relationships and word structures.

Fitzsimmons, Robert J. and Loomer, Bradley M. 1997. *Spelling Research and Practice*. Iowa City, Iowa: University of Iowa.

This one is heavy but worth the read. It examines historical research about the teaching of spelling, making a very strong case for paying attention to high use words.

Gentry, J. Richard. 1977. *My Kid Can't Spell! Understanding and Assisting Your Child's Literacy Development*. Portsmouth, NH: Heinemann.

Written for parents, this book accessible information about spelling development, helpful placement inventories, and suggestions for parents who wish to support their children's spelling growth. Useful for teachers, too.

Gentry, J. Richard. 1987. *Spel...is a Four-Letter Word*. Portsmouth, NH: Heinemann Publishers.

Starting with a letter to one of his former teachers who judged him as a result of his spelling, Richard Gentry helps us glimpse the myths about poor spelling and poor spellers. In a mere 54 pages, he helps us see how spelling knowledge develops for children and make a strong connection between spelling and purposeful writing.

Gentry, J. Richard. 2004. *The Science of Spelling: The Explicit Specifics That Make Great Readers and Writers (and Spellers!)*. Portsmouth, NH: Heinemann Publishers.

This latest book by Richard Gentry draws from a strong research base and makes clear connections among reading, writing, and spelling. This is Gentry at his best!

Gentry, J. Richard and Jean Wallace Gillet. 1993. *Teaching Kids to Spell*. Portsmouth, NH: Heinemann Publishers.

This short book explores the stages of invented spelling, the qualities of the expert speller, and workshop ways to teach spelling. The appendix contains useful charts focusing on the origin of English words; prefixes, suffixes, and stems; word lists organized by sound or letter; the 500 words most commonly found in children's writing; and the words most commonly misspelled in children's writing;

Henderson, Edmund H. and James W. Beers editors. 1980. *Developmental and cognitive aspects of learning to spell: A Reflection of Word Knowledge*. Newark, Delaware: International Reading Association.

Weighty but worth it, this collection explores theory related to spelling and reading acquisition among young learners ranging from issues of concepts of word, to the relationship between dialect and spelling, to the relationship between word knowledge and reading disabilities.

Hughes, Margaret and Dennis Searle. 1997. *The Violent E and Other Tricky Sounds*. York, ME: Stenhouse Publishers.

Based on their study of one group of children over eight years of school, this book provides insights into levels of spelling development, why children spell as they do, and the types of approaches that support spelling development.

Laminack, Lester L and Katie Wood. 1996. *Spelling in Use*. Urbana, IL: NCTE.

This helpful, short book explores the development of spelling within the context of purposeful writing in the elementary grades. The research and teaching ideas presented are grounded in real classroom observations.

Scott, Ruth. 1993. *Spelling: Sharing the Secrets*. Toronto, Canada: Gage Educational Publishing Company.

As the name implies, this book provides strategies to help make visible sound, visual, and meaning-based. The author works with elementary-aged children and demonstrates methods for integrating spelling instruction into various disciplines.

Snowball, Diane and Faye Bolton. (1999). *Spelling K-8 Planning and Teaching*. York, MA: Stenhouse.

The authors describe a developmental approach to spelling within the context of constructivist learning and encourage teachers to study the needs of their children when planning for instruction. This book contains many helpful support for understanding the needs of children.

Periodicals

Voices from the Middle. March 2002. Urbana, IL: The National Council of Teachers of English. 9(3).

This entire edition of the Middle School Section journal is devoted to spelling. Multiple authors provide a variety of useful information about the teaching of spelling.

Amberg, Elizabeth. Aug. 2000. "Spelling power: focus on spelling, meaning, and writing. *T.H.E. Journal*. 28(1):64.

Snowball, Diane. Oct. 1996. "Spelling Strategies: How Kids Can Learn New Words for Their Writing. *Instructor*. 106(3):37.

Websites

In a recent Internet check for spelling, 151,173 entries were cited focusing on spelling, high frequency words, rules, and teaching strategies. Some helpful sites include:

Burden, Peter, **WWlib - Notes on American English**, University of Worlverhapton. November 17, 2000.
<http://www.scit.wlv.ac.uk/~jphb/american.html>

Jones, Susan, **Spelling differences between American and British English**, Georgia State University. November 17, 2000.
<http://www.gsu.edu/~wwwesl/egw/jones/differences.htm>

Many words end in -ible and -able. Sometimes it is difficult to remember which spelling to use.
http://www.writing.englishclub.com/spelling_ible.htm

Word wall resources: Carsondelosa.com

Spelling Rules 28 RULES FOR ENGLISH SPELLING Rules for Irregular Plural Formation of Nouns
Developed by: Tony Lambert School: Heber School District.
<http://www.heber.k12.ca.us/spellingrules.htm>

Dr. Rebecca Bowers Sipe
Eastern Michigan University
rebeccasipe@hotmail.com