



Professional Development Institute

Flex Course Syllabus

A New Approach to Spelling Instruction (K-6)

PDI Course Number: 97T02

UCSD Course Number: EDUC41492

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you bored with teaching the same spelling lessons each week? This course is designed for educators interested in learning a variety of ways to teach essential spelling skills to their students. Spelling is an essential and complex skill and an important component of the overall language arts curriculum. Instead of looking at spelling as a memorization process, spelling should be thought of as a building block of literacy development. In this course, teachers will learn a variety of proven ways to increase students' spelling skills using interactive, developmental, and fun activities. The course begins by explaining the connection between spelling and literacy, as well as discussing spelling standards and spelling principles to know and teach. Then, specific information about the developmental stages of spelling are shared. Teachers will also understand how invented spelling fits in to a complete spelling and writing program. Strategies such as word families, mnemonics, and self-correction model will all be shared. Ideas for simple spelling games are provided as a fun way to change up spelling instruction. Teachers will also gain technology resources that can be used to promote spelling and vocabulary development. By the end of this course, teachers will have gained new and innovative ways to approach and teach spelling to their students.

Educational Outcomes

1. Teachers will understand the connection between spelling and literacy.
2. Teachers will learn a variety of ways to assess spelling development.
3. Teachers will understand the concept of invented spelling and when it is appropriate for students to use.
4. Teachers will learn the Common Core State Standards for spelling.
5. Teachers will learn the stages of spelling development.
6. Teachers will discover ways to organize spelling groups.
7. Teachers will be introduced to a wide variety of spelling games.
8. Teachers will learn how students can use mnemonics to increase spelling ability.
9. Teachers will understand the connection between vocabulary and spelling.
10. Teachers will learn ways to use technology to increase students' spelling skills.
11. Teachers will understand how teaching word families can help students learn to spell many words.
12. Teachers will discover interactive spelling websites and apps.
13. Teachers will learn how to use technology to assist in teaching spelling.
14. Teachers will learn the spelling self-correction model.
15. Teachers will find ways to integrate spelling into writing instruction.
16. Teachers will learn how to use commonly misspelled word lists effectively.
17. Teachers will learn alternatives to traditional spelling homework.
18. Teachers will learn the most critical spelling principles to teach.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)

- Cumulative Assignment/Project: Comprehensive Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Introduction to Spelling Instruction
- The Connection between Spelling and Literacy
- Spelling Assessments
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about teaching spelling. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Common Core Standards for Spelling
- Invented Spelling
- The Stages of Spelling Development
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and/or video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Instructional Spelling Groups
- Simple Spelling Games to Use in the Classroom
- Mnemonics and Other Strategies
- The Connection Between Vocabulary and Spelling
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to innovative ways to teach spelling and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.

- **Test #3**

Unit Four

- Word Families
- Technology and Spelling
- Websites that Promote Spelling and Vocabulary Development
- **Test #4**

Unit Five

- Spelling Self-Correction Model
- Integrating Spelling Instruction with Writing
- **Test #5**

Unit Six

- Commonly Misspelled Words
- Spelling Principles to Know and Teach
- Spelling Homework
- **Assignment #4**
- *Develop two detailed lesson plans based on any of the spelling instructional strategies which were discussed in this course. Each lesson must focus on a different spelling topic. The lesson plans should be developmentally appropriate for your students and should be written with enough detail so that they can be easily followed. You must also include a rubric for each lesson's student assignment. Be sure to include the grade level and spelling topic to which each lesson best applies. Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.*
- **Assignment #5**
- *The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

Bibliography

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