

Louisa Moats, Ed.D. • Bruce Rosow, M.A.

# Spellography



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**Program  
Overview**

**A student road map  
to better spelling**



VOYAGER SOPRIS  
LEARNING®

*Proven and Practical*

# Spellography



**A Student Road Map to Better Spelling**

## **Program Overview**

Louisa Moats, Ed.D.  
and  
Bruce Rosow, M.A.

For Grades 4–5 General Education  
Grades 6–7+ Remediation

## A Clear Path to Success!



Created by foremost literacy educator Louisa Moats and “former bad speller turned outstanding teacher” Bruce Rosow, *Spellography* is a classroom-tested and results-proven spelling and word-study program. While designed for grades 4–5 general education classrooms, and remediation grades 6–7+, *Spellography* concepts apply to any intermediate- to upper-grade students who are in need of structured language teaching.

A wonderful complement to your current reading and language arts program, *Spellography* was designed so that spelling “makes sense” to all students. You’ll see dramatic results as students learn:

- ▼ Sound-spelling links (phoneme-grapheme correspondence);
- ▼ Common irregular words;
- ▼ Syllable spelling patterns and combinations;
- ▼ Prefix, root, and suffix constructions (morphology);
- ▼ Sentence structure;
- ▼ Parts of speech: nouns, verbs, adjectives, adverbs;
- ▼ Idioms, figures of speech, and more.

We think you’ll find that *Spellography* will not only improve your students’ spelling, but also their word attack, reading fluency, and vocabulary, resulting in increased comprehension on a word level!

# Take Students on the Ride of Their Lives!



Who says spelling can't be fun? Featuring 27 lessons filled with lighthearted and humorous activities, *Spellography* will keep your class laughing and learning. We've combined daily instruction with the tales (and woes) of such characters as Professor Fuzzy Thunker, brothers Thor and Chip, and Oyster Hoister to engage students as they navigate through pretests, self-checks, partner pair-offs, and spelling journals.

But shhhh—keep this to yourself. While your students are busy playing “Speed Read,” you’ll be:



- ▼ Utilizing the latest spelling research for effective, efficient spelling instruction;
- ▼ Teaching vocabulary using word roots;
- ▼ Reinforcing multisyllabic decoding;
- ▼ Developing reading fluency; and
- ▼ Strengthening spelling retention.

*Spellography*

makes spelling as fun  
to TEACH

as it is to LEARN!

# From Practice to Mastery, Spellography Works!



Building on the speech-to-print model, *Spellography* trains students to *hear* the sounds in a word, and then systematically apply spelling strategies—so there’s no more guessing!

Based on research, we designed 27 lessons around the most difficult spelling areas for learners. These lessons follow “the golden triad.”

1. Teach the concept.
2. Lead students through an application of the concept.
3. Have students practice the concept with supervision.

And, because the concepts presented in *Spellography* are reinforced in subsequent lessons, students have many opportunities to review—and master—the material.





## Summary of Lesson Content

**Lesson 1—Lawful Letters:** Introduce big ideas about language that are the basis for the word study to come.

**Lessons 2–10** focus on closed-syllable words and short vowel sounds, with the exception of Lesson 8, Bird Storm, that introduces vowel-r syllables. The focus of these initial lessons is the spelling of consonant sounds and consonant combinations.

**Lesson 2—Crass Class:** Initial and final consonant blends. Double s, f, l, and z pattern.

**Lesson 3—Crackerjacks:** C, CK, and K spelling for /k/.

**Lesson 4—Quack Back:** Qu and X spellings that include /k/, /kw/, and, /ks/.

**Lesson 5—Gutsy Jumping Gymnast:** Hard and soft G; J and G spellings for /j/.

**Lesson 6—Nose Knows:** Nasalized vowels (vowel followed by /n/ /m/ or /ng/).

**Lesson 7—Chunky Chunky:** The H-brothers; consonant digraphs (sh, th, ch, wh, ph).

**Lesson 8—Bird Storm:** Introduction to vowel-r syllables: ER, AR, OR, IR, UR.

**Lesson 9—Itch and Scratch:** Introduce the trigraph TCH and review the digraph CH (builds on Lesson 7).

**Lesson 10—Hodgepodge:** Introduce the trigraph DGE and review digraphs.

The **Lessons from 11–21** build on what students now know about closed and vowel-r syllables. We introduce the complete system of vowel sounds and review the other syllable types. Included in this study are syllable juncture rules and patterns. Instruction and review of the rules for adding suffixes continue throughout these lessons.

**Lesson 11—Valley of Vowels:** Teach the complete system of vowel sounds.

**Lesson 12—Crazy Robot:** Introduction to open syllables and open, long vowel spellings.

**Lesson 13—Rude Ape:** Introduction to VCe syllables as a second way to spell long vowels.

**Lesson 14—Silent E Meets Its End:** Rules for adding endings (silent -e and doubling rules).

**Lesson 15—Huge Smudge:** Review final /j/ spellings and add long vowel + GE patterns.

**Lesson 16—The Long and the Short of It:** Review open and VCe syllables.

**Lesson 17—Fleas and Roaches:** Introduce vowel team syllables.

**Lesson 18—K is Special:** Review final spellings for /k/ and add long vowel patterns.

**Lesson 19—To Urr is Human:** Vowel-r study: EI, IR and UR patterns.

**Lesson 20—Car Horn:** Vowel-r study: AR and OR patterns.

**Lesson 21—Mumble Grumble:** Consonant + -le syllables.

**Lessons 22–26** cover difficult vowel spellings that often give students problems. These vowel spelling patterns are studied based on the position in a word of certain vowel sounds. Included in these Lessons is a greater emphasis on morphology and usage.

**Lesson 22—Yawning Walrus:** /aw/ (saw) study.

**Lesson 23—Proud Cow:** /ou/ (cow) study.

**Lesson 24—Moody Moose:** /u/ (moo) study.

**Lesson 25—Emu Avenue:** /yu/ (unicorn) study.

**Lesson 26—Oyster Hoister:** /oi/ (boy) study.

**Lesson 27—All Together Now: The Whole Enchilada:** Reviews all of the previous lessons.

# Spellography—A Road Map to Learning



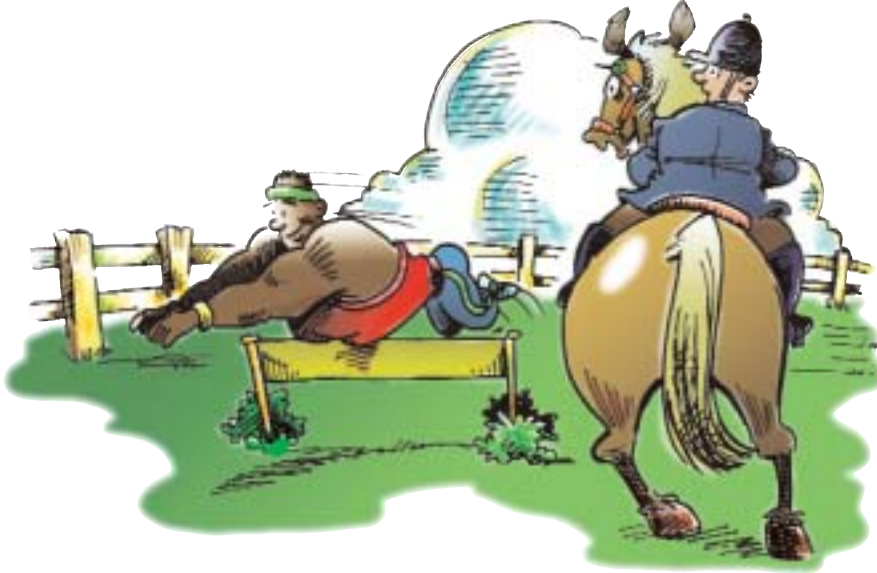
**S**pellography's flexible design enables teachers to present the same concepts classwide, while addressing the diverse needs of individual students. The **Spelling Inventory** helps determine the class skills profile, while the **Pretest** in each lesson identifies a student's unique learning level. The Pretest introduces 24 lesson study words that are grouped into six, four-word blocks. Once a student's spelling needs are identified, word lists and exercises can be customized to match his or her level.

Whether you're planning  
full classroom implementation,  
small-group, or  
individual instruction,  
*Spellography* will work for you!





## Routines Meant to Challenge



To ensure maximum learning, the following elements appear in most *Spellography* lessons:

- ▼ A set of 24 study words, divided into groups of four by level of difficulty
- ▼ Phonemic awareness exercises
- ▼ An introduction to the main spelling pattern, with exercises to review that pattern, including a word-sorting activity
- ▼ Exercises on word usage (parts of speech) and meaning
- ▼ Exercises to review syllable structure
- ▼ Practice with alphabetical order
- ▼ Exercises to study morphology, including word dissection and word building
- ▼ Dictation exercises, including sentence formulation by students
- ▼ A timed exercise for reading fluency

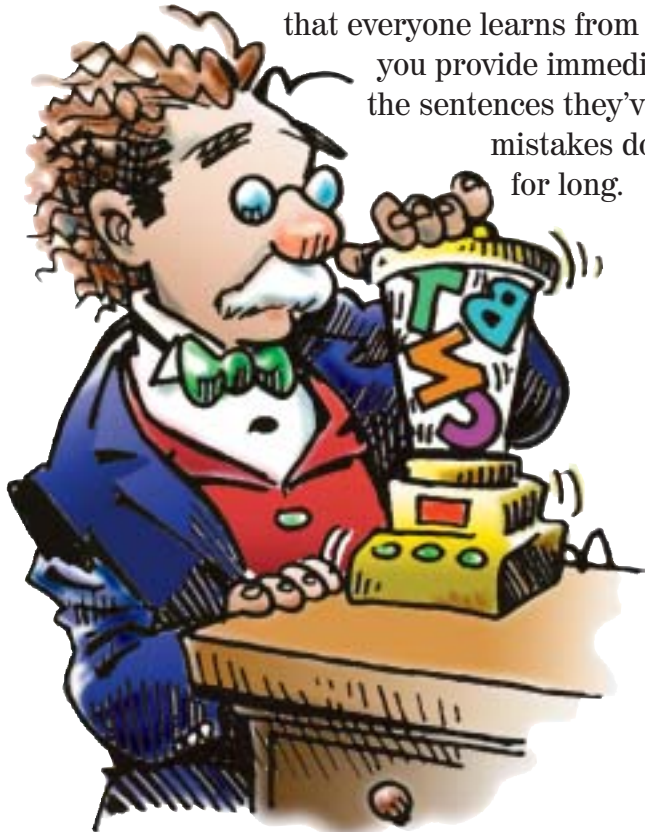
And, many lessons include choice and challenge activities that encourage students to analyze language and become “word detectives” as they seek the etymology, or history, of words.

# The Building Blocks of Spellography

## Word Construction Zone

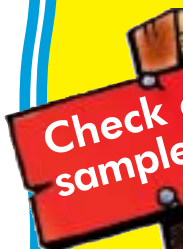
**P**honemic activities are indispensable for most poor spellers. Watch your students progress as they complete such activities as phoneme segmentation, phoneme deletion, phoneme substitution, and sound-reversal exercises.

As students become confident spellers, their skills transfer to sentence development and paragraph writing. **Dictation exercises** provide opportunities for students to share their sentences with the class so that everyone learns from each other. Plus, you provide immediate feedback about the sentences they've written, so mistakes don't go uncorrected for long.



Alphabet  
Soup  
Speed Read

Word  
Detective





# LESSON 7 Chunky Chunky

Identify words in the lesson and list the chunky and chunky words. Write the number of each example.

## Lesson 7 Word List

- 1. crash
- 2. think
- 3. waffle
- 4. than
- 5. check
- 6. truth
- 7. which
- 8. stark
- 9. thankful
- 10. chunky
- 11. shutting
- 12. than
- 13. their
- 14. other
- 15. thoughtful
- 16. there
- 17. bushful
- 18. chatting
- 19. they're
- 20. whopping
- 21. enchanted
- 22. whannoy
- 23. squashed
- 24. whisker

Write the number next to the chunky words.



Lesson 7 • Chunky Chunky

### Spelling Concepts: Chunky Words

A chunky word is a word with a chunky sound. The chunky sound is a sound that is made by two or more letters. The chunky sound is a sound that is made by two or more letters. The chunky sound is a sound that is made by two or more letters.

Write the chunky words in the lesson. Write the number of each example. Write the chunky words in the lesson. Write the number of each example. Write the chunky words in the lesson. Write the number of each example.



**Exercise 1: Phonics: Separation** Take each of these words apart, sound by sound, without looking at the letters. Tap out the sounds as you say them.

- crash
- think
- waffle
- than
- check
- truth
- which
- stark
- thankful
- chunky
- shutting
- than
- their
- other
- thumping
- there
- stark
- thankful
- chunky
- shutting
- than
- their
- other
- thumping
- there

**Exercise 2: Phonics: Separation** Take each of these words apart, sound by sound, without looking at the letters. Tap out the sounds as you say them.

- 1. crash
- 2. think
- 3. waffle
- 4. than
- 5. check
- 6. truth
- 7. which
- 8. stark
- 9. thankful
- 10. chunky
- 11. shutting
- 12. than
- 13. their
- 14. other
- 15. thumping
- 16. there
- 17. bushful
- 18. chatting
- 19. they're
- 20. whopping
- 21. enchanted
- 22. whannoy
- 23. squashed
- 24. whisker

Write the number next to the chunky words.

Lesson 7 • Chunky Chunky



**Exercise 6: Word Construction: Build** Build a word by adding the letters.

- ... \_ \_ \_ \_ \_
- ... \_ \_ \_ \_ \_
- ... \_ \_ \_ \_ \_
- ... \_ \_ \_ \_ \_
- ... \_ \_ \_ \_ \_
- ... \_ \_ \_ \_ \_

Now go back and read your words to a partner.

**Spelling Concepts: The Building Rule** The Building Rule says you can add letters to the end of a word to make a new word. The Building Rule says you can add letters to the end of a word to make a new word.

Write the new words in the lesson. Write the number of each example.

- big + er = bigger
- ... + ... = ...
- ... + ... = ...
- ... + ... = ...
- ... + ... = ...
- ... + ... = ...



Lesson 7 • Chunky Chunky



**Exercise 8: Read the text and write the words in the gaps.**

It was a hot day. The sun was shining brightly. The children were playing in the park. They were laughing and playing. They were laughing and playing. They were laughing and playing.



**Exercise 9: Read the text and write the words in the gaps.**

Step 1	Step 2	Step 3
Time	Time	Time
Days	Days	Days



**Challenge: Poetry** Write a poem about the children in the picture. Use the words in the box.

Lesson 7 • Chunky Chunky

# Spellography's So Much More Than Spelling!

**S**pellography lessons introduce new vocabulary, idioms, and word roots—all of which lead to improved reading comprehension, reading fluency, and writing fluency!

Your students will truly enjoy learning independently or in pairs as they work on reading fluency and speed reading exercises that support faster and more accurate decoding.

*(Warning: Some exercises feature rather weird and amusing stories, so beware!)*





# Spellography

Includes:

- ▼ Teacher's Resource Guide
- ▼ Two Colorful Posters
- ▼ Consumable Student Books
- ▼ Teacher Answer Guides

*Professional Development Available*

*It was never this fun when WE were in school!*

**S**o don't let "Chunky Chucky" or "To Urr is Human" throw you. *Spellography* is a serious tool. This program is effective for classwide as well as small-group instruction. Students will be engaged as they practice activities that teach phonemic awareness, spelling, reading fluency, sentence dictation, and more—while you'll be pleased with the results!



**Weak spellers**

**become good spellers,**

**and good spellers**

**become great spellers!**

**F-U-N.** *That's Spellography!*



## Who are the authors of *Spellography*?



Louisa Moats, Ed.D., is a specialist in the linguistic challenges of spelling. She has written many chapters, journal articles, and books about spelling, reading, and language, including *Speech to Print: Language Essentials for Teachers* (Paul Brookes Publishing) and *Spelling: Development, Disability, and Instruction* (York Press). She is Director of Professional Development and Research Initiatives at Sopris West Educational Services. Louisa met Bruce Rosow when he was a student in her language class at the Greenwood Institute, where she infused him with a passion for this subject matter.



Bruce Rosow, M.A., has taught general education fourth and fifth grade classes for 12 years. For the past four years, Bruce has worked as a resource teacher and a curriculum coordinator. His students have included both identified and unidentified (general) students whose language or math skills were below grade level in grades 4–8. Bruce—like many of the students who are targeted for *Spellography*—was a terrible speller. He understands firsthand how the structured, sequential, and humorous instruction in *Spellography: A Student Road Map to Better Spelling* can remediate long-standing spelling and word-decoding issues. Bruce co-teaches courses at the Greenwood Institute in Putney and pursues doctoral studies at American International University.



# Spellography...

A student road map to better spelling



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