

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Chapter 10: Spelling

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| 1. a code that consist of a set of graphemes   | A. Word Building             |
| 2. written symbols that stand for a word, syllable, or a speech sound in a language  | B. Semantic maps             |
| 3. the pronunciation of sounds and words that have changed overtime  | C. Open sorts                |
| 4. Borrowed language in the world  | D. Embedded spelling program |
| 5. changes that come from the influences of classical studies, Latin spellings, and reinstated voiced letters.                 | E. Word Study minilessons    |
| 6. The stage where children are aware of the purpose of writing but lack the concepts of words and dividing phonemes.          | F. Graphic organizer         |
| 7. The stage where children understand that letters represent sounds in words.   | G. Commercial word games     |
| 8. The state where children are able to represent all the surface sound features of words and spell words that way they sound. | H. Semiphonetic stage        |
| 9. The stage where children begin to spell conventioally and spell words based on their awareness of how words sound.          | I. Analogies                 |
| 10. The stage where children begin to spell correctly and their knowledge of word meanings grow.                               | J. Decoding                  |
| 11. Integrating spelling, phonics, and vocabulary into the larger picture of literacy instruction, or reading and writing.     | K. Precommunication stage    |
| 12. Where the teacher ask the student to use their alphabet chart to help them spell out a word.                               | L. Word List                 |
| 13. Figuring out words while reading to understand a word.   | M. "Fix it" strategy         |
| 14. Where students learn to spell inductively while writing, with scaffolding and differentiated instruction.                  | N. Sound changes             |
| 15. The use of clusters and webs to relate words   | O. Dictionaries              |
| 16. These are use to record ideas and words on topic such as special events, holidays, and those in the content areas.         | P. orthography               |
| 17. List of high frequency words that are used for reading and writing.  | Q. Word sorts                |
| 18. A way for children to look up different words  | R. Etymological changes      |

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| 19. Another way to show the relationship between words is  | S. Conventional Stage    |
| 20. The teacher chooses the words and states the criteria in advance                                   | T. Word constructions    |
| 21. Children establish their own criteria  | U. Closed sorts          |
| 22. When you make a deck of letter cards and use them play a game                                      | V. Word study            |
| 23. Formal instruction in spelling can be done through   | W. Transitional stage    |
| 24. A reading strategy that can be applied to spelling, where children decode unknown words            | X. Borrowed word changes |
| 25. The teacher will provide children with manipulatives and encourage the students to build new words | Y. Phonetic State        |
| 26. Known games that can enhance spelling  | Z. Graphemes             |