

## **Instruction in Reading and Spelling Words**

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**Additional handouts on the instructional techniques demonstrated in the session are available by contacting the presenter.**

### **Resource List**

Moats, L. C. (2000). Speech to Print: Language Essentials for Teachers. Baltimore, MD: Paul H. Brookes Publishing Company. Provides an excellent overview of the workings of the English language, especially related to sounds, speech, and word structure and meaning. This book will be useful to teachers working with native English speakers and English-as-a-Second-Language learners.

Henry, M. K. (1990). Words. Austin, TX: Pro-Ed. Provides a set of adult-appropriate lessons for reviewing and teaching decoding and spelling via an understanding of English word structure and origin. Includes a brief assessment correlated to the lessons to determine where to begin with students.

Henry, M. K. (2003). Unlocking Literacy. Baltimore, MD: Paul H. Brookes Publishing Company. Provides good background information on word origin and structure that is helpful in using the Words book; provides additional ideas for lesson plans and follow-up activities to reinforce concepts.

Cunningham, P. (2005). Phonics They Use. Boston, MA: Pearson Education, Inc. Provides information and ideas for instruction appropriate for beginning to intermediate level adult students.

Cunningham, P. M., & Hall, D. P. (1994). Making Big Words. Grand Rapids, MI: Frank Schaffer Publications.

Thistlethwaite, L. L. (2000). Literacy Resource Series. Macomb, IL: Central Illinois Adult Education Service Center. This series provides ideas

for instruction in word identification, spelling, writing, vocabulary, and comprehension.

Fry, E. B., Fountoukidis, D. L., & Kress, J. E. (2000). The Reading Teacher's Book of Lists, Fourth Edition. San Francisco: Jossey-Bass. This resource supplies numerous helpful word lists.

Bear, D. R., Invernizzi, M., Templeton, S. & Johnson, F. (2004). Words Their Way. Upper Saddle River, NJ: Pearson. This resource provides ideas for word study activities.

Shaw, D.M, & Berg, Margaret A. (2008). Effects of a word study intervention on spelling accuracy among low-literate adults. Adult Basic Education and Literacy Journal, 2(3), 131-139. This research study showed positive effects of the Word Study approach to teaching spelling (Bear, Ivernizzi, Templeton, and Johnson 2004) on adult basic education students.

Adult Reading Components Study website ([http://www.nifl.gov/readingprofiles\\_FT\\_Introduction.htm](http://www.nifl.gov/readingprofiles_FT_Introduction.htm)). This website provides ideas for reading assessment and instruction of adults.

McShane, S. (2005). Applying Research in Reading Instruction for Adults. Washington, DC: National Institute for Literacy. This resource provides ideas for reading assessment and instruction of adults.

## Reference List

Capotosto, L. (2008). Decoding and Fluency Problems of Poor College Readers. National College Transition Network Research to Practice Brief. Available at <http://www.collegetransition.org/promising/rp8.html>.

Cunningham, P. (2005). Phonics They Use. Boston, MA: Pearson Education, Inc.

Cunningham, P. M., & Hall, D. P. (1994). Making Big Words. Grand Rapids, MI: Frank Schaffer Publications.

Hager, A. (2001). Techniques for teaching beginning-level reading to adults. Focus on Basics, Volume 5, Issue A. Washington, DC: National Center for the Study of Adult Literacy and Learning.

Henry, M. K. (2003). Unlocking Literacy. Baltimore, MD: Paul H. Brookes Publishing Company.

Strucker, J. (2000). How the ARCS Was Done (NCSALL Occasional Paper). Washington, DC: National Center for the Study of Adult Literacy and Learning.