

Elementary Literacy  
in  
Geneva CUSD 304

**Spelling/Encoding**

# Orthographic Mapping

Orthographic mapping is **what happens when different processing systems in the brain work in concert to connect a word's spoken sounds, written letters, and meaning.** For instance, a student sees the letters "r-e-d," links them with the sounds /r/ /e/ /d/, and calls up their knowledge of the color red.

The process of storing a word permanently in memory for instant retrieval.

# Understanding Words & Parts

Root

Prefix

Suffix

Latin

Greek

# The Process to Orthographically Map Words

**H**ear

How many sounds or syllables do you hear in the word?



prologue

**E**xplain

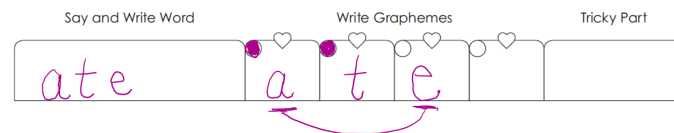
Explain how you know using finger stretching, whale talk, or syllable lines.



prologue — —

**A**ssign

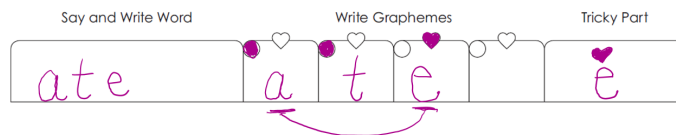
Assign letters to each sound/syllable you hear in the word.



prologue pro logue

**R**ecord

Record tricky parts with a heart(s).



prologue pro logue<sup>♥</sup>

**T**hink

Think of the spelling of the word.

ate<sup>♥</sup>

prologue<sup>♥♥</sup>

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

# Spell It!

## SYLLABLE WORDS

1. Listen to each word.
2. Put dots in the circles for each sound.
3. Write the graphemes in the boxes.
4. Draw a heart over the tricky parts if needed.

Example:  lock

1	ship	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	shut	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	dish	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	rash	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	shot	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	shed	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	wax	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	cap	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	hush	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	bed	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

## Unit 2 Lesson 1: The Earth

I can break down the spelling of words by using syllable lines.

meteorite	1	
peninsula	2	
crater	3	
disaster	4	
limestone	5	
*cavern*	6	
sinkhole	7	
archaeologist	8	
*aquatic*	9	
fossil	10	

**\*Spelling Focus Word\***

- Latin Roots:
- cav
  - aqua
- Greek Roots
- astr
  - geo

- How to Break Down Spelling Words Using Syllable Lines**
1. Clap or hum the syllables.
  2. Write the syllable lines.
  3. Write the graphemes (letters) to represent phonemes (sounds) on each syllable line.
  4. Identify the tricky parts by placing a heart over those letters.
  5. Box Greek or Latin Root.

# Instructional Practices

## DO THIS

Identify sounds & syllables

Verify sounds & syllables

Assign letters to sounds & syllables

Identify tricky parts of words

Spell the words

Spelling Check-ins

## NOT THIS

Memorize lists of words

Rainbow write lists of words

Write lists of word a specified number of times

Write lists of words in alphabetical order

Weekly spelling tests

## Our guests

### Mill Creek 1<sup>st</sup> Grade

- Mrs. Dabkowski, Mrs. Francis, Mrs. Bruno

### Williamsburg 4<sup>th</sup> Grade

- Ms. Buchman

### Mill Creek 5<sup>th</sup> Grade

- Mrs. Stajduhar

Thank You

Questions