

# Saturday, May 30, 2015

## MAKING SENSE OF ENGLISH SPELLING



### IT'S ALL ABOUT LANGUAGE EXPERT WORKSHOPS

Sponsored by the

Vanderbilt Bill Wilkerson Center

Co-Sponsors: Vanderbilt Kennedy Center, LEND program

This workshop will be of interest to speech-language pathologists, teachers, special educators, and literacy specialists and others who work with children with language-literacy difficulties.

#### speaker information

Gina Cooke, MA has a master's degree in linguistics from the University of Chicago and a bachelor's degree in comparative literature and logic from Smith College. She is a certified Instructor of Teaching in the Children's Dyslexia Centers' Orton-Gillingham program, accredited by the International Multisensory Structured Language Education Council, and the International Dyslexia Association. Gina has published articles in IDA publications and is a popular speaker at state and national conferences. She is doctoral candidate in the PhD program English Studies at Illinois State University. Gina also teaches linguistics courses at Illinois State University.

#### conference details

The workshop is approved by the American Speech-Language-Hearing Association for 6.5 CE hours. In addition, participants will receive a certificate of attendance.

The cost to attend the workshop is \$80.00 (students \$25).

REGISTRATION: <https://vkc.mc.vanderbilt.edu/register/4533>

Workshop Location: Vanderbilt Kennedy Center, Room 241, 110 Magnolia Cir, Nashville, TN 37203

PARKING: top floor of the Central Garage at the Vanderbilt Medical Center.

To locate the garage, put the following information into your navigation device: 2 Dixie Place, Nashville 37212

**WORKSHOP DESCRIPTION:** There is much information to support educators as they provide reading instruction and intervention to struggling learners. There is far less information to support spelling instruction. Yet poor spelling proficiency is characteristic of many children, not just struggling readers. For most any learner, reading is a stronger skill set than spelling, and even as reading improves, spelling often lags behind. Current research suggests that spelling is about much more than just spelling. In fact, structured, linguistically-informed spelling instruction has been linked to improved vocabulary skills (Bowers & Kirby 2009), improved comprehension (Mehta et al 2005), reading growth (Weiser 2009), and writing ability (Moats et al 2006).

Although English spelling is often presented as defective, opaque, or tricky, it is actually a highly-ordered, rule-based system that can be studied in a structured, logical way (Bowers & Cooke 2012). Although phonology gets a great deal of instructional emphasis, "the simple fact is that the present orthography is not merely a letter-to-sound system riddled with imperfections, but instead, a more complex and more regular relationship wherein phoneme and morpheme share leading roles" (Venezky 1967). The <t> in <nature>, <nation>, and <innate> spells three different sounds, but preserves the spelling and sense of the base <nate>, which means 'born'. Words that are presented as "irregular," like <have> and <come>, make perfect sense in a structured and accurate understanding of the writing system.

Take advantage of this unique opportunity to learn about English orthography with a true expert. As a linguist in education, Gina Cooke strives to bring logically sound, linguistically accurate information and strategies to educators of all stripes. She has taught written language from preschool through graduate school and has a long-range view of literacy development. Gina is a popular speaker and her humor, energy, and insights engage audiences and give them a renewed appreciation, and a renewed approach, for thinking about and teaching spelling.

**LEARNING OBJECTIVES:** (a) Analyze English words to see how their structures make senses; (b) Study the suffix addition rules that impact all of English orthography; (c) Explain how so-called irregular words are not so irregular; (d) Apply vigorous and robust spelling knowledge and strategies in instruction and intervention with struggling learners; and (e) Explain the *why* of spelling as well as the *how*.

**Your registration fee includes conference materials, including a spelling workbook, a continental breakfast, and lunch.**

#### WORKSHOP SCHEDULE

8:15 - 8:55 Registration and Continental Breakfast  
9:00 - 10:15: Introductions, Definitions, Beliefs  
10:15 - 10:30 break  
10:30 - 12:00: Morphology & Morphological Tools  
12:00 - 12:15 break to get lunch  
12:15 - 1:00: Working Lunch (Hands-On Activities)  
1:00 - 2:00: History of English & Etymological Cues  
2:00 - 2:45: Rethinking Phonology  
3:00-4:00: Hands-on investigations; Q & A

#### QUESTIONS?

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