1.Spelling.

.Definition

- the process or activity of writing or naming the letters of a word.
- **OR**

  write or name the letters that form (a word) in correct sequence.
- **OR**
- Spelling is defined as the proper way to write a word, using the correct order of letters. An example of spelling is the spelling of the word "cat" as "C" "A" "T." An example of spelling is when you actually say or write the letters of the word "cat."

  OR

- Set of conventions to represent words in writing.

Why is spelling important.

Here are six reasons why spelling is important:

1.Communication: good spelling facilitates communication. By following the same rules for spelling words, we can all understand the text we read.

2.Comprehension: good spelling avoids confusion. In a way spelling is a bit like sports. It's up to the person passing the ball to make sure the receiver actually catches it. The same goes for spelling. If you write with intent and proper spelling, the receiver of that text will understand it.

3.Future: let's face it, university applications and job resumes littered with spelling errors don't make it very far.

4.Computer error: we can't rely on computers to check our spelling. They get it wrong too.

5.Distraction: poor spelling distracts the reader and they lose focus. It's hard to read a text for comprehension when it's full of spelling errors.

6.Impressions last: when you have people read something you've written and that text is full of spelling errors, it does not leave a good impression. We should care about the fundamental part good spelling plays in our language.

1. # Spelling

Set of conventions to represent words in writing

Spelling is a set of conventions that regulate the way of using graphemes to represent a language in its written form. In other words, spelling is the rendering of speech sound (phoneme) into writing (grapheme). Spelling is one of the elements of orthography, and highly standardized spelling is a prescriptive element.

This article contains IPA phonetic symbols.

Without proper rendering support, you may see question marks, boxes, or other symbols instead of Unicode characters. For an introductory guide on IPA symbols, see Help:IPA.

Spellings originated as transcriptions of the sounds of spoken language according to the alphabetic principle. They remain largely reflective of the sounds, although fully phonemic spelling is an ideal that most languages' orthographies only approximate, some more closely than others. This is true for various reasons, including that pronunciation changes over time in all languages, yet spellings as visual norms may resist change. In addition, words from other languages may be adopted without being adapted to the spelling system, and different meanings of a word or homophones may be deliberately spelled in different ways to differentiate them visually.

Spelling standards and conventions.

Standardization of spelling is connected with the development of writing and the establishment of modern standard dialects. Languages with established orthography are those languages that enjoy an official status and a degree of institutional support in a country. Therefore, normative spelling

is a relatively recent development linked to the compiling of dictionaries, the founding of national academies and other institutions of language maintenance, including widespread education and literacy, and often does not apply to minority and regional languages.

In countries where there is an authoritative language academy; such as France, the Netherlands, and Germany, reforms are regularly made so that spelling better matches the changing pronunciation.

Examples include:

German orthography reform of 1996

Portuguese spelling reform

French rectifications orthographiques of 1990.

English-language spelling reform proposals have been regularly made since the 16th century, but have made little impact apart from a few spellings preferred by Noah Webster having contributed to American and British English spelling differences.

Methodology
Learning
Learning proper spelling by rote is a traditional element of elementary education and divergence from standard spelling is often perceived as an indicator of low intelligence, illiteracy, or lower class standing.

Spelling tests are commonly used to assess a student's mastery over the words in the spelling lessons the student has received so far. They can also be an effective practice method. Spelling bees are competitions to determine the best speller of a group. Prominent spelling bees are even televised, such as the National

Spelling Bee in the United States.

Alteration

Divergent spelling is a popular advertising technique, used to attract attention or to render a trademark "suggestive" rather than "merely descriptive." The pastry chains Dunkin' Donuts and Krispy Kreme, for example, employ non-standard spellings.

Misspellings

A misspelling of purchased on a service station sign.

While some words admit multiple spellings, some spellings are not considered standard. These are commonly called "misspellings". A misspelled word can be a series of letters that represents no correctly spelled word of the same language at all (such as "leik" for "like") or a correct spelling of another word (such as writing "here" when one means "hear", or "no" when one means "know"). Misspellings of the latter type can easily make their way into printed material because they are not caught by simple computerized spell checkers.

A well-known Internet scam involves the registration of domain names that are deliberate misspellings of well-known corporate names to mislead or defraud. The practice is commonly known as "typosquatting."

Notable English misspellings in history

Cleveland, Ohio – the leader of the crew that surveyed the town's territory was General Moses Cleaveland, and the region was named in his honor; reportedly the town's first newspaper,

the Cleveland Advertiser, could not fit the town's name in its masthead without removing the first "a" from the name.

Google – accidental misspelling of googol. According to Google's vice president, as quoted on a BBC The Money Programme documentary, January 2006, the founders – noted for their poor spelling – registered Google as a trademark and web address before someone pointed out that it was not correct. It's possible Google took this spelling from Steve Martin's "Googlephonics" track from his 1979 album "Comedy Is Not Pretty." In it, he described Googlephonic as being "...the highest number of speakers before infinity."

Zenith – Arabic zamt was misread; in Latin letters, at the time, the letter i was never dotted, so "m" looked like "ni".

Arab, Alabama – This town in north Alabama was named Arad, after its founder, Arad Thompson, but the name was misspelled on a US Post Office map as "Arab", and the misspelled name stuck.

Spelling Rules

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Here are the first spelling rules that students should know.

☆ Every word has at least one vowel.

☆ Every syllable has one vowel.

☆ C can say /k/ or /s/. C says /s/ before an e, i, or y (cent, city, cycle). It says /k/ before everything else (cat, clip).

☆ G can say /g/ or /j/. G may say /j/ before an e, i, or y (gem, giant, gym). It says /g/ before everything else (garden, glad).

☆ Q is always followed by a u (queen).

☆Double the consonants f, l, and s at the end of a one-syllable word that has just one vowel (stiff, spell, pass).

☆ To spell the sound of /k/ at the end of a word, we use ck or k. Use ck after a short vowel (sick). After everything else, use a k (milk).

☆ Capitalize names.

☆ After your student has mastered the above spelling rules and applies them consistently, go on to this next set of rules.

☆ A, e, o, and u usually say their name at the end of a syllable (a-pron, me, go, u-nit).

☆ Words do not end in v or j. We add a silent e at the end of the word (have).

☆ Contractions replace letter(s) with an apostrophe to shorten a phrase (I've represents I have).

☆ I and o may say /ī/ and /ō/ before two consonants (kind, sold). /j/ is spelled dge after a short vowel (edge).

☆ Capitalize the names of places (Florida).

Kind of spelling.

The Four Kinds of Spelling Knowledge

For students to become proficient spellers, there are 4 different kinds of spelling knowledge they require. Using Sound Waves ensures children have the opportunity to develop all four areas of spelling knowledge.

1.Phonological Knowledge

A Sound Waves speller develops a deep awareness of the sounds in our language and their relationship with the letter

combinations that represent the sounds in written form. They can segment words into individual sounds and syllables, blend sounds to form words, manipulate sounds, and recognize onset and rime. The activities and games in Sound Waves allow students to develop both their phonemic and graphemic awareness.

2.Visual Knowledge

Sound Waves encourages students to look at words as a whole, as well as syllables and as individual graphemes. They learn to recognise spelling patterns and also to identify deviations from regular patterns. The Sound Waves activities and games encourage students to play with words and discover patterns and visual cues that assist a proficient speller.

3.Morphemic Knowledge

As students continue to explore the words of our language, they start to discover more patterns and generalisations. As they look at the meaning of words and how words are formed, they discover that words conform to certain patterns and can also deviate from these patterns. Sound Waves helps students to explore the formation of compound words and the use of prefixes and suffixes to change word meanings. Word building is explored and students look at how changes to a word create changes to the word's meaning and grammatical use of the word.

4.Etymological Knowledge

In Sound Waves students are also provided with the opportunity to explore word origins and history. Students explore the roots of words and word meanings and learn to recognize the relationships between words. They develop an understanding of how some words are derived and how the meaning of unfamiliar words may be determined by examining parts of a word and similar related words.

Spelling Rules vs Spelling Patterns:

PHONICS RULES
When a particular spelling is mentioned as a "rule," it means that there is a logical reason behind it and that all or most words are spelled in a certain way when that particular configuration appears. To illustrate:

In a single-syllable short-vowel word, the ending "k" sound is spelled "-ck." And so whenever we hear a single-syllable short-vowel word that ends in the "k" sound, we can almost count on its being spelled with a "-ck" ending. There is a logical reason why it is spelled that way--and so we call it a "spelling rule." (Naturally there are a few exceptions, such as "yak" and "doc." But this is true most of the time.)

PHONICS PATTERNS
Sometimes there are multiple spellings for the very same

sound, with no logical reason behind it (unless one digs deeply into word and language origins, and that is beyond the scope of Phonics Pathways).

A rather extreme example of this would be all of the spellings that can make up the long-u sound:

u-e June
oo moon
o do
ew new
ue blue
ui fruit
ou soup

These configuration are called "spelling patterns" if there are a number of words with the same sound that are spelled a particular way, but there is no logical reason why that sound is spelled in that way.

☆. English-language spelling reform

For centuries, there has been a movement to reform the spelling of English. It seeks to change English spelling so that it is more consistent, matches pronunciation better, and follows the alphabetic principle. Common motives for spelling reform include quicker, cheaper learning, thus

making English more useful for international communication.

Reform proposals vary in terms of the depth of the linguistic changes and by their implementations. In terms of writing systems, most spelling reform proposals are moderate; they use the traditional English alphabet, try to maintain the familiar shapes of words, and try to maintain common conventions (such as silent e).

History

Modern English spelling developed from about 1350 onwards, when—after three centuries of Norman French rule—English gradually became the official language of England again, although very different from before 1066, having incorporated many words of French origin (battle, beef, button, etc.). Early writers of this new English, such as Geoffrey Chaucer, gave it a fairly consistent spelling system, but this was soon diluted by Chancery clerks who re-spelled words based on French orthography.

Examples include the silent h in ghost (to match Dutch gheest, which later became geest), aghast, ghastly and gherkin. The silent h in other words—such as ghospel, ghossip and ghizzard—was later removed.

16th and 17th centuries

The first of these periods was from the middle of the 16th to the middle of the 17th centuries AD, when a number of publications outlining proposals for reform were published. Some of these proposals were:

An Orthographie in 1569 by John Hart, Chester Herald.

Logonomia Anglica in 1621 by Dr. Alexander Gill, headmaster of St Paul's School in London.

English Grammar in 1634 by Charles Butler, vicar of Wootton St Lawrence.

William Shakespeare satirized the disparity between English spelling and pronunciation. In his play Love's Labour's Lost, the character Holofernes is "a pedant" who insists that pronunciation should change to match spelling, rather than simply changing spelling to match pronunciation.

19th century

An 1879 bulletin by the US Spelling Reform Association, written mostly using reformed spellings (click to enlarge).

An 1880 bulletin, written wholly in reformed spelling (click to enlarge).

By the 1870s, the philological societies of Great Britain and

America chose to consider the matter. After the "International Convention for the Amendment of English Orthography" that was held in Philadelphia in August 1876, societies were founded such as the English Spelling Reform Association and American Spelling Reform Association. That year, the American Philological Society adopted a list of eleven reformed spellings for immediate use. These were are→ar, give→giv, have→hav, live→liv, though→tho, through→thru, guard→gard, catalogue→catalog, (in)definite→(in)definit, wished→wisht. One major American newspaper that began using reformed spellings was the Chicago Tribune, whose editor and owner, Joseph Medill, sat on the Council of the Spelling Reform Association. In 1883, the American Philological Society and American Philological Association worked together to produce 24 spelling reform rules, which were published that year. In 1898, the American National Education Association adopted its own list of 12 words to be used in all writings: tho, altho, thoro, thorofare, thru, thruout, catalog, decalog, demagog, pedagog, prolog, program.

20th century onward

President Theodore Roosevelt was criticized for supporting the simplified spelling campaign of Andrew Carnegie in 1906

The Simplified Spelling Board was founded in the United

States in 1906. The SSB's original 30 members consisted of authors, professors and dictionary editors.

In August 1906, the SSB word list was adopted by Theodore Roosevelt, who ordered the Government Printing Office to start using them immediately. However, in December 1906, the U.S. Congress passed a resolution and the old spellings were reintroduced. Nevertheless, some of the spellings survived and are commonly used in American English today, such as anaemia/anæmia→anemia and mould→mold. Others such as mixed→mixt and scythe→sithe did not survive. In 1920, the SSB published its Handbook of Simplified Spelling, which set forth over 25 spelling reform rules.

Arguments for reform.

It is argued that spelling reform would make it easier to learn to read (decode), to spell, and to pronounce, making it more useful for international communication, reducing educational budgets (reducing literacy teachers, remediation costs, and literacy programs) and/or enabling teachers and learners to spend more time on more important subjects or expanding subjects.

For example, music was spelled musick until the 1880s, and fantasy was spelled phantasy until the 1920s. For a time, almost all words with the -or ending (such as error) were once spelled -our (errour), and almost all words with the -er ending (such as member) were once spelled -re (membre). In American spelling, most of them now use -or and -er, but in British spelling, only some have been reformed.

Reference

Related Links.

1. https://www.yourdictionary.com/spelling

2. https://en.m.wikipedia.org/wiki/Spelling

3. https://www.fireflyeducation.com.au/pd/article/the-four-kinds-of-spelling-knowledge

4.https://www.todayifoundout.com/index.php/2012/04/where-the-word-spell-comes-from/

5. https://en.m.wikipedia.org/wiki/English-language_spelling_reform

Punctuation.

Definition.

The marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.

Punctuation is the use of spacing, conventional signs, and certain typographical devices as aids to the understanding and correct reading of written text, whether read silently or aloud. Another description is, "It is the practice action or system of inserting points or other small marks into texts in

order to aid interpretation; division of text into sentences, clauses, etc., by means of such marks.

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Punctuation marks

1. Full stop or period. (.)
2. Comma (,)
3. Colon (:)
4. Semi colon (;)
5. Question mark (?)
6. Round brackets (())
7. Square brackets ([])
8. Quotation mark (" „)
9. Apostrophe (à)
10.   Ellipsis (a...)
11.   Exclamation mark (!)
12.   Underline (a)
13.   Hyphen (a-b)
14.   Virgule   (a/b)

Uses

Punctuation marks are symbols that are used to aid the clarity and comprehension of written language. Some common punctuation marks are the period, comma, question mark, exclamation point, apostrophe, quotation mark and hyphen.

apostrophe
An apostrophe is used as a substitute for a missing letter or letters in a word (as in the contraction cannot = can't), to show the possessive case (Jane's room), and in the plural of letters, some numbers and abbreviations. Note: groups of years no longer require an apostrophe (for example, the 1950s or the 90s).I can't see the cat's tail.
Dot your i's and cross your t's.
100's of years.colon:A colon is used before a list or quote.

A colon is used to separate hours and minutes.

A colon is used to separate elements of a mathematical ratio.

There are many punctuation marks: period, comma, colon, and others.

The time is 2:15.

The ratio of girls to boys is 3:2.

comma,A comma is used to separate phrases or items in a list.She bought milk, eggs, and bread.dash—A dash is used to separate parts of a sentence.The dash is also known as an "em dash" because it is the length of a printed letter m — it is longer than a hyphen.ellipsis...An ellipsis (three dots) indicates that part of the text has been intentionally been left out.0, 2, 4, ... , 100exclamation point!An exclamation point is used to show excitement or

emphasis.It is cold!hyphen-A hyphen is used between parts of a compound word or name.

History

The first writing systems were either logographic or syllabic—for example, Chinese and Mayan script—which do not necessarily require punctuation, especially spacing. This is because the entire morpheme or word is typically clustered within a single glyph, so spacing does not help as much to distinguish where one word ends and the other starts. Disambiguation and emphasis can easily be communicated without punctuation by employing a separate written form distinct from the spoken form of the language that uses slightly different phraseology. Even today, written English differs subtly from spoken English because not all emphasis and disambiguation is possible to convey in print, even with punctuation.

Western Antiquity

Most texts were still written in scriptura continua, that is without any separation between words. However, the Greeks were sporadically using punctuation marks consisting of vertically arranged dots—usually two (dicolon) or three (tricolon)—in around the 5th century BC as an aid in the oral delivery of texts. Greek playwrights such as Euripides and Aristophanes used symbols to distinguish the ends of phrases in written drama: this essentially helped the play's cast to know when to pause. After 200 BC, the Greeks used Aristophanes of Byzantium's system (called théseis) of a single dot (punctus) placed at varying heights to mark up speeches at rhetorical divisions:

hypostigmḗ – a low punctus on the baseline to mark off a komma (unit smaller than a clause);

stigmḕ mésē – a punctus at midheight to mark off a clause (kōlon); and

stigmḕ teleía – a high punctus to mark off a sentence (periodos).

In addition, the Greeks used the paragraphos (or gamma) to mark the beginning of sentences, marginal diples to mark quotations, and a koronis to indicate the end of major sections.

The Romans (c. 1st century BC) also occasionally used symbols to indicate pauses, but the Greek théseis—under the name distinctiones—prevailed by the AD 4th century as reported by Aelius Donatus and Isidore of Seville (7th century). Also, texts were sometimes laid out per capitula, where every sentence had its own separate line. Diples were used, but by the late period these often degenerated into comma-shaped marks.

Medieval

Punctuation developed dramatically when large numbers of copies of the Bible started to be produced. These were designed to be read aloud, so the copyists began to introduce a range of marks to aid the reader, including indentation, various punctuation marks (diple, paragraphos, simplex ductus), and an early version of initial capitals (litterae notabiliores). Jerome and his colleagues, who made a translation of the Bible into Latin, the Vulgate (c. AD 400), employed a layout system based on established practices for teaching the speeches of Demosthenes and Cicero. Under his layout per cola et commata every sense-unit was indented and given its own line. This layout was solely used for biblical manuscripts

during the 5th–9th centuries but was abandoned in favor of punctuation.

Printing-press era

The amount of printed material and its readership began to increase after the invention of moveable type in Europe in the 1450s. As explained by writer and editor Lynne Truss, "The rise of printing in the 14th and 15th centuries meant that a standard system of punctuation was urgently required." Printed books, whose letters were uniform, could be read much more rapidly than manuscripts. Rapid reading, or reading aloud, did not allow time to analyze sentence structures. This increased speed led to the greater use and finally standardization of punctuation, which showed the relationships of words with each other: where one sentence ends and another begins, for example.

The introduction of a standard system of punctuation has also been attributed to the Venetian printers Aldus Manutius and his grandson. They have been credited with popularizing the practice of ending sentences with the colon or full stop (period), inventing the semicolon, making occasional use of parentheses, and creating the modern comma by lowering the virgule. By 1566, Aldus Manutius the Younger was able to state that the main object of punctuation was the clarification of syntax.

British vs. American English

There are a few differences between punctuation in British and American English. The following charts details some of those differences:

British english

The " . " symbol is called

A full stop

The " ! " symbol is called

an exclamation mark

The " ( ) " symbols are called

brackets

The " [ ] " symbols are called

square brackets

Joy means "happiness".

The punctuation for abbreviations

Dr, Mr, Mrs, St, Rd, Ct

American English

The " . " symbol is called

a period

The " ! " symbol is called

an exclamation point

The " ( ) " symbols are called

parentheses

The " [ ] " symbols are called

brackets

The position of quotation marks

Joy means "happiness".

The punctuation for abbreviations

Dr., Mr., Mrs., St., Rd., Ct.

Novel punctuation marks

Interrobang

In 1962, American advertising executive Martin K. Speckter proposed the interrobang (‽), a combination of the question mark and exclamation point, to mark rhetorical questions or questions stated in a tone of disbelief. Although the new punctuation mark was widely discussed in the 1960s, it failed to achieve widespread use.

"Love point" and similar marks

In 1966, the French author Hervé Bazin proposed a series of six innovative punctuation marks in his book Plumons l'Oiseau ("Let's pluck the bird", 1966). These were:

the "irony point" or "irony mark" (point d'ironie:)

the "love point" (point d'amour:)

the "conviction point" (point de conviction:)

the "authority point" (point d'autorité:)

the "acclamation point" (point d'acclamation:)
the "doubt point" (point de doute:)

Reference.

Links.

1. **Wikipedia**
2. https://www.julian.com/blog/punctuation
3. https://www.time4writing.com/writing-resources/proper-punctuation-for-quotes/
4. https://www.time4writing.com/writing-resources/proper-punctuation-for-quotes/

The end.