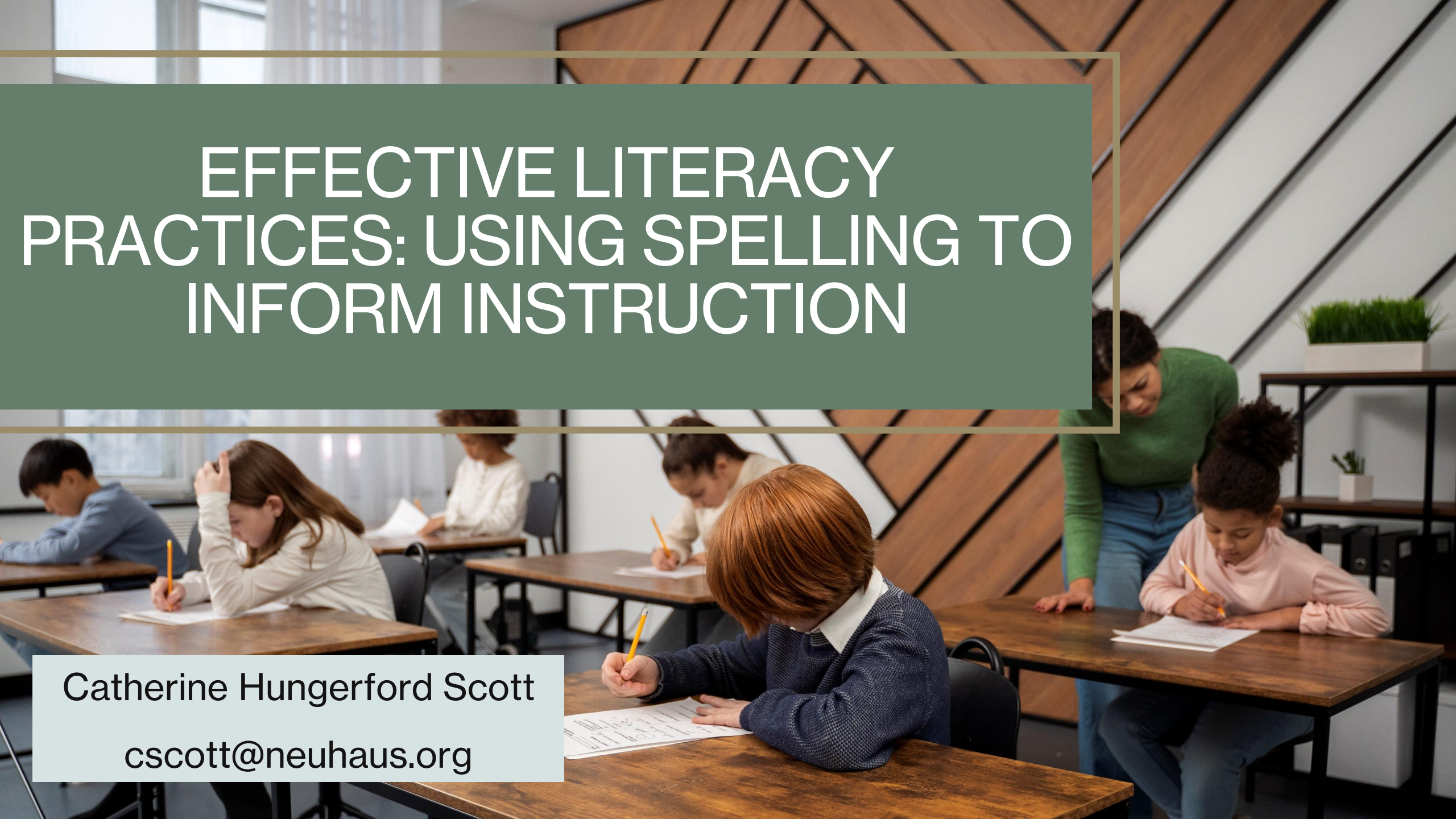
EFFECTIVE LITERACY PRACTICES: USING SPELLING TO INFORM INSTRUCTION



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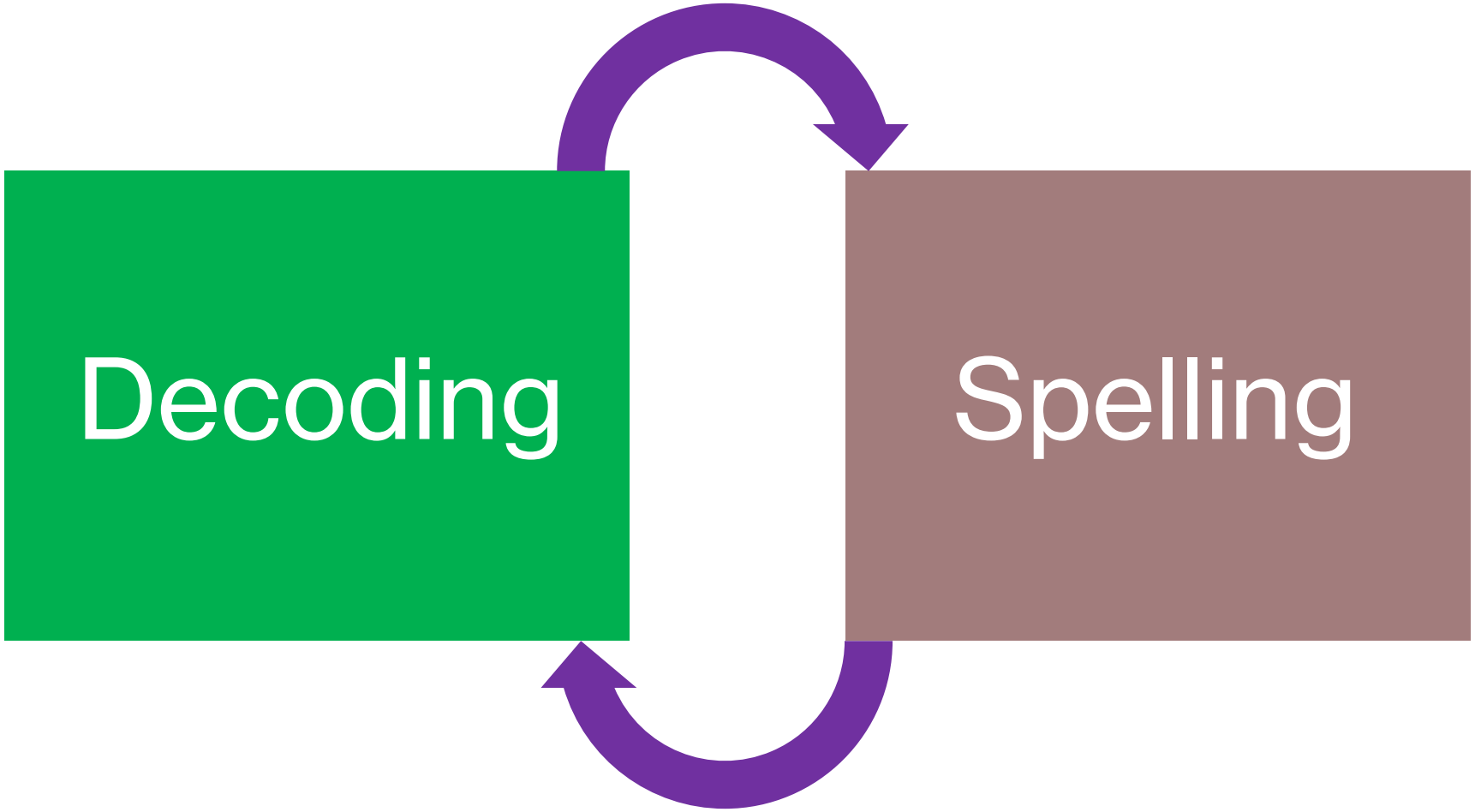
LADDER OF LANGUAGE ACQUISITION



Johnson and Myklebust, 1967



Mather & Jaffe,

DECODING

Decoding = Grapheme (symbol) → Phoneme (sound)

Mather & Jaffe, 2021

WHEN A PERSON IS READING, THEY CAN:

- have visual recognition of the word;
- sound out the word;
- use the context of the sentence.

Carreker, 2018

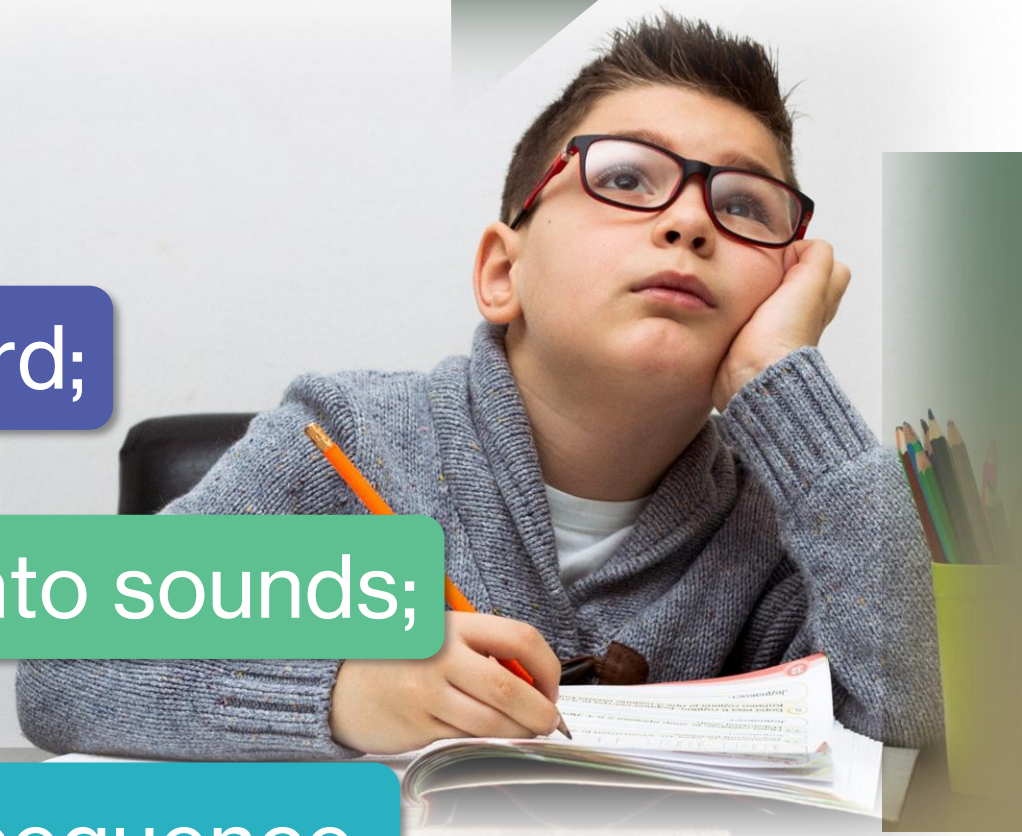
SPELLING

Spelling = Phoneme (sound) → Grapheme (symbol)

Mather & Jaffe, 2021

WHEN A PERSON IS SPELLING, THEY:

1. hear the word;
2. remember the word;
3. unblend the word into sounds;
4. keep the sounds in sequence;
5. determine the sound/letter(s) relationships;





6 discriminate between similar sounds;

7 apply any applicable rules;

8 remember the letter shapes;

9 write the letters in sequence;

10 do steps 1-9 before the teacher dictates the next word.

TWO STRATEGIES FOR SPELLING

remember what the word looks like



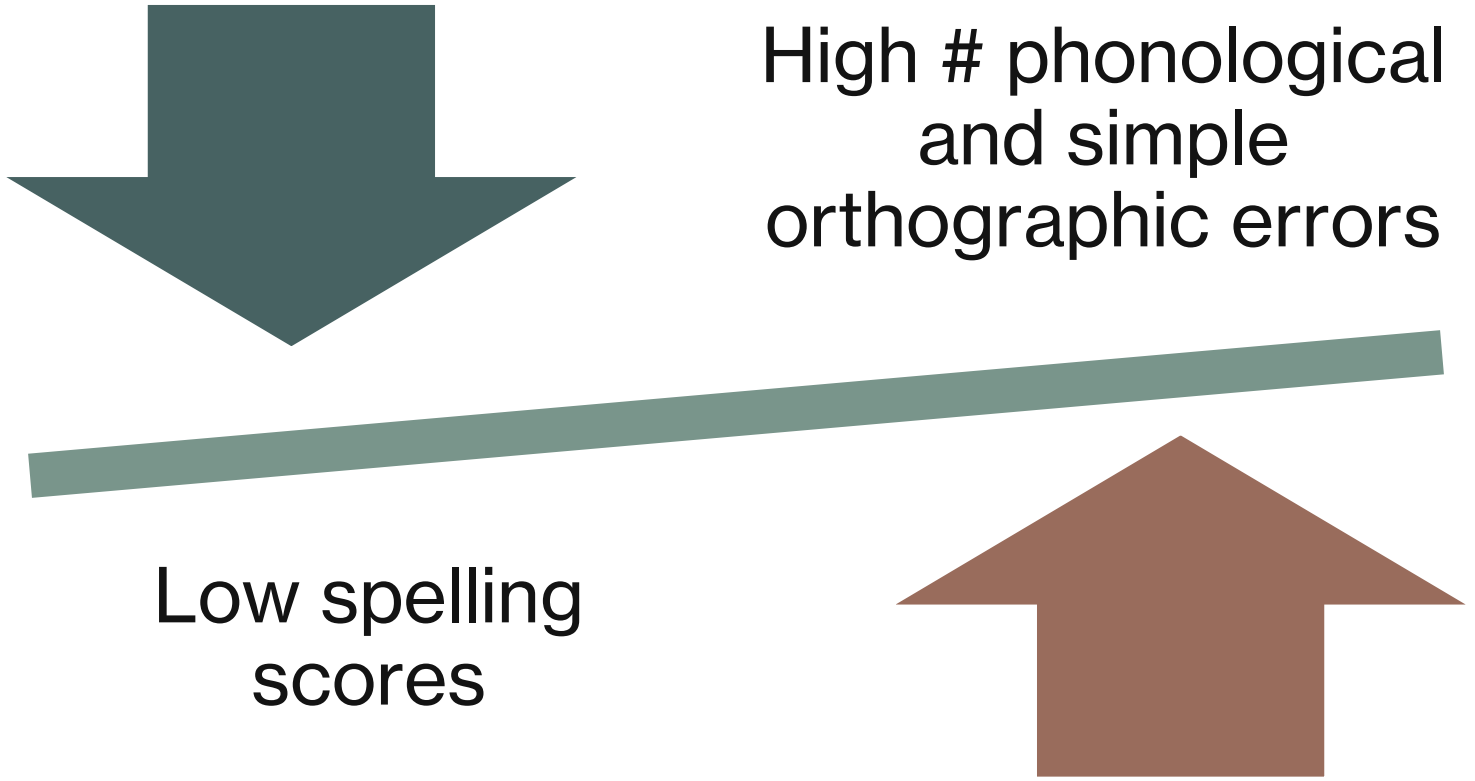
sound out the word





How children spell reflects what they know about sounds and words.

ERROR TYPES OF POOR SPELLERS



Bahr, Sililman, & Berninger, 2020

ERROR TYPES

Phonological

fver for *flower*

sutig for *something*

Simple Orthographic

pak for *pack*

brav for *brave*

Bahr, Sililman, & Berninger, 2020

ERROR TYPES OF GOOD SPELLERS

High spelling scores

High # of morphological and etymological errors

Bahr, Sililman, & Berninger, 2020

ERROR TYPES

Morphological

mobileyes for *mobilize*

jumpt for *jumped*

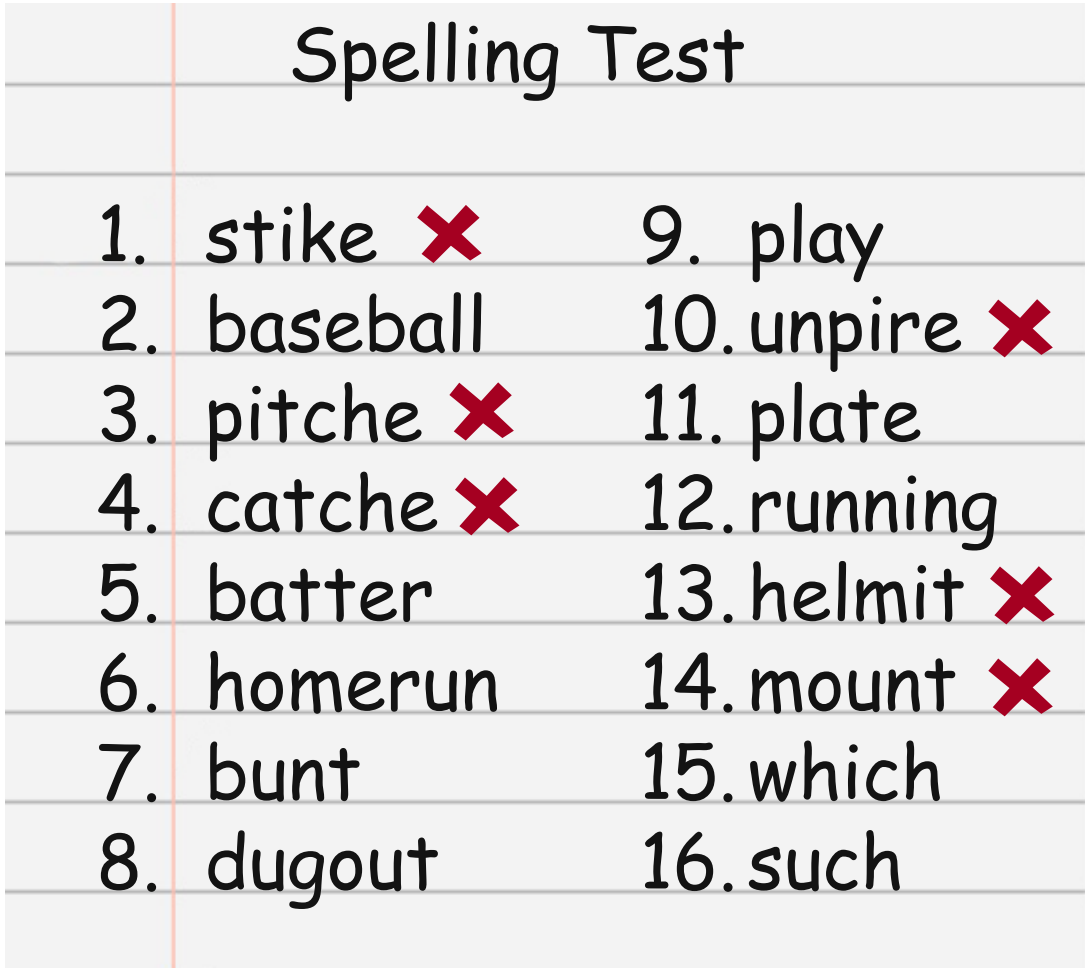
Etymological

fone for *phone*

hipodrmik for *hypodermic*

Bahr, Sililman, & Berninger, 2020

FRIDAY SPELLING TEST



RUBRIC

0	• a random string of letters is used • not all sounds are represented [tk or thk for thick]
1	• all sounds are marked; two or more letters are not reasonable representations of the sounds • extraneous letters are added [theg or fek for thick; thejtchk for thick]
2	• all sounds are marked but one letter is not a reasonable representation of a sound [tik or thek for thick]
3	• all sounds are marked with reasonable representations [thik or thic for thick]
4	• the spelling seems conventional, but an unnecessary letter is added or doubled [thicke or thickk for thick]
5	• Correct spelling

Carreker, 2011

RUBRIC ACCURACY SCORES

1. *choos* for *choose*
2. *cryed* for *cried*
3. *spioal* for *spoil*
4. *brik* for *brick*
5. *semdle* for *simple*
6. *smock* for *smoke*
7. *unpire* for *umpire*
8. *smc* for *teacher*
9. *pach* for *patch*
10. *earosion* for *erosion*
11. *dekoy* for *decoy*
12. *juk* for *jug*
13. *extesion* for *extension*
14. *dresse* for *dress*
15. *jumpt* for *jumped*
16. *redish* for *reddish*

SPELLING ASSESSMENT

Spelling Achievement
How many words are spelled correctly
words spelled correctly ÷ total number of words

Spelling Accuracy
as measured on the rubric
accuracy points attained ÷ possible accuracy points

INSTRUCTIONAL IMPLICATIONS

Score: 0 or 1 - random letters; phonemes not represented

Phonemic awareness & Sound/Symbol
Student segments three- and four-phoneme words, moving a counter for each phoneme Students practice matching and writing symbols that represent specific sounds

INSTRUCTIONAL IMPLICATIONS

Score: 1 or 2 - without additional letters, or 2 sound errors

Discrimination activities
Student uses a mirror to see, feel, and hear similar sounds.
Student places fingers on his or her vocal cords to feel if the cords are activities when a sound is produced.

INSTRUCTIONAL IMPLICATIONS

Score: 3 or 4 – misspelled words but with reasonable representation of sound or overgeneralization (doubled or added letter)

Orthographic activities
Student learns a specific pattern
Student learns a specific rule
Student learns inflectional endings
Student vocalizes specific patterns or rules

Spelling Activities

A. Student segments three- and four-phoneme words, moving a counter for each phoneme
B. Student uses a mirror to see, feel, and hear similar sounds.
C. Student places fingers on his or her vocal cords to feel if the cords are activated when a sound is produced
D. Student learns a specific pattern or rule.
E. Student learns inflectional endings
F. Student vocalizes specific patterns or rules

THANK YOU!