

Better Spellers Make Better Readers

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How I see math word problems: If you have 4 pencils and I have 7 apples, how many pancakes will fit on the roof? Purple, because aliens don't wear hats.



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Why in world should SLPs give a hoot about spelling?



Why Is Spelling So Hard?

Why Not Just Rely on Spell-Check?

Deer Sur, I wud reely lyke a job wid yur
~~organys-organyz-~~ firm



I have a spelling checker,
It came with my PC,
It plane lee marks for my revue,
Miss steaks aye can knot sea,
Eye ran this poem threw it,
Your sure reel glad two no,
Its vary polished inn it's weigh,
My checker told me sew.
A checker is a bless sing,
It freeze yew lodes of thyme,
It helps me right awl stiles two reed,
And aides me when aye rime.
Butt now bee cause my spelling,
Is checked with such grate flare,
There are know faults with in my cite,
Of nun eye am a wear.
To rite with care is quite a feet,
Of witch won should bee proud,
And wee mused dew the best wee can,
See flaws are knot aloud.

By Jerry Zar

The Relationship Between Reading and Spelling

- Reading is a **recognition** task
- Spelling is a **production** task
 - Spelling is a *more stringent measure of literacy* skills and significantly more difficult task than reading because it is a *generation* task.
 - Spelling asks students “What do I know about words in order to spell them”

Good Spellers Create Good Readers

- “Researchers studying the relationship between spelling and reading have found that spelling ability predicts later reading success.” (Berninger et al., 2002; Treiman, 1998; Mann, 1993)
- “The range of correlations between reading and spelling reported in previous research indicates a relatively strong relation (.68 to.86).” (Ehri, 1997, 2000)
- “...learning to spell helps students with reading, but learning spellings from reading is not a guarantee” (Treiman, 1998).

Spelling is...

- ...a linguistic (**language**-based) skill.
- ... a **LEARNED** skill, like math or other curricular area.
- ... it is the visual representation of spoken language and relies on one's knowledge of the phonological, morphological, and orthographic structure of the English language (Perfetti, 1997).

Phonological Awareness

*Are all of the sounds represented?
Is a sound omitted, not in the right place, etc.?*

- Includes phonemic awareness
- ...the ability to think about, talk about and manipulate speech **sounds** (i.e. discriminating sounds, hearing and producing rhymes, sound blending, segmentation of syllables, etc.)

Phonemic Awareness

- 26 letters / 44 phonemes
- Which came first...
- Dog story

Phonological Awareness

- Word Awareness
- Rhyme and Alliteration
- Onset and Rime
- Syllables
- Phoneme Isolation, Blending and Manipulation

Orthographic Knowledge

Is a "rule" broken?

- ... letter-sound correspondence and knowledge of the rules for putting letters together to form words
- How many "rules" can you think of?

Morphological Awareness

Are the affixes applied correctly to the base word?

Is the derived word related to base word?

- ... the semantic aspects of a base/root word (ex. cat/cats, walk/walked, hope/hoping, magic/magician)

Semantics (Vocabulary)

Are there any errors based on meaning?

- ... how spelling affects meaning and meaning affects spelling (ex. homophones)
- Special Attention: Greek and Latin roots

Visual Memory

Does the word "look right"?

- ... "seeing the word" in your mind's eye
- Relies on the **visual memory** for the word (receive/recieve, vaccum/vacuum)

Why Isn't Phonics Instruction Enough?

- vacuum - does it **look** right? (Visual Imagery)
- too - does it **mean** what it is supposed to (Semantics)
- walkt/walked - how do I apply the **ending**? (Morphology)
- mic/mice - how do I know what **sound** the "i" makes? (Orthography)
- Sop/stop - poor spellers often omit **sounds** or put them in the wrong order (phonology)

Top 3 Reasons Students Misspell

1. **Phonologic (sounds)** - bup for bump, gril for girl, cos for cost, crb for curb, sop for stop, fas for fast, etc.
 "Omitted letters proved to be the single greatest *cause* of spelling errors across all grade levels
 (Cramer and Cipielewski (1995, p30)."
2. **Visual Memory (visualization)** - rane for rain, boyl for boil, etc.
3. **Orthographic (rules)** - ex. "k vs. ck", "ge vs. dge", the "doubling rule", "change y to i", etc.

"**Systematic, explicit** instruction leaves little to chance and this ensures the success of most children. The phonic elements are taught in a logical order, **simple to complex**, informed by the structure of language itself.

Predictable, common correspondences should be taught **before** the variant **less common** correspondences. *One linguistic concept at a time*, a sound or spelling, is spotlighted in a lesson and constitutes the organizing principle of the lesson.

That component of language is then **contrasted** with others that are potentially confusable... automatic association of symbol with the sound is the outcome, the foundation for fluent **reading for meaning.**"

-Louisa Moats, Project Director for the National Institute of Child Health and Human Development Early Interventions Project, 1998

Word	Letters	Sounds	Syllables
Mice			
Dream			
Catch			
About			
Magic			

How Is This Approach Different?

Theme Based Lists	Project Read	Words Their Way	Spelling That Makes Sense
<ul style="list-style-type: none"> • No developmental progression • Instruction is based upon rote memorization • Word selection is random (based upon curricular theme, basal reader, etc.) 	<ul style="list-style-type: none"> • Developmental progression is based on 6 syllable types • Instruction is focused on phonics • Word selection is based the 6 syllable types 	<ul style="list-style-type: none"> • Developmental progression is based on <i>separate</i> stages • Instruction begins with phonological, then orthographic, then morphological • Word selection is individualized and based on patterns 	<ul style="list-style-type: none"> • Developmental progression is based on <i>interwoven</i>, multi-linguistic acquisition of skills • Instruction weaves together each of the five factors in tandem with expectations • Word selection based on patterns

Assessment

- Single word dictation assessments do NOT equate with mastery. Use a 3-4 Part Assessment:
 - Part 1: single word spelling dictation
 - Part 2: circle the correctly spelled word
 - Part 3: circle the incorrectly spelled word and then write it correctly
 - Part 4: dictation of 5 sentences using words from spelling list... *only grade spelling of words from that week's spelling list and target conventions taught that week.*
- Track the data/Random Sampling
- Use the data prescriptively- *Why is this student having difficulty with spelling?*
- Do **NOT** take off for spelling in a non-curricular area (*i.e. do not take points off for spelling in a social studies task*) as it will yield an invalid representation of content knowledge in that curricular area

Does It Work?

In a 2004 study by Apel and Masterson, 3rd and 4th grade classes who received spelling instruction targeting strategies to improve...

- *phonemic awareness,
- *orthographic rules
- *and morphological awareness

(vs. traditional spelling/"The Friday Test")
over a 9 week period

demonstrated 6 ½ times better performance improvement in their word accuracy spelling skills while the compared class remained the same (effect size was .65 for class 1 and -.07 for class 2).



Thank you!

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