

“HLEP-My Kid Can’t Spell!”

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Skills Needed for Spelling Success:

- Phonological Skills
- Phoneme awareness
- Phoneme segmentation and blending
- Rhyming
- Accuracy/fluency of the spoken word
- Ability to read non-sense words
- Awareness of inflected morphemes (-ed, -s, -ing, -er)
- Phonological memory may provide the foundation for graphemic memory
- *Orthographic Memory
- Probably develops on a continuum (Seymour, 1994)
- Accumulates from exposure to print (Adams 1990; Ehri 1989, Seidenberg/McLelland 1989)
- *Good readers, who are poor spellers, probably have weak orthographic processing/visual memory for letters

Programs to develop phonological processing:

- Phonemic Awareness Diagnostic Inventory Activity Book (PAT) by William and Kristen Eckenwiler, www.TheStrugglingReader.net
- Phonemic Awareness in Young Children by Marilyn J. Adams
- Road to the Code: A Phonological Awareness Program for Young Children by Blachman
- Earobics
- LiPS, (Lindamood Bell)
- Spelling You See

What can we do? Effective spelling instruction:

- Address phonological awareness skills
- Explicit, systematic, direct instruction that is multi-sensory!
- Bridge from known to new
- Teach (to automaticity) spelling of high frequency words
- Teach (to automaticity) word families
- Teach 7 Syllable Types
- Teach most reliable spelling rules and generalizations in English spelling

Other strategies:

- Use nonsense words
- Letter Tiles/Moveable Alphabet
- Color code patterns
- Use visuals, songs, chants, rhyme, humor or emotion
- Connect spelling/writing instruction to reading (reciprocal processes)
- Use dictation and copy work
 - Have students immediately correct spelling errors
 - With older students and students in higher stage of spelling development, teach Greek and Latin word roots
 - Provide many opportunities to practice spelling in fun and creative ways
 - Be ready and willing to modify whatever spelling method you use!

Teaching Strategies and “Tricks and Tools of the Trade”:

- Extensive reading
- Sound Boxes and Letter Boxes (segmenting sounds) use with a phonics phone/Tube-a-Loo
- Copy-work
- Look, Say Cover, Write, Check
- Dictation (with immediate erasure or cross through and correction)
- Making or Building Words (Patricia Cunningham, and Timothy Rasinski)
- Right Brain Spelling Strategy (Linda Silverman and Dianne Craft)
- Use Mneumonics
- Develop personal word “walls”, word banks, or spelling dictionaries
- Make chart of “tricky” or “troublesome” words
- Have child make word searches or crossword puzzles with spelling words
- Play Word games and do Word Sorting
- Taking a word to fluency” during writing lesson (“**write it here, write it there, write it everywhere, write in the air**”)

Solid Spelling Programs (Systematic, Explicit and Multi-Sensory)

- The Logic of English (Denise Eide)
- All About Spelling (All About Learning)
- Spelling You See (Demme Learning)
- Barton System for Reading and Spelling
- Spellography (Sopris West publishers)
- Sequential Spelling (AVKO publishers)

Others:

- Sing, Spell, Read, & Write
- Spell to Write and Read
- Writing Road to Reading
- Phonetic Zoo/Excellence In Spelling (IEW)
- Spelling Power (Adams-Gordon)