



Title: Spelling Error Analysis

A Diagnostic Tool to Individualize Reading & Spelling Instruction

Audience: All K-12 educators and administrators

Course Description:

Individuals use multiple linguistic processes both for word-level reading (decoding) and spelling (encoding) including phonological awareness, knowledge of orthography, vocabulary, morphological and semantic relationships, and mental orthographic images stored in long term memory. Each of these areas of linguistic or "word study" knowledge contributes to written language success and a deficit in any one of these areas of word study knowledge will manifest as a specific pattern of misspelling. Accordingly, the analysis of an individual's spelling errors can be used to identify his or her underlying linguistic deficits and to create a targeted intervention plan.

In this course, participants will learn about current research and models of word study instruction and intervention, will receive hands-on practice with methods of analyzing spelling errors that identify the specific language deficits interfering with a student's reading and spelling and provide a clear road map for individualized intervention, and will learn how to use this data to plan speech-to-print, multi-linguistic word study intervention.

Speech-to-print and multi-linguistic models of word study are based on the most current written language research, including brain-imaging studies. This approach "builds" the reading and writing brain with instructional methods and activities that develop, connect, and integrate the different processes and regions of the brain involved in effective reading and writing. Students develop specialized knowledge and skill in the five language blocks of word study - phonological awareness, orthographic knowledge, semantics, morphological knowledge, and mental orthographic images and they study the language structure of words within a framework that establishes and strengthens functional connectivity within the brain, the connectivity needed for efficient reading and writing.



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Key Benefits of Attending:

1. *Know what your students' spelling errors reveal about their word study knowledge.*
Be sure to bring samples of your own students' misspellings for practice in error analysis.
2. *Boost your confidence in your ability to interpret a variety of diagnostic profiles and plan treatment.* Send us your SPELL-2 reports; We'll review and discuss several case studies in this webinar and your student may be one of them! *
3. *Discontinue a one-size-fits-all approach to reading and spelling instruction.* Maximize valuable instruction time by teaching only what a student needs to learn.

*Be sure to remove all identifying information.

Learning Objectives:

1. Explain brain-based models of written language development, the differences between traditional "stage" and current "multi-linguistic" models of word study instruction and intervention, and the rationale for using a speech-to-print (vs. print-to-speech) approach to instruction and intervention.
2. Identify the linguistic underpinnings of word-level reading (decoding) and spelling, describe specific patterns of misspelling associated with each type of language deficit, and linguistically analyze students' misspelled words.
3. Use spelling error data to describe a student's profile of strengths and weaknesses in processes that underlie word-level reading and writing, create an individualized word study intervention plan, and monitor student progress.



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PROFESSIONAL DEVELOPMENT

Course Outline:

1. Defining word study and the linguistic underpinnings of spelling and word-level reading
 - a. Definition; traditional and updated
 - b. Triple word form
 - c. Five block model
2. Identifying hallmarks of traditional word study
 - a. Print to speech
 - b. Stage model approach
3. Understanding the paradigm shift in word study
 - a. Speech to print
 - b. Multi-linguistic approach
 - c. Meta-linguistic approach
4. Examining the development of literacy and the reading & writing brain
 - a. Behavioral research; Connectionist models
 - b. Brain imaging research; Functional connectivity
5. Examining spelling errors:
 - a. Specific errors associated with deficits in phonological awareness
 - b. Specific errors associated with deficits in orthographic knowledge
 - c. Specific errors associated with deficits in vocabulary knowledge
 - d. Specific errors associated with deficits in morphological knowledge
 - e. Specific errors associated with deficits associated with deficits in storage and retrieval of words in long-term memory
6. Analyzing spelling errors: Hands-on practice with samples of students' misspelled words
7. Using spelling error analysis to create an individualized treatment plan
 - a. Case study 1: 5th grade ELL student
 - b. Case study 2: 4th grade gifted dyslexic student
 - c. Case study 3: 4th grade student with primary deficit in mental orthographic images
 - d. Case study 4: 2nd grade student with oral language and speech sound disorder
8. Using spelling error analysis to monitor student progress
9. Q&A



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