SPELL-Links™

PROFESSIONAL DEVELOPMENT

Title: Using Spelling Error Analysis to Individualize Structured Literacy Instruction and Monitor Student Progress

Audience: All K-12 educators and administrators

Level: Introductory/Intermediate

Course Description:

Individuals use multiple linguistic processes both for word-level reading (decoding) and spelling (encoding) including phonological awareness, orthographic knowledge and pattern awareness, vocabulary knowledge and semantic awareness, morphological awareness and knowledge, and lexical word forms stored in long term memory. Each of these areas of linguistic 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 in an individual's writing. Accordingly, the analysis of an individual's spelling errors can be used to identify his or her underlying linguistic core deficits, to create a targeted intervention plan, and to document student progress in specific skill areas over time.

In this course, you will learn about multi-linguistic models of reading and spelling, review considerations when selecting an assessment tool, and receive hands-on practice with methods of analyzing spelling errors that identify the specific language deficits interfering with a student's reading and spelling. You will also learn how to use this data to plan speech-to-print structured literacy instruction that is directly linked to assessment data, to document student progress, and to inform your RTI decision-making process.

Learning By Design® Inc.

Making A Difference in K-12 Education

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.* We'll review and discuss several case studies in this webinar – including a 4th grade gifted dyslexic student, a 2nd grade student with oral language and speech sound disorder, a 4th grade student with primary deficit in lexical word forms (MOIs/MGRs), and an ELL student.

3. *Discontinue a one-size-fits-all approach to reading and spelling instruction.* Maximize valuable instruction time and achieve student improved outcomes more quickly by teaching only what each student needs to learn.

Learning Objectives:

1. Identify the linguistic underpinnings of word-level reading (decoding) and spelling, describe specific patterns of misspelling associated with each type of core language deficit, and linguistically analyze students' misspelled words.

2. Identify considerations for selecting an assessment tool.

3. Use spelling error analysis data to describe a student's profile of strengths and weaknesses in processes that underlie word-level reading and writing, to create an individualized word study intervention plan, to monitor student progress, and to inform the RTI decision-making process.

Learning By Design® Inc.
Making A Difference in K-12 Education