



Introduction

- The purpose of this study was to determine whether classroom-administered word study lessons based on individual student needs would be associated with increased literacy performance.
- Many skills are involved in reading and spelling including letter and word recognition, phonological awareness, orthographic knowledge, phonological coding, and orthographic coding (Kamhi & Catts, 2000).
- Reading and spelling are closely integrated skills (Apel & Masterson, 2001; Berninger et al, 2002; Ehri, 2002; Gilbert, 1935).

Participants

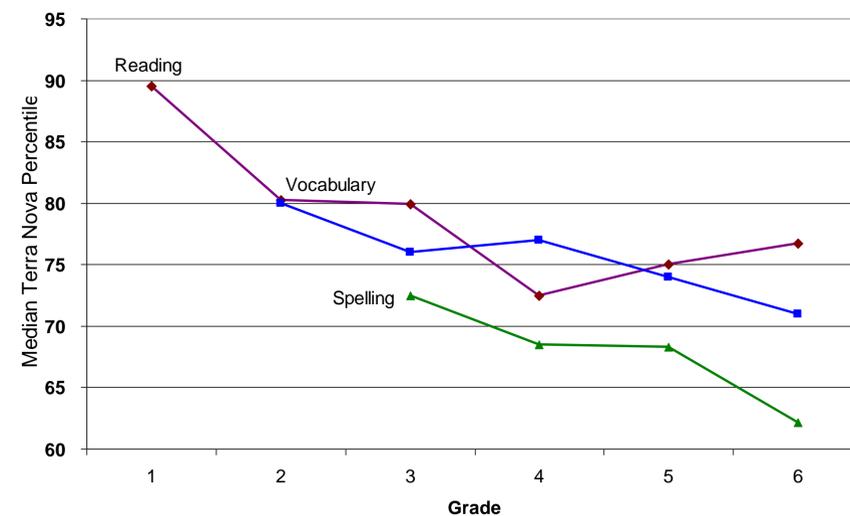
- Students in Grades 3 to 5
- Baseline n = 80; Year 1 n = 86; Year 2 n = 88; Year 3 n = 85.
- 55% male; 45% female
- 95% white; 2% Asian American; 1% African American; 2% other ethnicity

Outcome Measures

- Word Attack (WA) and Letter-Word Identification (LW ID) from Woodcock Diagnostic Reading Battery (1997)
- Test of Written Spelling-4 (Larsen et al., 1999)
- Y2 & Y3: Spelling accuracy (SSS) in classroom writing samples collected in August, December, and April.

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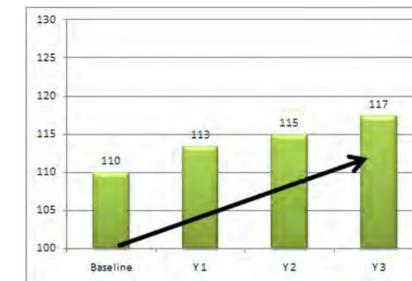
Achievement Test Trends Prior to Baseline



Experimental Instruction

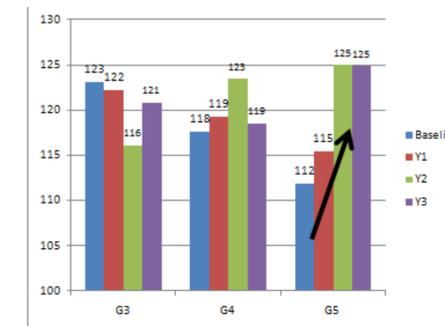
- Spelling Performance Evaluation for Language and Literacy (SPELL) (Masterson et al., 2003) given each spring to identify word study needs for upcoming year.
- Recommendations used to select appropriate lessons from SPELL Links to Reading & Writing (Wasowicz, Apel, Masterson & Whitney, 2003).
- Year 1 Instruction: Classes of 30 divided into 3 groups based on SPELL recommendations and word study implemented in each group by SLP students or teacher.
- Year 2 Instruction: SPELL recommendations provided to teachers and support materials prepared by two graduate students. Teachers administered word study lessons to entire class.
- Year 3 Instruction: SPELL recommendations provided to teachers who administered word study lessons to entire class.

Nonsense Word Reading (WA)



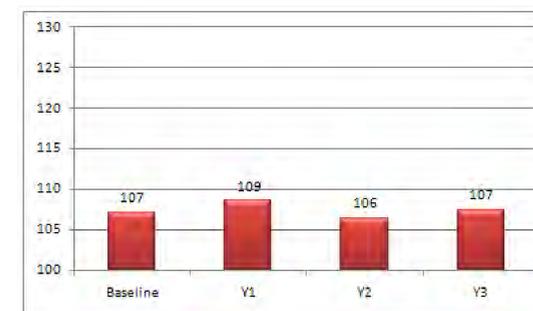
Main effect for Year significant ($p = .033$)

Real Word Reading (LW ID)



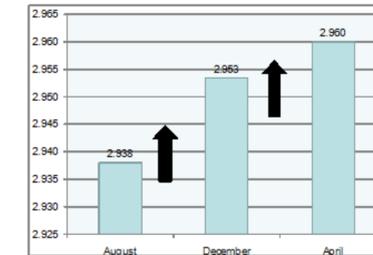
Year x Grade Interaction significant ($p = .002$). Post hoc indicates significant change Baseline/Y1 to Y2/Y3.

Spelling Dictation (TWS-4)

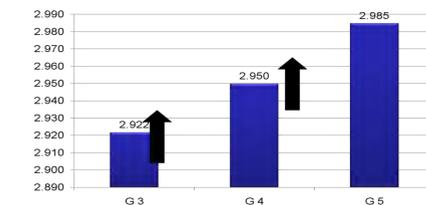


Main effect for Year not significant

Spelling (SSS) in Connected Writing



Main effect for Month significant ($p = .0002$)



Main effect for Grade significant ($p = .00003$)

Discussion

- Real word reading improved only in G5, perhaps due to increase in multimorphemic word knowledge requirements, an area of emphasis in word study.
- Nonsense word reading improved for all grades, likely related to analytical approach to word decoding inherent in *Spell-Links* lessons.
- Spelling as evidenced by right/wrong scoring on TWS-4 did not improve.
- Spelling as evidenced by a sensitive scoring system did improve both across the academic year and grade levels.
- Teachers were mixed in terms of comfort with and support for the multilinguistic approach. Future studies should require additional teacher training and employ other measures to facilitate endorsement and implementation of the instructional approach.