Effective Methods of Teaching Spelling

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Abstract

An action research was conducted to investigate the most effective ways of teaching spelling in a third grade class. The research compared two schools of thought, Phonics/Word Study vs. Whole Language, as it relates to teaching spelling. This project examines the broad scope of teaching spelling and looks at different methods of teaching spelling. For the purpose of an action research study, nine students from a third grade class were pulled out for individualized instruction in spelling. Each student was grouped into developmentally appropriate spelling instruction of Word Study. The teacher had implemented Word Study approach to teaching spelling over a span of three weeks and compared the results to the traditional weekly tests based on rote memorization. It has been found that after being involved in word sorting activities and group discussions of different patterns in words, students have demonstrated a consistent improvement in their spelling as opposed to traditional weekly tests where they have not shown consistent progress.

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Introduction

The action research that I conducted revolved around the subject of spelling and what makes children good spellers. This interest has stemmed from my personal teaching experience and classroom observations. As a third grade teacher, I have often been frustrated by the lack of learning outcome in my teaching methods of spelling. I have witnessed children make the same spelling errors over and over again outside the context of a test. Many of my students were able to memorize words for a spelling test but when it came to using the same words in writing, they made many spelling errors. Even the students with learning disabilities do well on weekly spelling tests by memorizing their lists of words, rather than using spelling strategies in their writing. They quickly forget their weekly words when given a written assignment. I found that students with strong memorization skills were able to score 100% on their tests each week. However when it came to using the same words in the dictation part of the test where they had to write a paragraph, most of them did not generalize the spelling words to their writing.

In my practice, I have also tried assigning personal words to students and testing those weekly. The words students used were at their level and no one had to study the words that they already knew how to spell. Each person had his or her own personal list of words for that week. At the beginning of each week I would give my class a spelling pretest and determine which words the student did not know how to spell and which words they still needed to practice. I also collected words from their written work and assigned those as part of their spelling list. By using the above-mentioned method, I was hoping to see a different outcome from the students who were known to be "good spellers." I always felt that these students just were not challenged enough and therefore

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they always spelled their words correctly, even when it came to using the words outside of the test and in their everyday writing. What I have found is that the same kids, who spelled their words correctly in the context of a paragraph, were the same kids who could quickly grasp the spelling of the words they were challenged with. This has led me to believe that there is something drastically different between my "strong spellers" and "weak spellers." Those students who happened to spell the words correctly on the spelling test were not using the same knowledge to spell the same words in context. On the other hand, those students who were consistently spelling their words accurately regardless of whether the word was used on the test or in context, had the ability to internalize certain spelling strategies to help them spell words correctly on a more consistent basis.

Thus, my research question: What are the most effective ways to teach spelling? Unfortunately, a traditional spelling test does not provide insight into the spelling strategies or cues that the students are using. Nor was there a spelling curriculum or a guide on how to teach spelling. So, I find myself among many other teachers who acknowledge the ineffectiveness of spelling tests, but yet, continue to use them. Therefore my hope in doing this research is that I will be able to discover some of the most effective ways to teach spelling and will be able to incorporate them into my teaching practice.

What makes some kids good spellers and others weak spellers could be due to the natural ability and the way the brain works, but I also believe that if we could uncover how the brain works and how kids learn to spell, we can take that knowledge and teach it to those who do not have the natural knack for spelling.

Literature Review

A common way of learning spelling was to conduct weekly pre-tests of 10-15 weekly spelling words and then the post test at the end of the week to test how well the students have memorized those words. The traditional method relied heavily on students' visual memory. It did not however promote long-term memory and the practical use of those words in the context of independent writing. In *Teaching Spelling,* Faye Bolton and Diane Snowball (1993) offer a helpful contrast between the traditional view of spelling and the contemporary view (see *Appendix A). Appendix A* shows two schools of thought regarding spelling. It reflects the shift that is slowly taking place in schools. Spelling instruction used to be separate and unrelated to writing activity. Rote memorization was the driving force of spelling pedagogy. Now, with more research on spelling acquisition, educators are becoming more aware of the importance of integrating spelling into writing and making it more relevant and meaningful.

Current research in spelling shows that teaching and learning spelling is multifaceted. Spelling acquisition requires a child to use a number of forms of linguistic knowledge. The linguistic forms of knowledge include phonological, morphological (which includes syntactic and semantic knowledge), and lexical (visual/orthographic) knowledge (McMurray, 2006). It's been noted in McMurray's research that the child draws on three further sources of knowledge in order to spell the words they want to write. These 'spellings' are recalled using lexical (visual), phonological (auditory) and motor processes. Retrieval of the spelling words places many demands on cognitive processing depending on whether the word is 'regular' or 'irregular' or an 'exception'

word. For example if the word is 'regular' children may utilize their phonological awareness and sound out words. They are then able to spell words because 'regular' words have straightforward one-to-one phoneme-grapheme correspondence. However, the difficulty comes when students come across words that are 'irregular' or 'exception' words that do not have the straightforward one-to-one phoneme-grapheme correspondence. Thus, it is imperative that children learn and use several strategies that enable both encoding (use of sound-symbol relationship for regular words) and visual recall (recall of whole words for irregular words), (See Appendix B, Table 2). There is a need for intentional and explicit teaching to help children in the development of phonological knowledge. However the development of phonological knowledge alone is insufficient for spelling development (McMurray, 2006).

It has been found that students who were explicitly taught about morphemes (a small chunk of a word which has meaning) have made significant gains in spelling (Hurry, Nunes, Bryant, Pretzlik, Parker, Curno, & Midgley, 2005). For example when the child understands that adding 'ed' makes the past tense of regular verbs then spelling inconsistencies resulting from adherence to the sounds disappear. Current research also places importance on the lexical information. "Lexical information is word-specific information that is contained in a 'mental dictionary' of the written form of words. If a known word has to be spelled at a level of automaticity, the mental representation is retrieved from memory as a single unit and written down" (McMurray, 2006, p. 102). To better understand lexical memory it helps to think of it as visual memory. Based on the research, exposure to words over just a short period of time does not ensure that the word will be stored in the long-term memory. Thus, the traditional weekly tests do not

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promote long-term memory recall. In order for children to remember words and use them successfully in independent writing, they need to apply spelling strategies such as phonetic, morphological (analogy making), visual strategies, and be exposed to numerous writing experiences (O'Sullivan, 2000). In order to learn how to spell our brain has to be involved in more than one function. Spelling acquisition involves integration of phonological representations, grammatical and semantic knowledge, as well as the formulation of analogies with words in visual memory and the knowledge of orthographic rules and conventions (Lennox & Siegel, 1996). The research also established that children approached spelling in different ways, even at the early stages – some preferring a visual approach and others an auditory route. It has also been found that a wide range of writing experiences supported spelling development; as the children wrote widely and at increasing length, their spelling noticeably developed (O'Sullivan, 2000). It is important to note however that the teacher's role is crucial in children's progress as spellers; in all the cases studied the teacher's role was essential in planning a range of writing activities and in terms of providing consistent feedback, intervention, and support for children's spelling development. Some teachers in O'Sullivan's case study encouraged kids to have spelling partners and the use of "Look-Say-Cover-Write-Check "strategy to promote spelling practice (O'Sullivan, 2000). This way kids were able to analytically look at their writing and develop better self-monitoring skills.

Other research has been done on the importance of visual dictation and how it improves the spelling performance. The visual dictation is very different from the traditional way of testing. In visual dictation, children are visually presented with a word that they are told to study carefully. Next, the word is covered and they are asked to

write the word in their notebook. The word is then shown again and the children check its spelling. In case of misspelling, they correct their own writing and rewrite the word (while the word is visible). This kind of testing is more effective due to its immediate feedback and that writing words from memory during training leads to better results than simply copying words from a sheet of paper (Hell, Bosman, & Bartelings, 2003). This research also attests to the importance of handwriting in spelling. Hell, Bosman, and Bartelings (2003) have also found that children who used handwriting performed better than children who had used letter tiles or the computer keyboard. Visual-dictation provides immediate feedback and self-correction, which is verified to be an important factor in learning to spell. Self-correction is also an important step in the development of self-monitoring skills (Murphy, Hern, Williams, & McLaughlin, 1990).

Another study conducted by Hilte & Reitsma (2006) suggests that spelling pronunciation and visual preview facilitate learning to spell irregular words. It states that the main issue in spelling is that one must know how to translate spoken language into written language. Less skilled spellers attempt to translate every phoneme into a corresponding grapheme because their orthographic memory for letter patterns and sequences is weak. The problem arises when phonemes cannot always be matched directly to a sequence of corresponding graphemes. Hilte and Reitsma (2006) confirmed that, to help spellers with learning phoneme-grapheme complexity is to use an artificial pronunciation based on the letter sequence of the word spelling or in other words spelling pronunciation. For example, the spelling pronunciation of the word "Wednesday" could be pronounced as /wed-nes-day/ instead of its normal pronunciation /wenzde/ (Hilte and

Reitsma, 2006). Pronouncing every letter in each syllable of a word divides the word into more regular parts and establishes a firm phoneme-grapheme relation.

This literature review examined the broad scope of spelling as it relates to phonics and whole language. It is evident that spelling acquisition entails a lot more than just a simple task of traditional way of memorizing words. In order to promote literacy among the English/American language speakers and writers, educators at all grade levels need to be aware of its complexity and teach spelling through many learning pathways of the brain. As it has been noted in the literature review, our brains not only have a visual memorization pathway through which we can remember how to spell but there are also ways in which we need to hear words, analyze and break them into familiar chunks/parts. Spelling acquisition takes a lot more than just looking at the word and memorizing it; it takes thinking about the word, sorting it out according to different patterns, using it in writing, and establishing correct grapheme to phoneme relationships. Therefore in my action research I am using *Words Their Way* spelling curriculum that is developmentally driven and tailored to meet individual spelling needs of students. It provides a practical way to study words and implement them in writing.

In *Words Their Way*, Bear, Invernizzi, Templeton, and Johnston (2007) promote a word study approach which enables learners to internalize and transfer their knowledge of words and their patterns to reading and writing. Unlike a whole language approach to spelling, Word Study is a direct teaching of spelling that involves learners in word sorting exercises and thinking about word patterns. *Words Their Way* curriculum entails both the phonetic approach to spelling and the whole language approach. Word study is an approach that strengthens the word knowledge of students to help them meaningfully

make grammatical connections among words. Understanding the principles that guide spelling will reduce the memory load of students and make English language more predictable and easier to spell. I am anticipating word study to have a positive effect on my students' attitudes towards spelling and a relatively significant improvement in their spelling performance.

Methodology

As it has already been noted above, I am using an action research approach to this project. My observation is taking place in my own third grade classroom. The participants of my study are 9 students in my third grade class; out of those 9 students 3 are girls and 6 are boys. These children range in age from 8-9. In my group I have one ELL student, one African-American from a low socio-economic status, and 8 from high socio-economic statuses.

In order to conduct this study I have changed my current spelling practice. Assuming that spelling is best learned through the acquisition and use of spelling strategies rather than through rote memorization, the memorization of individualized spelling tests has been discontinued. Instead, I have added more direct teaching of spelling strategies and I have incorporated activities and word study that promote student-spelling performance. Strategies will be focused on understanding the grapheme-phoneme relationship and morphological nuances. The selection of word study activities and guidelines originated from *Words Their Way* (Bear, Invernizzi, & Templeton, 2007).

As I have already mentioned, this study was conducted with 9 third grade students. One pretest and one posttest were administered to determine application of spelling patterns taught and developmental spelling levels. The Viise Word Feature

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Spelling List (Bear, et al. 2007) was given to determine students' developmental spelling level.

The study was conducted over a three-week period from pretests to posttests. The pretest was administered during the first week of the study. The Viise Word Feature Spelling Assessment determined the progression of word features to be presented in the three-week word study intervention. This three week study was then compared to the traditional administration of spelling tests during the first, second, and third quarters of school year. The latter part of the fourth quarter was the intervention of a Word Study approach to spelling.

In this study students were taught word features according to their developmental spelling level, which according to the Viise Word Feature Spelling Inventory was Within Word Pattern. The Viise Word Feature Spelling Inventory originated from the research done by Charles Read, who has examined young children's inventive spellings and discovered that preschooler's spelling errors were not random. Read's research uncovered a systematic, phonetic logic to preschooler's categorization of English sounds. Later on Edmund Henderson expanded this research to other grades and developed an instructional model to complement that development. The model displays different spelling stages such as: Emergent, Letter Name-Alphabetic, Within Word Pattern, Syllables and Affixes, and Derivational Relations. The latter is the most advanced stage for upper elementary grades and the emergent is the very basic level of spelling. To determine a stage of development, the teacher needs to look at the features where a student makes the most number of mistakes (See Appendix C). In my class, the Inventory was administered to the entire group of students but the study was actually

done with only those who were struggling the most and were at Within Word Pattern stage of spelling development.

Students were taught how to sort words using a variety of characteristics and concepts. Using a word feature that all students have mastered, students were taught to sort by sound and spelling, then guided through discovery approach to determine spelling patterns and rules. Students were asked to discover similarities in the words sorted so that they could generate understandings and knowledge of how patterns help guide them when they read, spell, or write unfamiliar words. Students participated in 20-30 minute word study activity over the course of the three-week study. Word study journals were used to record sorts, reflect on discoveries, and record weekly dictations.

Data collection was gathered through written work, observations, and note taking. Observations and data took place during regular school hours within the confines of school. This study is based both on qualitative and quantitative methods. My goal was for my students to be able to use:

- Knowledge about the symbols used to represent each sound.
- Knowledge of common spelling patterns.
- Knowledge about generalizations or rules that apply to many words.

I encouraged my students to spell out words to the best of their knowledge or "spelling consciousness" and tried not to let the spelling interfere with their train of thought. Later, however, after they finished writing, they could attend to editing their work.

Data

Figure 1. Data Collection of Word Study Pretests and Posttests

Key: Yellow lines are the points earned at a pretest
Red lines are the increased points earned at a posttest
White lines are the decreased points or points that stayed the same on a posttest.
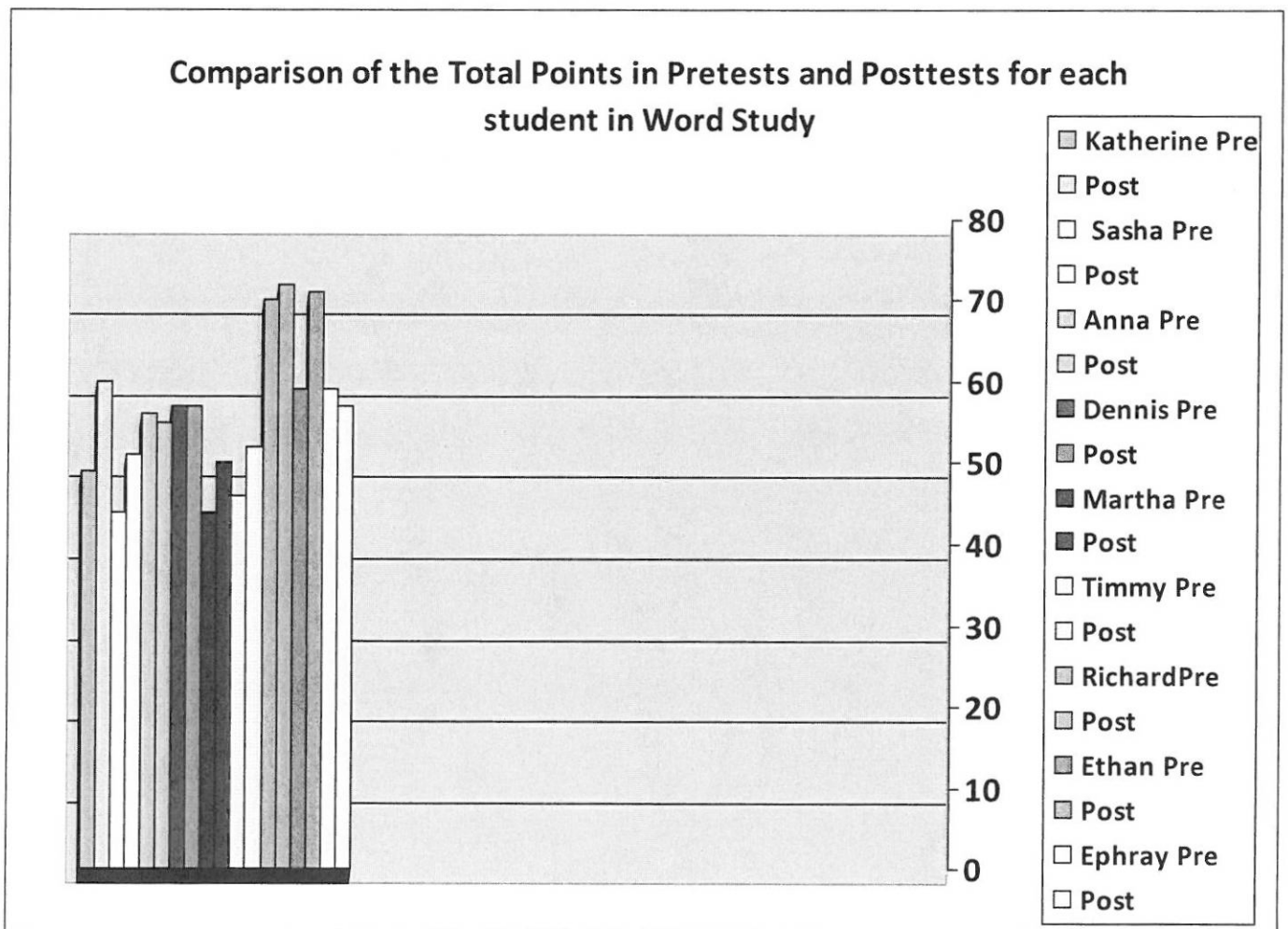
Name	Words Spelled Correctly	Feature points	Total	Number of points increased
1. Katherine	9	40	49	
	15	45	60	11
2. Sasha	7	37	44	
	11	40	51	7
3. Anna	11	45	56	
	11	44	55	
4. Dennis	13	45	57	
	13	44	57	
5. Martha	8	36	44	
	8	42	50	6
6. Timmy	7	39	46	
	10	42	52	6
7. Richard	18	52	70	
	19	53	72	2
8. Ethan	13	46	59	
	18	53	71	12
9. Ephray	13	46	59	
	14	43	57	

For the purposes of this study all names have been changed

The tables above shows the results of a spelling inventory (see Appendix C, Table 3 for

an example of a spelling inventory guide) that measures what students know about words.

It consists of lists of words specifically chosen to represent a variety of spelling features

or patterns at increasing levels of difficulty. After selecting an inventory to match the

grade level of my students, I analyzed their spelling using a feature guide provided in

Appendix C. The students were scored by checking off the features spelled correctly that are listed in the cells to the left of each word. For example, if a student spells bed as bad, he gets a check in the initial b cell and the final d cell, but not for the short vowel. So the student wouldn't get a point for the vowel missed. Another example, if a student spells train as trane, he/she gets a check in the initial tr cell and the final n cell, but not for the long vowel pattern. After giving points for the correct patterns spelled, students were given a feature score which was an accumulation of all the features spelled correctly.

Figure 2. Chart comparing the total points in pretests and posttests for each student in Word Study

Comparison of the Total Points in Pretests and Posttests for each student in Word Study

Legend:
- Katherine Pre
- Post
- Sasha Pre
- Post
- Anna Pre
- Post
- Dennis Pre
- Post
- Martha Pre
- Post
- Timmy Pre
- Post
- Richard Pre
- Post
- Ethan Pre
- Post
- Ephray Pre
- Post

Y-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80

The chart above shows bar graphs demonstrating the progress that students made between the Word Study pretest and the posttest. The students were not aware of the coming pretest and had not been given an opportunity to study and prepare for the test. The pretest was given after students were engaged in word sorting activities of Word Study.

Figure 3. Comparison of Spelling Test Results
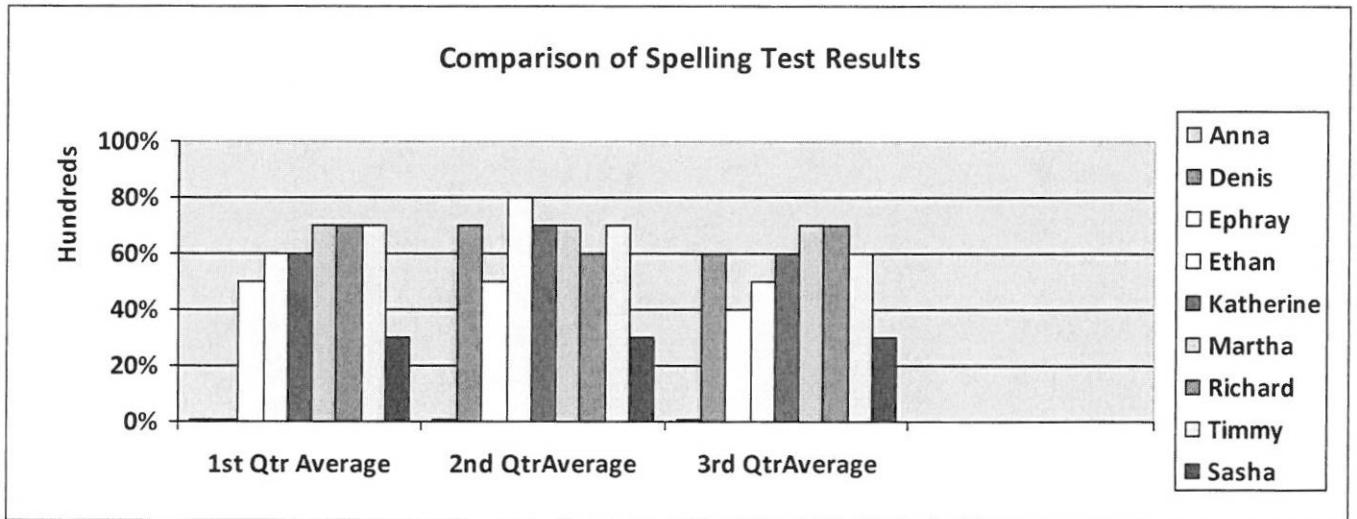
The figure above represents average scores for traditional spelling tests during the 1st, 2nd, and 3rd quarters of the school year. As it can be seen on the bar graph, the scores have no consistency and are very random each quarter for almost everyone except Sasha and Martha. This bar graph helps us to see how traditional tests do not reflect students word knowledge but that it basically reflects how well students have been studying to memorize their words in a quarter. Figures 1 and 2 show that both Martha and Sasha who have been consistently getting same scores in traditional spelling tests, have made significant progress in Word Study. With some insight into orthography and some practical, hands on activities to promote word knowledge, students were able to demonstrate improvement in their spelling scores.

Analysis

The results of the pretest and the posttest indicate that two out of nine students present in the Word Study program, *Words Their Way,* have demonstrated a significant improvement in spelling words and an increase in feature points. Four out of nine students have demonstrated a slight improvement, two out of nine have remained at the same level and one showed a slight decrease in feature points and words spelled correctly.

The results of traditional tests on the other hand do not show a consistent growth in spelling acquisition. As the data for traditional tests indicates, the scores for each of the students are very random and lack any kind of pattern. Thus one can conclude that spelling tests rely merely on visual memorization of students and have no impact on students' internalizing spelling patterns.

It is also worth mentioning that despite a much shorter period of time, Word Study seems to have given a much more consistent result than did the traditional spelling tests, which were conducted almost four times more than the Word Study method. Nevertheless, it is too soon to conclude that Word Study approach to spelling is much more effective than traditional spelling tests. This question needs to be studied and evaluated further over a longer period of time. Although the goals of the study were not fully met, all data sources indicated a measurement of change.

In addition students involved in this research became much more confident in their spelling abilities and have gotten better at attempting to spell unknown words; they are now more observant, interested, and aware of how words are spelled. They have demonstrated all of the above mentioned skills by increasing their scores on the posttest

and their increased level of participation during group and class discussions. I was also pleased to hear my students analyzing words in their writing. Before they asked how to spell a word; now they make an attempt to analyze a word and see if they hear common patterns that correspond with the words they already know how to spell.

Conclusion

In doing my research, I have learned that there is overwhelmingly great evidence that supports the systematic and direct instruction of spelling. The researchers promoting Word Study have given the public a substantial wealth of research data to look at when considering Word Study instruction.

It is evident in the research presented that, Word Study instruction is absolutely essential to teach students spelling. Direct and systematic teaching of spelling produces not only good spellers but it also produces good readers and writers, as those three content areas are closely related. Students are able to generalize their orthographic skills in both reading and writing. Providing differentiated and direct instruction in spelling allows students to progress at their own pace and provides more meaningful and practical experiences for students. The methods presented in this study focused on providing spelling instruction at each child's developmental level. Although the results of the study were not as strong as hoped, noted trends in individual student progress and student enthusiasm for word study emphasize an importance for including Word Study in spelling instruction.

Due to its multifaceted nature, spelling requires educators to be more broad and educate learners on all levels and styles. It is vital that children be not only exposed with a Phonics way of looking at words but that they be also familiar with the Whole

Language approach as well. In order to facilitate a love for reading and writing, it is at times worth overlooking the phonetic rules and focusing more on the meaning and the inventive spelling rather than the drill and the decoding practices. Kids may become oppositional to reading and writing due to constant emphasis on decoding rather than the enjoyment of reading and writing.

Evidently, there isn't only one right way to teach spelling. It involves learning on the level of multiple intelligences and requires explicit and direct teaching of phonological and morphological nuances. As Howard Gardner's research shows, there are eight different types of learners, thus the eight multiple intelligences (Sousa, 2005). Some learners are more visual and for such, spelling may be a lot simpler. For those who are more auditory, spelling is a lot more complicated because of the 'irregular' or 'exception' words that do not have the straightforward one-to-one phoneme-grapheme correspondence. Yet others could belong to the other six intelligences such as: kinesthetic learners (learn by doing/body smart), logical/mathematical (number/reasoning smart), musical/rhythmical (music smart), verbal/linguistic (word smart), interpersonal (people smart), intrapersonal (self smart), and naturalist (nature smart) (Sousa, 2005). Therefore in order to have a successful way of teaching spelling a teacher would need to address and instruct his/her students on many different levels and in as many ways as possible.

Undoubtedly, spelling is an area that deserves much attention from the educational standpoint. Many students in our classrooms are faced with everyday challenges of spelling but are not being adequately helped. These kids are not only required to pass their spelling tests but are also asked to be daily involved in writing

practices.   The expectation to write coherent and well organized paragraphs lays very heavy on the students in our schools.   Nevertheless, there is very little awareness that spelling plays a major role in their successful achievement of written text.   Writing is a very complex process that entails not only putting thoughts on paper but moreover obtaining thoughts and enabling their flow in a written, organized, and logical way.   It also involves artistic, poetic aspects, and analytic thinking.   Thus, engaging in writing places an immense work of thought and cognitive processing as it is, even without the spelling challenges.   So when a child on top of everything else is involved in writing, has to deal with spelling difficulties, it may overwhelm him/her and push him/her into "writer's block" where those spelling challenges become the stumbling blocks that interfere with the flow of thought and paragraph structure.

Furthermore, being literate is highly valued in our society and a person's success is heavily dependent on the level of their literacy.   Although literacy is demonstrated in more ways than just spelling words correctly, spelling, without a doubt, is the first thing that comes across in a person's writing and that can create a lasting impression of a person's literacy skills. Ignoring and overlooking direct and intentional teaching in spelling is equivalent to setting up our students for failure in writing and in their future endeavors.   It is important for educators to find the best means of teaching spelling to our students in order to promote and develop cognitive process involved in spelling.   Thus, it is my intention is to address spelling instruction needs and to align my teaching practice with current research and individual needs of students.

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Appendix A

Table I

Traditional vs. Contemporary Methods of Teaching Spelling

Traditional	Contemporary
• Commercially published lists, unrelated to students' writing needs, were provided and words were relegated to particular grade levels. • Words on the list were to be memorized by rote with very little thinking required. • Words were attributed levels of difficulty: two-letter words were supposed to be easier than three-letter words, which were supposed to be easier than four-letter words, and so on. • Some words were thought of as word demons or difficult words.	• Classroom lists are written of the words students want to learn for their personal writing needs. • Words on a list are not be learned by rote but are listed to focus on a relationship (meaning, spelling pattern, or common sound) that exists between words in the English written language. • It is now known that a word is not inherently difficult; a word is only difficult for a writer who has not seen it often or has not used it when writing. The number of letters in a word does not necessarily affect the student's ability to learn the word. • There is no need to give misleading and negative information.

Appendix B

Table II

Pros and Cons of Phonics and Whole Language

	Pros	Cons
Phonics	• Children learn strategies for decoding words they've never seen. • Tutoring may help bring kids with early reading problems up to grade level.	• Teachers may rely on "kill and drill" lessons • The emphasis on decoding practices may turn children off to literature.
Whole Language	• The early emphasis on literature makes reading fun from the start. • They learn words in context, with a goal of understanding.	• If they "skip" words, they may never learn them • **Teachers often don't fully teach kids how to decode the alphabet.**

Appendix C

Table III

Words Their Way Elementary Spelling Inventory Feature Guide

Words Their Way Elementary Spelling Inventory Feature Guide

Student's Name _____
Words Spelled Correctly: ___ /25 Feature Points: ___ /62 Teacher ___ Total: ___ /87 Grade ___ Date ___ Spelling Stage: ___

SPELLING STAGES →	EMERGENT LATE	LETTER NAME—ALPHABETIC EARLY	LETTER NAME—ALPHABETIC MIDDLE	LETTER NAME—ALPHABETIC LATE		WITHIN WORD PATTERN EARLY	WITHIN WORD PATTERN MIDDLE	WITHIN WORD PATTERN LATE	SYLLABLES AND AFFIXES EARLY	SYLLABLES AND AFFIXES MIDDLE	SYLLABLES AND AFFIXES LATE	DERIVATIONAL RELATIONS EARLY	DERIVATIONAL RELATIONS MIDDLE		
Features →	Consonants Initial	Consonants Final	Short Vowels	Digraphs	Blends	Long Vowels	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes	Bases or Roots	Feature Points	Words Spelled Correctly
1. bed	b	d	e											
2. ship		p	i	sh										
3. when		n	e	wh										
4. lump	l		u		mp									
5. float		t			fl	oa								
6. train		n			tr	ai								
7. place					pl	a-e								
8. drive		v			dr	i-e								
9. bright					br	igh								
10. shopping			o	sh				pping						
11. spoil					sp		oi							
12. serving							er	ving						
13. chewed				ch			ew	ed						
14. carries							ar	ies	rr					
15. marched				ch			ar	ed						
16. shower				sh			ow			er				
17. bottle									tt	le				
18. favor									v	or				
19. ripen									p	en				
20. cellar									ll	ar				
21. pleasure											ure	pleas		
22. fortunate							or				ate	fortun		
23. confident											ent	confid		
24. civilize											ize	civil		
25. opposition											tion	pos		
Totals	/7	/7	/5	/6	/7	/5	/7	/5	/5	/5	/5	/5	/62	/25

Table IV

Results of Traditional Spelling Tests

Name	10/12	10/19	10/29	11/09	11/30	12/7	12/17	1/11	1/18	2/11	2/15	2/29	3/14	3/21	3/28	4/11	4/18
1. Katharina	30	60	50	85	100	70	90	90	90	80	40	60	40	70	50	60	50
2. Sasha			0	30			20	50	10	40		20	90	70	50	10	
3. Anna	80	90	90	90	100	90	100	70	80	60	90	80	80	100			
4. Dennis	50	60	30	10	96	40	70	70	40	80	70	70	70	90	80	60	40
5. Martha	40	40	70	70		90	80	90	70	80	50	30	30	20	90	90	100
6. Timmy	70	70	70		100	50	90	90	70	100	100	70	70	30	20	80	70
7. Richard			50		50	90	10	30	60	90	60		70	80	100	40	50
8. Ethan			30		90	50		80			30	0	0	60	50		
9. Ephraim	80			40	60	90	90	70	90	80	60	70	50	40	90	60	40