“How do spelling interventions help struggling spellers or students with LD improve their spelling ability and understanding of spelling features?”

Rationale

- Due to observations of a struggling speller during writing and spelling groups, I chose to focus on researching interventions that can be used to help this student excel in spelling. Cover, copy, and compare is a spelling intervention that uses word lists from Phonological Awareness Literacy data. It provides one on one support for struggling spellers by allowing time to practice with spelling various words that included a variety of spelling features.

Instructional Context:

The classroom that was studied for this research is located in a suburban neighborhood in Northern Virginia. Although the community is located in a more affluent area, the school has a number of lower income students. The student population varies but is predominately white. The classroom that was used for my research was a 2nd grade class. My classroom context consisted of 19 students including 9 boys and 10 girls.

Action:

- Cover, copy, and compare was used over the two week period with one student. It was implemented in a one on one setting for 10 minutes a day. During the intervention the student would look at a word, cover it, and then rewrite it from memory on the intervention sheet. By the end of the two week period the student showed progress in her spelling based on her writing journal and writing samples.
Data Collection

Data was collected using a variety of methods over the two week period.

- Phonological Awareness Literacy Screening (PALs) testing data.
- Anecdotal notes documenting observations during the intervention.
- Intervention sheets from one on one intervention.
- Student writing samples to assess the students’ progress over time.

Implications:

- Based on the one on one intervention, the students’ ability to spell specific words and spelling features increased by the end of the two weeks.

Data Analysis

- Anecdotal notes were assessed for trends based on the students’ spelling and behavior during the intervention.
- PALs data was analyzed and compared based on her test scores from the fall, mid-year, and spring. The data showed patterns in her spelling ability and specific spelling features.
- Student work and writing samples were analyzed to compare and determine progression in spelling over the two week period.

Findings:

- Based on PALs data from the spring, the student passed the second grade spelling words list and was placed at the third grade level for the fall. The student also increased on various spelling features such as blends, short and long vowel sounds, digraphs, and r- and l-influenced words.

Implications:

- Throughout the research I learned the value of interventions and the affects it can has on student learning. Due to the research I am now more aware of effective interventions that can be implemented in the future to produce great results for students that struggle with spelling.
- Since the intervention was successful with my student, I will be able to share my results with colleagues in the future in order to help students across grade level excel in spelling.