

# **A CHECKLIST FOR EVALUATING A SPELLING PROGRAM**



## A CHECKLIST FOR EVALUATING A SPELLING CURRICULUM

Component	Yes	Somewhat	No	Comments or Suggestions for Supplementing
<b>Determining Students' Spelling Abilities</b>				
Provides an assessment tool				
Guides teachers in interpreting the results of the spelling assessment				
Offers word lists accommodated to students' individual spelling abilities				
Uses words in the lists that match the students' linguistic knowledge needs to the instructional lessons				
<b>General Elements of the Spelling Instruction</b>				
Devotes daily instructional time to spelling				
Integrates reading and spelling instruction so that students are manipulating, building, reading, writing, and verifying words				
Emphasizes the connections among phonology, morphology, and orthography				
Integrates whole word instruction (for irregular words), phonemic instruction (for regular words), and morphemic instruction (for word structure and derived forms)				
Assists teachers in following a test-teach-test sequence for spelling instruction				
Includes a procedure for immediate error correction during spelling instruction and practice				
Emphasizes the predictability of English spelling				
Encourages repeated practice with words to highlight phonemic/orthographic/morphemic patterns				
Offers cumulative review of spelling words and patterns				
Includes authentic writing activities for the application of spelling words and patterns				

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Explicitly teaches strategies for learning to spell regular and irregular words				
Suggests methods for peer collaboration or peer tutoring				
Beginning Spelling Instruction				
Provides a sequence for moving from easier to more difficult sound-symbol correspondences such as:				
<ul style="list-style-type: none"> <li>• Single or most common consonant sounds</li> </ul>				
<ul style="list-style-type: none"> <li>• Short vowels</li> </ul>				
<ul style="list-style-type: none"> <li>• Initial consonant blends</li> </ul>				
<ul style="list-style-type: none"> <li>• Two-letter consonant digraphs</li> </ul>				
<ul style="list-style-type: none"> <li>• Long vowel s</li> </ul>				
<ul style="list-style-type: none"> <li>• -r controlled vowels</li> </ul>				
<ul style="list-style-type: none"> <li>• Vowel pairs/teams</li> </ul>				
<ul style="list-style-type: none"> <li>• Final consonant blends</li> </ul>				
<ul style="list-style-type: none"> <li>• Diphthongs</li> </ul>				
<ul style="list-style-type: none"> <li>• Three-letter consonant digraphs</li> </ul>				
<ul style="list-style-type: none"> <li>• Special cases (e.g., igh, ing)</li> </ul>				
Demonstrates segmenting single-syllable words into the initial consonant sound (also called the <i>onset</i> ) from the vowel and remaining letters in the syllable (referred to as the <i>rime</i> )				
Teaches position rules and phonemic patterns for spelling sounds in units (includes consonants that make more than one sound and variant vowel sounds that are based on the sequence of letters in the word)				
Introduces the six syllable types one at a time, emphasizing the salient features of each				
Includes high frequency irregular words				
Provides practice with a family of words sharing a pattern or rime (e.g., <i>fought</i> , <i>bought</i> , <i>sought</i> )				
Spelling Instruction with Multi-syllable and Morphographically Complex Words				
Demonstrates and provides exercises to illustrate how syllables are joined				
Systematically introduces morphemes such as:				

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<ul style="list-style-type: none"> <li>• High frequency prefixes</li> </ul>				
<ul style="list-style-type: none"> <li>• Plurals and possessives</li> </ul>				
<ul style="list-style-type: none"> <li>• Verb tenses</li> </ul>				
<ul style="list-style-type: none"> <li>• Verb conjugations</li> </ul>				
<ul style="list-style-type: none"> <li>• Derivational suffixes</li> </ul>				
<ul style="list-style-type: none"> <li>• Lower frequency morphemes</li> </ul>				
Teaches morphemic spelling rules associated with affixing words and preserving roots/base words				
Includes irregular words that are multi-syllable and/or of lower frequency				