University of San Diego

Digital USD

Dissertations

Theses and Dissertations

2011-05-01

A Comparative Content Analysis of Five Spelling Programs in the 1st, 3rd, and 5th Grade

Katherine N. Davis EdD
University of San Diego

Follow this and additional works at: <https://digital.sandiego.edu/dissertations>

Part of the [Leadership Studies Commons](#)

Digital USD Citation

Davis, Katherine N. EdD, "A Comparative Content Analysis of Five Spelling Programs in the 1st, 3rd, and 5th Grade" (2011). *Dissertations*. 906.

<https://digital.sandiego.edu/dissertations/906>

This Dissertation: Open Access is brought to you for free and open access by the Theses and Dissertations at Digital USD. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.

**A COMPARATIVE CONTENT ANALYSIS OF FIVE SPELLING
PROGRAMS IN THE 1ST, 3RD, AND 5TH GRADE**

by

Katherine N. Davis

A Dissertation Submitted to the Faculty of
San Diego State University and the University of San Diego
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Dissertation Committee:

Barbara Moss, Ph.D., San Diego State University
Marva Cappello, Ph.D., San Diego State University
Heather Lattimer, Ed.D., University of San Diego

May 2011

Copyright © 2011

by

Katherine N. Davis

ABSTRACT OF THE DISSERTATION

A Comparative Content Analysis of Five Spelling
Programs in the 1st, 3rd, and 5th Grade

by

Katherine N. Davis

Doctor of Education

San Diego State University and the University of San Diego, 2011

This study investigated the content of five widely used spelling programs at three grade levels. Five spelling programs, *Houghton Mifflin*, *Scholastic Spelling*, *Sitton Spelling*, *Words Their Way*, and *Treasures* were analyzed. The following questions guided the study: To what extent do current spelling series reflect research-based practices and what underlying theoretical framework is stated or implied in each series? What types of spelling strategies, activities, and techniques are represented in student workbooks and teacher edition books? Two sub questions included: Do they reflect current research and/or the theoretical frameworks stated or implied in each series and do spelling programs provide multiple strategies, techniques, and activities to differentiate instruction? The final question asked, in what ways are these programs similar or different? A comparative content analysis was used to examine the spelling series at three grade levels, one, three and five. The modified Allred-Tolman spelling program evaluation instrument and a teacher and student edition evaluation scale were used. The study revealed that a specific philosophy for teaching spelling was not addressed in the *Houghton Mifflin*, *Scholastic Spelling*, *Sitton Spelling*, and *Treasures* series. These series did not promote a specific spelling approach to teaching spelling but based on the lessons, used a combination of strategies to teach spelling. The *Words Their Way* program was the only spelling program that outlined the developmental spelling approach theory and followed this specific theory throughout their program. The research and theoretical basis were represented in the activities and the lessons focus primarily on studying word patterns and hands on word study practice for students at their developmental spelling stage. When analyzing the components of the programs, the *Words Their Way*, *Sitton Spelling*, and *Treasures* program materials and lessons were complex in organization and management. Differentiated instruction was addressed in all programs and specifically meeting the needs of English language learners was a component that was included in all programs except *Sitton Spelling*. Lastly, when comparing the programs, it was found that three of the five programs continue to use many of the same strategies to teach spelling that were used in the past. *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures* all follow a traditional 5-day format that included weekly words lists of 10-20 words. All of the spelling programs did focus on integrating writing with spelling and included writing components in all their lessons. Three of the five programs, *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures* continue to employ many of the same strategies for teaching spelling that were used 20 years ago. The *Sitton Spelling* series does offer some individualized components but does not instruct students at a developmental stage of spelling. While all the programs include some new

components for teaching spelling, such as the integrated writing component, word sorting activities, and small group instruction lessons, only the *Words Their Way* program offers a truly individualized approach to teaching spelling to students at their stage of developmental spelling.

TABLE OF CONTENTS

	PAGE
ABSTRACT	iv
LIST OF TABLES	xiv
LIST OF FIGURES	xv
ACKNOWLEDGMENTS	xvi
 CHAPTER	
1 INTRODUCTION	1
Research Foundations	2
Background	4
Problem Statement	5
Purpose of the Study	6
Significance of the Study	8
Definition of Terms	10
2 REVIEW OF LITERATURE	12
Introduction	12
Theoretical Perspectives	14
Rote Memorization	15
Visual Memory	16
Language-Based Approaches	18
Phonemic	18

	vii
Alphabetic	20
Syllabic	21
Morphological	22
Developmental Approach	23
Psycholinguistic	26
Instructional Approaches and Best Practices of Spelling	26
Rote Memorization/Visual Memory	27
Alphabetical	28
The Development of Morphological	28
Language-Based Phonemic	29
Developmental	29
Best Practices in Spelling	30
Teacher Perspectives on Spelling	31
Meeting the Needs of Diverse Learners	33
Summary	34
3 METHODOLOGY	36
Rationale for Method	36
Research Questions	37
Overview	37
Spelling Series	40
Instruments	43
Procedures	46
Data Collection	46

	viii
Data Analysis	47
Limitations	47
Positionality	47
4 AN EXAMINATION OF FINDINGS WITHIN SPELLING TEXTBOOKS	49
Introduction	49
Analysis of the Data	51
Series 1— <i>Houghton Mifflin</i> : Theoretical Basis/Framework of the Program	51
Introduction to the Program	51
Teacher’s Edition	52
Lesson Format	52
Managing the Program	53
Assessment	54
Student’s Edition	54
Practice Activities	54
Writing and Proofreading Practice	55
Grade 1	56
Grade 3	57
Grade 5	58
Differentiated Instruction	59
Support for Above and Below Level Spellers	59
English Language Learners	59
Supplemental Materials	60

Summary	60
Series 2— <i>Scholastic Spelling</i> : Theoretical Basis/Framework of the Program	61
Introduction to the Program	61
Teacher's Edition	65
Lesson Format	65
Managing the Program	66
Assessment	67
Student's Edition	67
Practice Activities	68
Writing and Proofreading Practice	68
Grade 1	69
Grade 3	69
Grade 5	70
Differentiated Spelling	70
Support for Above and Below Level Spellers	71
English Language Learners	71
Supplemental Materials	71
Summary	72
Series 3— <i>Sitton Spelling</i> : Theoretical Basis/Framework of the Program	73
Introduction to the Program	73
Teacher's Edition	75
Lesson Format	75

	x
Managing the Program	76
Assessment	78
Student's Edition	78
Practice Activities	78
Writing and Proofreading Practice	79
Grade 1	79
Grade 3	80
Grade 5	80
Differentiated Instruction	81
Support for Above and Below Level Spellers	81
English Language Learners	82
Supplemental Materials	82
Summary	83
Series 4— <i>Words Their Way</i> : Theoretical Basis/Framework of the Program	84
Introduction to the Program	84
Teacher's Edition	87
Lesson Format	87
Managing the Program	88
Assessment	88
Student's Edition	89
Practice Activities	89
Writing and Proofreading Practice	89

	xi
Grade 1 (Emergent/Alphabetic—Early and Middle)	90
Grade 3 (Within Word—Early, Middle, Late)	93
Grade 5 (Syllable and Affixes—Early, Middle, Late)	94
Differentiated Instruction	95
Support for Above and Below Level Spellers	95
English Language Learners	96
Supplemental Materials	97
Summary	97
Series 5— <i>Treasures</i> : Theoretical Basis/Framework of the Program	98
Introduction to the Program	100
Teacher’s Edition	101
Lesson Format	101
Managing the Program	102
Student’s Edition	104
Practice Activities	104
Writing and Proofreading Practice	105
Grade 1	105
Grade 3	106
Grade 5	107
Differentiated Instruction	108
Support for Above and Below Level Spellers	108
English Language Learners	109
Supplemental Materials	109

	xii
Summary	110
Summary of Similarities and Differences	111
Philosophy and Framework	111
Research Support and Letter of Introduction	120
Objectives and Standards	121
Word Selection Rationale	121
Vocabulary Emphasis	122
Lesson Format	122
Writing and Proofreading Components	123
Study Procedures	124
Managing Spelling Programs	125
Assessment	126
Dictionary Practice	127
Developmental Approaches	127
Supplemental Materials	127
Authors of the Program	128
Objectives and Lesson Format	129
Summary	131
5 AN EXAMINATION OF THEMES AND IMPLICATIONS	134
Introduction	134
Findings and Interpretations	135
Theories Represented in the Spelling Series	136
Framework of the Spelling Series	137

	xiii
Spelling Strategies, Activities, and Techniques	139
Management of the Programs	140
Expressed and Implied Theoretical Approaches	142
Differentiated Instruction for Diverse Learners	142
Similarities and Differences Among the Programs	145
Strategies and Activities	145
Program Design	147
Differentiated Instruction	148
Recommendations	148
Researcher Reflections	150
Discussion	151
Limitations of the Study	153
Conclusion	153
REFERENCES	157
APPENDICES	
A MODIFIED ALLRED-TOLMAN SPELLING PROGRAM EVALUATION INSTRUMENT	163
B CODE SHEET FOR TEACHER'S EDITION EVALUATION	171
C CODE SHEET FOR STUDENT'S EDITION EVALUATION	177
D PROGRESSION OF THOUGHTS DURING STUDY	182

LIST OF TABLES

	PAGE
Table 1. Spelling Theoretical Approaches	27
Table 2. <i>Houghton Mifflin</i> Program Summary	62
Table 3. Spelling Study Plan	66
Table 4. <i>Scholastic Spelling</i> Program Summary	74
Table 5. <i>Sitton Spelling</i> Program Summary	85
Table 6. Instructional Activities for Emergent Learners	91
Table 7. Vowel Sounds in English and Spanish	96
Table 8. <i>Words Their Way</i> Program Summary	99
Table 9. Five-Day Spelling Program for Final /e/	103
Table 10. Six Syllable Types	107
Table 11. <i>Treasures</i> Program Summary	112
Table 12. Summary of All Spelling Programs	114
Table 13. Teacher's Edition	130
Table 14. Frequency of Activities in Spelling Programs	132

LIST OF FIGURES

	PAGE
Figure 1. Poster 1	81
Figure 2. <i>Sitton Spelling</i> “They” poster	83

ACKNOWLEDGMENTS

My dissertation journey would not have been possible without the support and encouragement of many caring and hardworking people in my life. I cannot thank my committee members enough for their encouragement, flexibility, and concern for making sure I produced work that challenged me beyond what I thought capable. Each member allowed me to work independently, while providing valuable information in order to make sure I continued to succeed. I feel grateful that I chose a program that included a cohort setting, for without this group there is a strong chance I would not have completed the program. I have been able to form within my cohort, friends that will last a lifetime. I am grateful to have had the opportunity to work with some of the most intelligent people in the field of education.

Over the past six years I have been blessed with support from my family and friends. I truly have an amazing support system that has never given up on me and been understanding through the entire doctorate journey. I will never be able to thank my parents enough for always believing in me, helping me in more ways than can be explained, and raising me to always do my best. I am also grateful to my best friend Casey, as he began this journey with me, provided me with a shoulder to cry on when times were tough, never gave up on me, and offered company on many late nights when I was working on my study. Last, I would like to express my love and appreciation to my daughter Mila, who has had to endure weekends where I rarely moved from typing at the computer and where she routinely heard me say to her, "I can't right now, I have to do school work." She is the light of my life and I look forward to our time together and focusing on her education and development into a young woman.

CHAPTER 1

INTRODUCTION

My interest in spelling began during my first teaching assignment as a third grade teacher. I realized that I was teaching spelling the same way I had been taught, through memorization methods, and that my entire life I had struggled with spelling and could see many of my students making the same mistakes with spelling that I had. When parents came to me for advice on how to practice spelling with their child, I used many of the same sayings that I heard growing up: “Spelling is an ability that is natural for many people and for struggling spellers, memorization techniques work well and will help your child pass the weekly spelling test.” When I thought about what I was saying, I realized that I had no real evidence for making this conclusion and was curious about research in spelling and strategies that would help struggling spellers become life long spellers.

Being involved in a 3-year-long literacy adoption committee for my school district was also a contributing factor in my interest in spelling development. For the first time, my district was adopting a separate spelling program, not directly related to the reading basal, and I was curious to see what these programs had to offer. During the textbook adoption process, I realized the amount of time and money spent on teaching and learning materials. I also became interested in the textbook adoption process and how materials were selected.

Additionally, I continued to make observations and work with teachers and students on spelling techniques and current best practices in spelling. My dissertation evolved from

these inquiries. Through this dissertation I hope to analyze spelling programs that are currently being used throughout the U.S. and determine their theoretical approaches, the strategies and techniques presented as well as understand what lessons are being presented to teachers in order to reach all learners. Lastly, I would like this research to contribute to the limited research on spelling instruction and spelling textbooks and for the education community to focus on the importance spelling plays in overall literacy development.

RESEARCH FOUNDATIONS

Although the subject area of spelling and learning to spell has been researched and analyzed from various perspectives it is a part of the curriculum that has been neglected in many classrooms (Nies & Belfiore, 2006). While many researched spelling strategies have proven to improve spelling scores, teachers are often not aware of the most effective spelling strategies and employ spelling theories that are outdated (Apel & Masterson, 2001). Within the past 10 years, an emphasis on state mandated testing has affected how and what is taught in classrooms. A significant part of classroom instruction time at the primary level is therefore spent on reading comprehension and mathematics skills. While other subjects, such as spelling, are still taught, professional development opportunities, limited instructional time, practice with new programs, and research based practices are not as heavily emphasized or provided to teachers and students. Many teachers have also suggested that through the use of technology, such as the use of spell checkers, the importance of teaching spelling skills has declined in recent years (Simonsen & Gunter, 2001).

One critical component to teaching is the use of textbooks. Textbooks have been a resource and guide for instruction for teachers for many years. Cronnell and Humes (1980)

found that classroom instruction is a crucial component of student learning and commercially prepared materials form the basis of 90% of classroom instruction. Even with the advancements in technology and online support, teachers continue to use textbooks to plan and organize instruction (Fresch, 2007). For example, one trend is the use of the scripted curriculum, where teachers are required to follow each step of a reading program, such as in the Open Court Reading (Ede, 2006). In California, one in every eight schools used a scripted program for their reading and writing curriculum (Ede, 2006). Scripted curriculum is popular throughout the country and been found to be used more frequently in higher poverty areas (Gill, 1992). These programs, such as the Open Court reading program, usually contain explicit phonics instruction lessons that form the basis of teachers' spelling instruction.

According to Graves (1977), material for spelling textbooks is not as heavily researched compared to other areas of the curriculum. It appears that while research-proven materials improve instruction in many curricular areas, professional educators often fail to use educational research in practice (Tolman, 1986). Eisner (1984) conducted research with teachers that claimed to use research results to plan and teach, but found that teachers had a difficult time giving specific examples of how they used research in their teaching.

Furthermore, authors and publishers of spelling texts tend to promote the latest trend with their texts but do they offer specific teaching examples that are grounded in current spelling research? Educators need to seriously consider the textbooks they are using and determine if they are providing adequate support and research-based best practices within their teacher and student editions.

Spelling is a curriculum area in which teachers employ many of the same strategies and methods from 20 to 30 years ago. As literacy development advances and new research

promotes new reading and writing strategies for teachers, spelling methods are often left behind and neglected (Nies & Belfiore, 2006). Studies, such as in Nies and Belfiore (2006), indicate that students are not learning to spell effectively and traditional methods are not providing adequate support for students.

The present study examines five published spelling programs at grades one, three, and five to identify the theoretical frameworks that underlie each program, as well as to explore the types of spelling strategies, activities, and word lists presented in student and teacher editions. In order to examine spelling materials thoroughly, a content analysis was conducted of both teacher and student editions of spelling books to determine what theoretical frameworks, lessons, and activities are included and if these activities promote current best practices in spelling. Additionally, this study examined the most commonly used spelling programs in the United States, based on district and state adoption lists, and analyzes what theoretical practices are being presented in the materials. I also explored programs adopted by some of the largest textbooks adoption states in the United States to determine if these spelling programs reflect researched based practices.

BACKGROUND

Nies and Belfiore (2006) report spelling to be an essential and complex skill and an important component to the language arts curriculum but one that has been characterized by teachers and students as boring, and one of the least favorite academic areas. According to Topping (1995), the range of strategies, materials, and methods available to teachers is probably smaller and less variable than in any other basic skills area. Spelling has been found to be an essential literacy skill and research has shown that spelling and reading are linked

(Ehri, 1989). Furthermore, several studies have argued that learning to spell enhances word-level reading abilities (Treiman, 1992). Apel and Masterson (2001) reported significant gains in reading decoding when conducting a case study on spelling instruction. Although studies have been conducted on spelling and spelling instruction, additional investigation needs to be performed in order to review the current strategies and research-based practices being presented in teacher material. Furthermore, student textbooks and workbooks need to be evaluated closely in order to determine what strategies and skills are being outlined to students for review and practice and to explore the theoretical frameworks that underlie these programs.

In the past, studies on the effects of spelling textbook content on learning have found that many students still do not learn how to spell effectively (Allred, 1977). While some spelling programs may have updated their spelling approaches and include practices based on current research on spelling instruction, many teachers tend to rely on traditional spelling approaches or ways they were taught to spell to teach their students (Stetson, 1982). Research is showing that instead of spelling being taught in isolation to other literacy skills, that this subject area should be an integral tool in the language arts curriculum. Researchers are finding that in order to spell correctly, a student must be able to use multiple linguistic forms, such as phonological, morphological, and lexical knowledge to improve spelling development (McMurray, 2006).

PROBLEM STATEMENT

An abundance of research on spelling content and spelling instruction has been conducted throughout the past 60 years. While spelling research is still being conducted, few

or no studies have recently examined the content of recent spelling series based on the research. Spelling instruction continues to be a literacy area that has conflicting views and is approached by teachers differently. Spelling continues to be an important literacy skill needed for writing and reading development and more attention needs to be given to spelling instruction, strategies, and teaching methods.

The present study analyzed current spelling research to examine:

1. To what extent do current spelling series reflect research-based practices? A sub-question asks, what underlying theoretical framework is stated or implied in each series?
2. What types of spelling strategies, activities, and techniques are represented in student workbooks and teacher editions?
 - a) Do they reflect current research and/or the theoretical framework stated or implied in each series?
 - b) Do spelling program provide multiple strategies, techniques, and activities in order to differentiate instruction for diverse learners?
3. In what ways are these programs similar or different?

PURPOSE OF THE STUDY

This study had a three-prong focus related to spelling content and instruction. The purpose of this study was to examine the contents of five major spelling programs used in the United States in order to:

1. Determine to what extent current spelling series reflect research-based practice and the underlying theoretical framework in the series in order to identify the underlying theoretical framework stated or implied in each series.
2. See what types of spelling strategies, activities, and techniques are represented within student workbooks and teacher edition books. Specifically, I looked for current research and theoretical frameworks within each series and how instruction is differentiated for all types of learners.

3. Determine in what ways the programs being studied are similar or different.

The first focus investigated five popular spelling programs, *Houghton Mifflin Spelling and Vocabulary: My Words to Read and Write* (Templeton, Bear, Sabey, & Linan-Thompson, 2006); *Scholastic Spelling* (Moats et al., 1998); *Sitton Spelling and Word Skills: Words for Reading and Writing* (Sitton & Hanno, 2006); *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (Bear, Invernizzi, & Templeton, 1996); and *Macmillan McGraw Hill: Treasures* (Bear et al., 2010)¹ in order to analyze what research-based strategies, techniques, and procedures are being used to inform instruction. The programs were analyzed in order to determine how the textbooks align with spelling research and what theoretical perspectives guided their programs.

The second focus extended from the first focus and determined what types of activities and strategies are being developed for students. For example, are students using workbooks to complete multiple choice phonics worksheets, are students asked to create word patterns, are they asked to define spelling word lists each week, etc.? Furthermore, I identified if the spelling strategies and activities reflected current research that is implied in the series. I also examined if additional learning strategies and activities were given for accelerated and weak spellers as well students learning the English language.

The third question explored how the programs being studied are similar and different based on the previous research questions. Currently, the field of education has acknowledged that students need multiple learning strategies and techniques in order to learn material

¹In the following pages, *Houghton Mifflin Spelling and Vocabulary: My Words to Read and Write* is referred to as *Houghton Mifflin*; *Sitton Spelling and Word Skills: Words for Reading and Writing* is referred to as *Sitton Spelling*; *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* is referred to as *Words Their Way*; and *Macmillan McGraw Hill: Treasures* is referred to as *Treasures*.

effectively (Malatesha, Treiman, Carreker, & Moats, 2008-2009). This study explored the text to which this is occurred in these spelling series.

While there has been a shift in how researchers think spelling should be taught and textbook publishers are continuing to recognize and promote new spelling techniques, there is still the concern that the textbook and teacher editions still follow many techniques that were promoted in the past. The purpose of this research was to examine the current textbooks and teacher editions to see what strategies, lesson ideas, and activities have been developed for students and if they follow the current research being presented for teaching and learning how to spell. This research is needed since the majority of studies reviewing commercial spelling products have not been conducted since the mid-80s.

This study hoped to address the gap in the current literature regarding spelling programs and spelling instructional approaches. Furthermore, the study aimed to help districts, administrators, and teachers in choosing effective and appropriate adoption materials that will facilitate in the development of spelling and literacy skills for diverse learners. The study also hoped to determine how useful textbooks are in planning for and providing lessons and strategies for teachers to use for their students.

SIGNIFICANCE OF THE STUDY

Three audiences could benefit from the findings of this study. They include the textbook adoption committees, teachers, and students. If the findings reveal that one program employs current spelling research and a variety of strategies for learners, districts might want to consider a different spelling program. Furthermore, depending on teacher perceptions of spelling programs, additional training and professional development might be needed for

teachers. Creating workshops for teachers to attend that address how to approach new spelling methods and strategies might enable teachers to incorporate new spelling methods into their existing lesson plans or literacy block.

Textbook adoption committees would benefit from this study by understanding the importance of evaluating content of spelling programs and the importance of looking beyond surface features of materials that may be appealing. By understanding what teachers rely on to teach spelling and not spending money on programs that might not even be used should help maximize resources for districts during difficult fiscal times and budget cuts.

This study may prove beneficial for teachers as well. Teachers that may instruct using traditional approaches might be open to trying new approaches and realize the importance of spelling instruction. Teachers might look into supplemental programs for their school or grade level if one program is found to appeal to their teaching methods or student population. Teachers renewing their credentials or receiving additional credits for their license might be able to take additional courses on spelling methods that promote spelling achievement and incorporate additional strategies or activities into his or her lesson plans based on the findings in this study.

Last, students might benefit from this study by being offered multiple approaches to spelling instruction. Literacy skills could be enhanced and spelling frustration levels could decrease if teachers or districts are open to new or alternative spelling programs or teaching methods.

Although there appear to be different theories and philosophies to teaching spelling, spelling textbook research clearly shows that spelling instruction is a crucial literacy skill that aids in reading and writing development. Therefore, spelling textbooks need to be evaluated

in order to determine what theoretical approaches are being used in their programs. This study could contribute to the body of research in this field by: (a) providing adoption committees with additional criteria for evaluating spelling programs; (b) bringing attention to the importance of spelling as a crucial literacy skill; and (c) outlining the importance of providing a wide variety of spelling techniques, strategies, and activities in order to meet the needs of diverse learners.

DEFINITION OF TERMS

Developmental spelling: Emerged from Read's (1975) work, which found that children arrive at common and systematic spellings for unknown words, where the study of word features must match the level of word knowledge of the learner.

Etymology: The study of the origin and historical development of words.

Mental graphemic representations (MGRs): Images of words, syllables, and morphemes in memory. Also known as visual orthographic images.

Morphological knowledge: The awareness of morphemes, the smallest units of language that carry meaning (e.g., prefixes, suffixes, roots).

Orthographic knowledge: Includes knowledge of phoneme-grapheme correspondences (e.g., knowing that the sound /k/ can be represented by letters *k*, *c*, *cc*, *ch*, or *qu*), knowledge of rules for combining letters (e.g., a *qp* letter combination does not exist in the English language, and an understanding of positional constraints on spelling patterns (e.g., the diagraph *ck* never appears in word initial position but can be found in word final position. It also includes comprehension of orthographic rules such as long and short vowel patterns and *r* controlled vowels.

Phoneme: The smallest unit of speech that distinguishes one word from another.

Phonemic awareness: Refers to the ability to consciously manipulate individual phonemes in a spoken language.

Phonics: The systematic relationship between letters and sounds.

Psycholinguistics: The study of the psychological and neurobiological factors that enable humans to acquire, use, comprehend, and produce language. Psycholinguistics covers the cognitive processes that make it possible to generate a grammatical and meaningful sentence out of vocabulary and grammatical structures.

Traditional spelling approach: Includes spelling strategies and activities that have been used in classroom for over a decade. Examples of this type of approach include spelling word list that an entire class learns, writing spelling words several times, writing sentences with words, putting words in alphabetical order, and completing fill-in-the-blank worksheets

CHAPTER 2

REVIEW OF LITERATURE

Chapter 2 provides a review of the literature related to the topic of spelling instruction with the focus on the literature review examining studies related to spelling instruction and spelling behavior. The literature review is divided into four sections. The first section provides an introduction that discusses past spelling research and commercial spelling programs. Section two provides a detailed examination of theoretical perspectives on spelling, which focuses on memory and visual techniques, language-based approaches and developmental theory. Third, details on spelling instruction approaches are reviewed and discussed and last, a review of teacher perspectives on teaching spelling, textbooks and lesson plans will be reviewed.

INTRODUCTION

Although there is an abundance of spelling research from the 1940s to the present, ideas and research concerning how students learn to spell best varies. Current research in spelling suggests that learning to spell is a complex process that involves pattern recognition (Schlagal & Schlagal, 1992). While past spelling research focused on rote memorization and learning words one at a time, current trends suggest that learning to spell is a developmental process (Rix, 1999). Researchers have realized over the past 20 years that English spelling is unpredictable and cannot be learned solely by learning rules (Schlagal & Schlagal, 1992).

Many schools are adopting spelling programs that emphasize spelling as a developmental process and are beginning to incorporate activities and strategies into the curriculum that follow these practices, although many of the traditional ways to teach spelling continue to be incorporated into weekly lessons. Within elementary settings a typical week of spelling consists of a pretest, copying and writing words correctly, defining words and meanings and a Friday posttest (Henderson, 1985).

Commercial programs for teaching spelling have been developed and implemented in classrooms for many years (Seda, 1989). Authors of these programs develop curriculum that include weekly spelling lists, practice activities, and instructional suggestions. Most students within a classroom are assigned the same word list to study and learn each week, although some programs suggest for students to have a spelling list that is individualized (Rix, 1999). Many teachers rely on instructional materials to develop their lessons. These materials tend to focus on the spelling trends and practices that are recommended by researchers in the area of spelling development. For most students in the United States textbooks are the primary basis of instruction. Studies on the role of textbooks show that up to 90% of classroom time is structured around them, and that the weaker the teacher, the greater the reliance upon the printed pages. Further studies indicate that students spend between 70-90% of their homework time using textbooks (Wang, 2002).

There are two categories of textbook adoption, “open” and “closed.” An open state is one where individual school districts are free to choose the textbooks they want to use and a closed state chooses its textbooks at the state level. If a textbook is not deemed “acceptable” to a state textbook committee, then state funds can be used to purchase them. Twenty-one

states have the “closed” model of textbook selection (Wang, 2002). The four major publishers of textbooks bring in an estimated \$4.3 billion a year (Mathews, 2005).

This literature review first reviews three of the best practices for teaching spelling. Rote memorization is the first category of spelling that will be discussed with an emphasis on visual memory. Second, language-based approaches are outlined with sub-categories including phonemic awareness, alphabetic knowledge, syllabication, and morphological knowledge of words. Lastly, a developmental spelling approach is discussed with a subcategory including the theory of psycholinguistics.

The literature review then discusses several instructional approaches to teaching spelling and will provide examples of activities and strategies found within each of the categories and subcategories.

The literature review concludes with a review of teachers’ perspectives on spelling, with emphasis on teachers’ use and belief’s about teaching spelling and the use of spelling textbooks in their classrooms.

THEORETICAL PERSPECTIVES

The topic of spelling has been of interest among educators as well as other professionals in the last quarter of the 20th century. Templeton (2003) found that the elementary journal of the International Reading Association published significantly many more articles on the topic of spelling throughout this period than in previous years. Although interest and research in spelling became more popular during the last quarter of the 20th century, spelling is still seen has a stepchild of the language arts (Templeton, 2003). The recent research in the area of spelling stems from the real and perceived weaknesses in

students' spelling ability as well as the awareness that there are alternatives to traditional approaches (Templeton, 2003).

In the past, many educators have looked at spelling as a system that is represented by a letter-to-sound system. Venezky (1999) stated that the orthography is a "more complex and more regular relationship, wherein phonemes and morphemes share leading roles" (p. 77). Venezky also pointed out the visual identity of word parts versus letter-sound spelling. The visual identity of the word focuses on semantics or the meaning relationship shared by the base and its derivative. Learning to spell is also seen as a developmental exploration that combines both sound and meaning and focuses on spelling as a sound to the understanding that spelling represents meaning. Based on these spelling ideas additional perspectives on spelling theory, research, and pedagogy have emerged in the 20th century.

While various spelling theories have been developed by researchers and theorists, three main approaches have been most popular and studied. These approaches include Rote Memorization, Language and Phonemics, and Developmental Spelling. Each of these areas will be addressed within this review of the literature.

Rote Memorization

The view that English spelling is irregular and that learning is behavioral is the view that guided spelling instruction during the 20th century. Learning to spell was viewed as a process of rote memorization and instruction was focused on the development of visual memory for the spelling of words (Horn, 1967). The emphasis was on identifying the most appropriate words for instruction and words were selected for study based primarily on frequency counts of English. Instruction focused on the most frequently occurring words

(Thorndike, 1921). During the early to mid 1900s, the field of psychology drove many educational movements. Theorists such as Pavlov (1927), Thorndike (1921), and Skinner (1938) influenced educational curriculum that tried to increase the frequency of performance of academic skills by following them with a reward (Fresch, 2007). From this movement came such spelling methods as writing spelling words multiple times and a Friday test. During this period, behaviorists believed “learning to be the result of actions of the environment on the learner (Fresch, 2007, p. 303). One type of memorization technique that was researched and discussed among educators and psychologist includes visual memory.

Visual Memory

One common perception that has been found among teachers is the notion that visual memory is the basis of spelling skills (Malatesha et al., 2008-2009). Research by Allred (1977) found that one of the main problems in spelling is a student’s inability to spell words that do not follow phonetic principles. Allred, along with other researchers concluded that one of the main processes by which a student learns words that do not follow a phonetic rule is by visualizing those words as they have been seen or as they resemble other words. In one study, Hunt (1963) identified the ability to look at a word and to produce it later as one of the four factors, besides general intelligence, that affect the ability to spell English words. Furthermore, research has also concluded that as children learn to visualize, they have the ability to observe and recognize a misspelled word (Hendrickson, 1967).

Another study that focused on spelling achievement in classrooms and incorporated visual strategies for learning spelling words involved the use of a Constructed Response approach by Lee-Vieira, Mayer, and Cameron (2006). This study looked at traditional

spelling lessons versus creating spelling words by using tiles and visualizing where appropriate letters should be placed. This approach allowed students to visualize letters while their teacher called out the appropriate letter for each spelling word being studied. The results of this study found that students performed more consistently on weekly spelling tests when traditional instructional procedures were supplemented by the Constructed Response procedure.

Hilte and Reitsma (2006) studied spelling pronunciation and visual preview to facilitate learning to spell irregular words and proposed that one possible way to assist spellers with learning phoneme-grapheme complexity is to use an artificial pronunciation based on the letter sequence of the word spelling (word pronunciation). Three spelling exercises were conducted that included: (a) visual preview, (b) spelling pronunciation, and (c) normal pronunciation. Results from this study revealed that the percentage of words that were spelled correctly substantially increased as a result of training, and tended to diminish a small amount from post test to retention tests. Therefore, for irregular words, practice with spelling pronunciations is beneficial as well as visual preview and is significantly more effective than practice with normal pronunciation. The study also found that young, less skilled spellers benefited more from visual preview.

Additional theories have continued to be developed to promote spelling development among young children that include language-based approaches that focus on phonemic awareness, syllabic and morphological knowledge.

Language-Based Approaches

A movement toward language based approaches that focused on phonemic skills, orthographic, morphophonemic, and vocabulary knowledge began in the 50s and continued through the 1980s (Arra & Aaron, 2001). Theorists, such as Dewey, Vygotsky, and Bandura began to examine how children seek meaning and are actively involved in their learning (Phillips & Soltis, 1998). One theorist, Jean Piaget, took a closer look at the individual construction of knowledge. Piaget claimed, “the student does not just passively take in knowledge, but actively constructs it on the basis of his/her prior knowledge and experiences” (as cited in Jarvela & Niemivirta, 1999, p. 58). Piaget believed that each learner goes through stages of development where the construction of knowledge is individual and can vary based on experiences (Fresch, 2007). These approaches took into account more than visual memory for words. Teaching rote visual techniques for learning spelling began to play a less important role and linguistic factors became critical components for learning how to spell (Treiman, 1992). Language-based procedures included creating an awareness of the sounds in the language and focusing on the meanings and origin of words as well as word structure.

PHONEMIC

The second half of the 20th century focused on the alphabetic, syllabic, and morphological aspects of English language. Hanna et al. (1966, as cited in Templeton, 2003) demonstrated how English spelling represents the sounds of English when patterns of letters are within syllables of units. Hanna’s study began the development of spelling instruction to include the patterns of letters.

According to Education Place (<http://www.eduplace.com>), phonics instruction is a language-based approach that focuses on English as an alphabetic language where the sounds (phonemes) that compose the language are represented by letters (graphemes). Phonics instruction continues to be a part of the literacy cycle and debate over how effective explicit phonics instruction is on literacy achievement is ongoing. Many researchers believe that phonics instruction plays a role in spelling development and argue that phonics instruction is crucial in developing beginning literacy competence (Roberts & Meiring, 2006). Roberts and Meiring's (2006) study examined children's reading, writing, and spelling competencies in a first grade classroom using two different instructional contexts for teaching phonics. In one treatment, children generated spellings for the words, and in the other treatment, phonics instruction was embedded in literature. The spelling treatment was significantly better for spelling phonetically regular read and pseudowords, reading phonetically regular pseudowords, and written story length. In another study by Treiman and Kessler (2006), the researchers conducted two experiments that looked at whether children's spelling of vowels in nonwords was affected by following and preceding consonants. Results in this study indicated that children with higher levels of spelling skill took more advantage of context, and use of preceding context generally emerged earlier than use of the following context. Furthermore, this study found that letter and vowel context develops gradually and at different times for different consonant-to-vowel associations. Researchers such as Marsh, Friedman, Welch, and Desberg (1980) propose that children begin with a simple sequential phonemic encoding strategy, using sound-to-letter correspondences that are not sensitive to context.

Drake and Ehri (1984) tested whether creating careful pronunciations of standard spellings enhances memory for the spelling. The study had participants convert standard spellings into careful pronunciations to optimize the match between letters and sounds. Participants were randomly assigned to the phonetic training group or to the conventional training group. A syllabicated phonetic or conventional spelling of each word was shown; participants pointed to each syllable, pronounced it and then blended the syllables to say the whole word. The standard spelling was exposed and the participants read the word aloud. Students then were given a spelling test for the 20 words that were studied. The researchers found that having students produce careful pronunciations of standard spellings facilitates memory for the spellings and having students pronounce sound spellings interferes with memory. Poor spellers benefited much more from a careful pronunciation strategy than average or good spellers.

ALPHABETIC

The movement toward learning explicit word to sound relationships has been an active part of teaching for many educators over the past two decades. When relating phonics to spelling, researchers have begun to study writing systems and words that contain one-to-one links between sounds and spelling versus those that follow more complex spelling patterns (Treiman & Kessler, 2006). Many researchers believe that people store the most common spelling of each phoneme and individually memorize the spelling of words with less common structures (Treiman & Kessler, 2006). Explicit phonics instruction is seen by many educators to be of great importance to overall literacy development and spelling skills. Adams (1990) believes that instruction designed to develop children's sensitivity to spellings

and their relations to pronunciations is crucial in the development of reading skills. Marsh et al. (1980) theorized that children begin with a simple sequential phonemic encoding strategy, using sound-to-letter correspondences that are not sensitive to context. These researchers believe that at a later point, children are able to use spelling rules related to phonemes (Marsh et al., 1980). According to this theory, once children are cognitively able to consider context, they should apply this ability to a variety of context-conditioned patterns.

While some studies suggest that spelling can be learned by holistic measures through print-rich activities, such as literature based reading and writing programs, other studies suggest that phonological processes are important in both learning to spell and writing acquisition (Ehri, 1989). Studies such as these show that the development of spelling ability can be characterized as moving from letter awareness to partial phonetic and finally to phonetic principles (Roberts & Meiring, 2006). Furthermore, Clarke (1988) found that at even the earliest stages children are utilizing phonetic cues to guide their writing development. Researchers have also found that children progress faster in reading and spelling if they receive spelling instruction in the early grades (O'Connor & Jenkins, 1995).

SYLLABIC

Research has found a relationship between phonological skills and learning to read and spell (Nation & Hukme, 1977). Studies such as Nation and Hukme (1977) support the idea that phonological skills are crucial to the process of learning to read and spell.

Phonological skills, along with the ability to segment a spoken word into phonemes have been found to predict spelling ability. In Nation and Hukme's (1977) study, children were instructed to segment a spoken nonword into phonemes. 75 children, 25 from grades one,

three, and four participated in the study. The study of open and closed syllable is another valuable tool found beneficial for learning how to spell words. Researchers such as Malatesha et al. (2008-2009) all support the belief that learning about open and closed syllables is especially helpful for deciding whether or not to double a consonant in the middle of a word. Because there are two common types of syllables, called closed and open, students can easily learn why *rabbit* is spelled with two *b*'s in the middle, while *label* is spelled with only one.

MORPHOLOGICAL

The knowledge of the meaningful parts of word, such as prefixes, suffixes, and roots, has also proven helpful in the development of spelling (Malatesha et al., 2008-2009). These parts are the smallest meaningful units in words. While phonological awareness is viewed as a vital component to literacy acquisition, the concepts of morphemes and morphemic awareness become critical to the development of word reading and reading comprehension when students reach older grade levels (Carlisle, 2003). Morphemic awareness supports the process of learning to decode written words. Carlisle (2003) argues that morphological awareness influences children's word reading and comprehension. Research points to evidence that morphological composition plays a role in reading complex words (Carlisle, 2003). A common argument is that high frequency words that are morphologically complex may be stored as intact wholes, whereas low frequency forms are accessed via their morphological components (Bybee, 1995). Frequency of the suffix and productivity are often closely related (e.g., the *-er* agentive as in *teacher*) tend to be commonly used. An important concept about morphology is that morphemes serve as efficient building blocks. The word

parts (base words and affixes) are used and reused in different words. Long words can be reduced to smaller units that facilitate pronunciation, spelling, and meaning (Carlisle, 2003). Critical to children's learning, then is awareness that many English words are combinations of morphemes. Clarke (1988) has documented preschoolers beginning to identify morphemes by segmenting speech stream and inferring that certain recurring phonological elements play a grammatical role and have semantic value. Rubin, Patterson, and Kantor (1991) suggest that explicit awareness of morphology is often particularly delayed in children and adults with language-learning problems because these individuals are not effective at monitoring their own language production. Research has shown that good spellers have a stronger grasp of the principles for combining morphographs than poor spellers. Bruck and Waters (1990) divided students into three groups based on academic skills: (a) good readers, good spellers; (b) mixed (good readers, poor spellers); and (c) poor (poor readers, poor spellers). The most significant difference between students in the good, mixed, and poor groups was that good students showed better skills related to the use of morphographs.

Developmental Approach

Developmental stage theory of spelling emerged from cognitive stage theories and suggests that spellings are believed to result from the different strategies children use at various stages of cognitive development (Young, 2007). Developmental stage theory emerged from Read's work, which found that children arrive at common and systematic spellings for unknown words (as cited in Young, 2007). Research supports the idea that spelling is more than a simple visual memory activity and is a complex, knowledge-based process that evolves slowly over time (Brown & Morris, 2005).

Read (1975) discovered that without explicit instruction, young children apply the articulatory and acoustic features of letter names to represent the spoken messages they wish to write. This theory provided support for the theory that spelling is a developmental process incorporating cognitive as well as linguistic aspects. The developmental spelling theory suggests that most learners share a common developmental sequence in their acquisition of orthographic knowledge and their understanding of the relationships between print and speech. Researchers in this field, such as Young (2007) define stages of spelling development into six categories. Categories created by these researchers are known as the:

(a) Preliterate/Prephonemic, (b) Prephonetic/Semiphonetic, (c) Letter names, (d) Within-word patterns, (e) Syllable Juncture, and (f) Derivational Constancy stage. While there is agreement among researchers about the continuum of development, the continuum of stages are not consistent with name.

In one study, conducted by Young (2007), the developmental stage theory of spelling was examined in order to investigate the consistency with which children perform within a given stage of development. The researcher looked at writing spelling activities, such as editing and sorting, that ranged in each of the developmental spelling stages. The findings from this study suggest that across the range of activities presented, the children spelled words consistently within their identified developmental stage. Only 6-35 words out of the 817 to 1,156 words analyzed were spelled demonstrating spelling knowledge above or below that expected for the specific stage of development.

Henderson and Beers (1981) studied a classroom of first graders over a period of 6 months. The researchers looked at changes in orthographic features and consonant spellings in children spellings based on a list of words given to students. They found that as children

are exposed to written language, the interaction of print knowledge and sound articulation contributes to the ability to spell more complex words.

Research conducted on invented spelling of children showed that there are natural similarities in error patterns made as children spell a range of words (Henderson & Beers, 1981). Prominent researchers in the field of developmental spelling, such as Henderson (1985), Gentry (1984), and Schlagal (1989), believe that error patterns in student spellings represented stages of spelling development. Gentry (1984) theorized that as children progress through stages, they use different strategies to spell words. These strategies depend upon their stage of cognitive development. Children's initial explorations with written language will lead them to understand that a written word had characteristics separate from the characteristics of the "thing" it represents (Griffith & Leavell, 1996). Children's early attempts at spelling are based not upon conventional letter-sound correspondences, but instead of how sounds are produced. First spellings are very incomplete; only beginning or beginning/ending sounds of words are represented (Griffith & Leavell, 1996). Within the past decade, spelling programs have moved away from students spelling words within writing pieces correctly and instead focused on invented spelling patterns, where sounds and patterns are explored by students. Invented spelling is based on the view that eventually, through continued reading and writing children will gain accuracy with single syllable words, and can then focus on how single syllables combine to form multi-syllable words (Griffith & Leavell, 1996).

Psycholinguistic

Psycholinguistic approaches focus on teaching sounds and patterns by explicitly pointing out errors within spelling words and the awareness of the sounds in language. Furthermore, an emphasis on the meanings and origins of words as well as word structure is encouraged (Arra & Aaron, 2001). Studies such as Foorman, Francis, Novy, and Liberman (1991) found that the first graders who received letter-sound instruction for 45 minutes per day improved their spelling faster than those who received letter-sound instruction only for 15 minutes per day. Arra and Aaron (2001) conducted a study in which phonology-based instructional strategies were compared against instruction strategies that relied only on visual exposure of words in order to improve spelling skills. The study involved 93 children where 46 were instructed by drawing their attention to the psycholinguistic nature of their spelling errors. Examples included the experimenter saying the word that the child misspelled aloud while drawing the child's attention to the omitted sound. The visual instruction group was shown flashcards of all spelling words regardless of being spelled correctly or incorrectly. Posttests showed that children taught through psycholinguistic methods significantly outperformed the visual training groups and that these gains were retained after a period of 2 weeks.

INSTRUCTIONAL APPROACHES AND BEST PRACTICES OF SPELLING

Instructional approaches for spelling tend to use approaches from all three theoretical perspectives: memorization, phonics, and developmental theories. The best practices focus on visual techniques, morphological and alphabetic components, as well as identifying stages at which students understand sound/letter relationships and allowing students time to

manipulate and study letter relationships. In Table 1 the theoretical approaches along with the best practices associated with each are outlined. Additionally, examples of instructional practices and activities for students are provided.

Table 1. Spelling Theoretical Approaches

Theoretical Framework	Best Practices	Activities and Strategies
Memorization/ Visualization	Visualization Techniques	(1) Studying Spelling Pronunciation (2) Visual Preview (3) Corrected Test Method
Phonics/Phonemic Awareness	Morphological Awareness	(1) Studying Prefixes/Suffixes/Word Parts (2) Word Origins
Developmental	Identifying Stages of Spelling Development	(1) Word Sorts (2) Individual Word Lists (3) Writing Integration

Rote Memorization/Visual Memory

One common perception that has been found among teachers is the notion that visual memory is the basis of spelling skills (Malatesha et al., 2008-2009). Teachers report that when teaching spelling, they rely on whole-word memorization techniques, such as the use of flashcards and imagining words (Malatesha et al., 2008-2009). Research in this area led teacher created materials to include strategies for spelling, such as: copying of spelling words, word lists, as well as review and recite activities for students. Other researchers, such as Durrell and Sullivan (1945) and Toohy (1965) suggested spelling activities such as drawing and typing spelling words as well as visualizing words as they are projected on a screen. Many spelling programs developed during this era focused on total word recall, understanding meaning, and using spelling words in contextual sentences (Allred, 1977).

Even though these studies are dated and are from over 50 years ago, many teachers currently teach spelling by writing words on flashcards, exposing students to words many times or having them write words 5-10 times (Malatesha et al., 2008-2009). Many of the methods have proven effective for only short-term recall, but some visual techniques and associated pictures with spelling words have been found to help student recall and remember words and their spellings (Hilte & Reitsma, 2006).

ALPHABETICAL

An example of this type of memorization would be the letter /a/ in grammar, where the /a/ is an exception and spellers who correctly spell this word rely on knowledge from previous experience with this specific word.

THE DEVELOPMENT OF MORPHOLOGICAL

Teaching morphemes requires more than knowing word parts but also involves knowing information on word origin. For example, teaching words from Old English tend to use “er” in words and are basic survival words, whereas, words of Latin origin are more sophisticated and use “or” at the end of words. Educators would benefit from not only an understanding of the nature of morphology in English but also the development of morphological knowledge and awareness. Children in the early grades often learn morphology as a grammar component (Bowey, 1995). Morphological learning goes beyond syntax and grammar. A common view is that derivations are too difficult for children or that they are not important for children’s literacy development until the middle school years (Adams, 1990). Researchers who study morphological knowledge in the elementary years recommend that it should be part of the literacy curriculum. Between first and fifth grade,

there is considerable growth in awareness of the structure and meaning of inflections and derivations (Treiman & Cessar, 1996). Furthermore, knowledge of the meaning of derivations improves rapidly between grades one and five. Elementary age children would be more likely than older students to indicate that *Friday* came from “fry” (Anglin, 1993).

Language-Based/Phonemic

Phoneme awareness activities and materials are developed in order for students to practice using sounds and patterns within words in order to improve the spelling of words. Instead of using flashcards and word walls, approaches using language-based instruction are encouraged. Activities and strategies that include sound and letter awareness are used for teaching. Examples include recognizing pairs of consonant sounds in which the mouth moves the same way, associating vowel sounds with tongue position, learning sounds of unique consonants and vowels, becoming familiar with diphthongs and /r/ controlled vowel sounds and association vowels and consonant letters with sounds. Many phonics-based programs focus on explicit instruction led by the teacher where a word list is provided to students to learn and a pattern or letter sound is taught throughout the week.

Developmental

Developmental approaches to teaching spelling tend to focus on a specific stage that a student is placed in and his or her ability to spell certain words within that stage. Each stage of spelling is grounded in the belief that a student will be able to correctly spell and learn to spell words if a teacher instructs students at their instructional spelling stage and selects activities and lessons that help them progress in learning how to spell without gaps in knowledge (Rix, 1999). Furthermore, appropriate word study and assessment as well as

interactive reading and writing provides a firm foundation for developmental spelling instruction. Components of a developmental spelling program include qualitative and quantitative assessments in order to identify spelling errors and determine spelling placement. Students are typically involved in weekly pretests that help teachers evaluate a student's readiness to learn upcoming words. Students are then guided to correct their own spelling tests under teacher supervision. Graded or leveled word lists are used in order to ensure words are at a student's instructional level rather than at a level causing student frustration. Students are given word study activities to promote the investigation of words both in context and out of context. Examples of activities include word-building, sorts by word meaning, as well as identifying spelling patterns in a poem or story. Additionally, students are encouraged to spell by sound by using letter-sound correspondence. Spelling by pattern incorporates letter patterns that involve silent letters that indicate sounds of other letters. Developmental theory suggests that students should have exposure to words in print. Exposure to words allows students to examine words and apply knowledge learned about word patterns and meanings to writing practices.

Best Practices in Spelling

The review of spelling instruction literature identifies theoretical and teacher practices that promote strong spelling skills. While there has been a strong emphasis placed on teaching spelling through a developmental model, memorization techniques as well as phonics-based approaches are still perceived as valuable for many students. Therefore, best practice approaches include a combination of activities and strategies that embody theoretical models. Programs that include explicit phonics instruction, emphasis on morphological

awareness, visual patterns, and word study patterns allow for learners to practice using words and language in a variety of ways and forms (Simonsen & Gunter, 2001).

TEACHER PERSPECTIVES ON SPELLING

Mary Jo Fresch, a researcher in the spelling field, has conducted several studies on teachers' concerns about spelling instruction. She has worked closely with teachers to determine how they believe children learn to spell words, their thoughts on textbooks, as well as reliance on invented spelling. This type of study is relevant and meaningful due to the fact that this curricular area has changed from a rote memorization process to one that is integrated into reading and writing instruction (Fresch, 2007). Fresch's (2007) study sought to explore teachers' concerns about instruction and student spelling skills. Specifically, the study sought to profile teachers' major concerns about spelling instruction, their view of spelling problems that students exhibit, and additional issues teachers view as important. While memorization techniques were used in the past, new methods have emerged since educators and psychologists have determined that young children have the ability to reason (Henderson, 1985). During the 1960s, the theorist, Jean Piaget, claimed that the student does not just passively take in knowledge, but actively constructs it on the basis of his/her prior knowledge and experiences. Piaget's work provided the basis for his theory of "developmental stages." Based on past theories on child development, spelling programs and teacher instruction strongly rely on behaviorists and/or constructivist theories (as cited in Fresch, 2007). Teacher concerns is one area that Fresch (2007) believed was a critical area to study in order to determine how active their role is in the selection of practices as well as their attitudes about students' spelling achievement.

In a study conducted by Johnston (2001), preservice teachers were asked to interview mentor teachers to focus on a variety of issues related to spelling. Forty-two teachers in grades two through five from 12 schools were interviewed. Open-ended questions were provided in order for teachers to describe their spelling practices and opinions. Johnston found that nearly all the teachers (93%) implemented a formal spelling program and most of the teachers described spelling as a subject that was not adequately addressed in the elementary curriculum. Furthermore, Johnston found that teachers were using teaching models that promoted rote memorization skills.

Fresch's (2007) study consisted of four sections that included demographics, instructional program used, theoretical statements that teachers responded to with strongly agree to strongly disagree, and three open-ended questions that focused on instructional concerns, the biggest spelling problem of students, and any additional spelling issues teachers wanted to discuss. A total of 355 teachers returned surveys. Some of the findings in this study found that teachers:

- 89% most or all of the time have a weekly list
- 83% use one list for the entire class most or all of the time
- 74% most of the time or always organize the weekly list by spelling patterns
- 74% devote 60 minutes or more per week to spelling instruction
- 62% use a basal spelling program

The issue most often mentioned for statement 3, which focused on “any other issues you would like to add,” dealt with programs and materials. Furthermore, this study also found that a major concern among teachers was students applying knowledge learned during spelling lessons to broader, independent writing. Instruction in spelling remained in a

traditional methodology consisting mostly of pretest, memorize, posttest. While teachers tended to use these types of methods for spelling instruction, they expressed that to change their approach to provide better instruction for their students. Fresch (2007) and Johnston (2001) both found the memorization model for learning spelling words to be the most prevalent method among elementary teachers. Freesch's study suggests that methods for teaching spelling have not changed significantly from earlier identified practices.

MEETING THE NEEDS OF DIVERSE LEARNERS

In today's classroom, educators have realized that a "one size fits all" approach to teaching does not provide effective instruction for all students to learn (Tomlinson & McTighe, 2006). Current teaching methods focus on individualizing instruction for students in order to provide material that is on his or her instructional level (Tomlinson & McTighe, 2006). Differentiated instruction is tailored based on individual difference and focuses on engaging students where they are, rather than where they are expected to be (Hall, 2009). When designing curriculum, differentiated instruction has become a critical part of material development and instruction (Hall, 2009). Strategies that have been found helpful for students that promote diverse instruction include changing the pace at which the student learns, modifying the depth of knowledge and understanding, and finding ways to gain student interest (Hall, 2009).

With the growing number of English Language Learners in the United States, differentiated instruction has become a vital teaching strategy for many educators. In 2004-2005, approximately 5.1 million or 10.5% of the U.S. student population was English-language learners, with the most ELLs residing in California (Payán & Nettles, 2004).

Curriculum materials have begun to address the need for multiple approaches for learning a skill and are beginning to provide more than one way to teach a lesson. According to Rothenberg and Fisher (2007), differentiated instructional approaches for ELLs include:

1. Providing models/demonstrations
2. Contextualizing new information
3. Providing opportunities for authentic practice
4. Using multiple methods of assessment
5. Providing opportunities for student-to-student interaction
6. Stating a clear purpose

Moreover, research has also found that isolated skills instruction will not likely help English Language Learners to master a new language. ELL students require that teachers integrate language and content (Rothenberg & Fisher, 2007). Therefore, a critical piece to making sure instructional practices are reaching all students is to provide curriculum materials and texts that promote and offer multiple learning strategies, where students will have the opportunity to learn the same objective through different approaches.

SUMMARY

Although spelling instruction is sometimes thought of as a subject area that no longer needs to be taught, research has provided insightful and valuable information to suggest otherwise. We know now that spelling is an integral part to the literacy process and that when students know how to spell words they are better and more confident readers and writers. Curriculum materials, specifically in literacy, have changed in the past 20 years to offer more lesson ideas, reading material, and student activities to aid teachers with their lessons. While

some of these materials prove helpful and beneficial, researchers need to take a critical look at the curriculum materials to determine if best practices and current research models are being implemented. This research paper aims to address popular spelling programs in the United States and conduct a comparative content analysis in order to determine the theoretical frameworks as well as the strategies, activities, and techniques being presented in the teacher and student texts. Furthermore, I analyzed the text to determine if multiple learning strategies and differentiated instructional approaches are being presented in order to meet the needs of diverse learners. A comparison of the spelling programs were then reviewed and discussed. This type of study is needed in order to specifically address what theories and practices are being presented in curriculum materials. Curriculum materials need to be continually examined, since they play such a large role in lesson development as well as the cost of the programs for states and districts adoptions.

CHAPTER 3

METHODOLOGY

The purpose of this descriptive study was to examine and compare the contents of five major spelling programs used in the United States. This study examined the theoretical frameworks of current textbooks in order to determine if current spelling research is exhibited and to examine what type of spelling strategies, techniques, and activities are within student workbooks and teacher edition books. The study also explored what types of spelling strategies; techniques, and activities are being presented in order to meet the needs of diverse learners. In addition, I compared the five spelling series.

To achieve this goal, the study used a comparative content analysis to explore the above questions through the use of an adaptation of a pre-existing evaluative instrument, the Allred-Tolman Spelling Program Evaluative Instrument (Tolman, 1986), as well as a modification of the Student Edition Evaluation Scale (SEES) and Teacher Edition Evaluation Scale (TEES) developed by Maria Seda (1989). Both quantitative and qualitative research methods were used to analyze data collected from the Allred-Tolman Spelling Program Evaluative Instrument and the SEES and TEES.

RATIONALE FOR METHOD

This study used a comparative content analysis to examine the above questions. Content analysis is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Berelson, 1952; Krippendorff,

2004; U.S. General Accounting Office [GAO], 1996; Weber, 1990). Content analysis is also useful for examining trends and patterns in documents. Therefore, this type of analysis was needed for this study because information was gathered from five spelling programs at three different grade levels. I examined each series in depth and then provide a detailed comparison of each spelling series in terms of the questions described below.

RESEARCH QUESTIONS

The basic research questions that guide this study are:

1. To what extent do current spelling series reflect research-based practices? A sub-question asks, what underlying theoretical framework is stated or implied in each series?
2. What types of spelling strategies, activities, and techniques are represented in student workbooks and teacher edition books?
 - a) Do they reflect current research and or the theoretical framework stated or implied in each series?
 - b) Do spelling programs provide multiple strategies, techniques, and activities in order to differentiate instruction for diverse learners?
3. In what ways are these programs similar and different?

OVERVIEW

After reviewing the literature I found there to be very few studies that have examined spelling programs since the late 1980s to early 1990s. A study by Robert Tolman (1986) looked to establish a list of spelling textbook selection criteria, which were supported by research. He first surveyed the literature and created an evaluation instrument designed to assess the extent to which authors and publisher have used the findings of spelling research in

their programs. The extent to which research findings were applied in the six spelling series were compiled and were rated from most to least applied:

1. Functional Spelling (actually being able to spell in writing situations)
2. Generalizations (appropriate use of spelling rules and phonics)
3. Test-Study-Test Method (learning and instructional method)
4. Individualization (how student ability differences are provided for within the spelling series)
5. Student Interest and Motivation (practices, such as word study methods, study of words most likely needed, encouraging pride in correctly spelled papers, use of games)
6. Self-Corrected Spelling Test (used by students to focus on unknown words)
7. Current Research (evidence of application of currently valid research—how it has affected the development of the series)
8. Selection of Words to Spell (justifying which words should be taught, and the grade level at which they should be introduced)
9. Study Steps (the process by which a student learns to spell a word)
10. Frequently Misspelled (Demon) words (attention given to words of known spelling difficulty)
11. Developmental Nature of Spelling Acquisition (using emerging research on how children learn to spell—developmental stages).

Evidence concerning the application of many spelling research findings was lacking in virtually all of the series evaluated. Findings in this study also suggested that it might be difficult to determine the degree to which spelling series apply the findings of research. Some criteria were easily identified in some series, while many were inadequately treated or non-existent in others. According to Tolman, “It is often impossible to make an accurate

determination due to the inadequate explanation offered in the Teacher's Edition or the student text" (1986, p. 2).

While this study created a strong evaluation instrument for spelling textbooks and research components, the research used as a basis for the instrument is now more than 20 years old. Furthermore, the study did not describe specific strategies, activities, and materials used in the teacher and student texts. Lastly, the research was conducted in 1986 and since that time new programs have been adopted by states and districts.

The current study researched several aspects of spelling programs and used a descriptive research design using a series of evaluation and survey instruments. For the initial piece of the study, I used an adaptation of the Allred-Tolman Spelling Program Evaluation Instrument to determine the degree to which research findings are applied in published spelling series. Second, I used a Student and Teacher Edition Evaluation Scale, adapted from Seda (1989) to determine frequency and additional types of strategies, activities, and techniques represented in the teacher and student editions of each series. The first instrument focused on the theoretical approaches to teaching spelling and how these theories are presented to teachers. A scale (1-7) was used to determine the application of research presented within each spelling series. The second instrument focused on the activities and strategies presented in teacher and student editions and a checklist was used to determine what students and teachers are expected to teach and practice. Furthermore, additional comments and analysis was documented in both instruments to determine additional strategies and activities that were presented, in addition to the list. A deductive analysis was used from these findings in order to determine the best practices being used in the texts, as well as any other significant findings that might not be known.

SPELLING SERIES

Five spelling series were evaluated at grades one, three, and five. These grade levels were selected because they provide a snapshot at three critical points in a student's spelling development. Grade 1 is a pivotal year for many students and their literacy development. At this age, many students are developing a sense of letters, sequencing, and how letters make up words. Specific time is given to spelling and spelling instruction at this age for the first time at school. Students in grade 3 are moving away from phonics-based approaches to teach reading and spelling and are introduced to more multi-syllable words that they are expected to learn to spell and use in writing pieces. In the fifth grade, students are learning more sophisticated vocabulary and are expected to write longer and more detailed reports that require an understanding of orthography, prefixes, suffixes, and root words. After grade 5, many students will not receive instructional time dedicated solely to spelling. Therefore, all these grade levels are pivotal years for spelling development and instruction. Moreover, these grade levels provide a well-rounded view of spelling instruction at the elementary level.

Five spelling programs were selected, based on adoptions by Texas, California, Florida, and New York. In most K-12 public schools, a local school board votes on which textbooks to purchase from a selection of books that have been approved by the state Department of Education. Teachers receive the books to give to the students for each subject. Teachers are usually not required to use textbooks, however, and many prefer to use other materials instead. Textbook publishing in the U.S. is a business primarily aimed at large states. This is due to state purchasing controls over the books. For example, the Texas State Board of Education spends in excess of \$600 million annually on its central purchasing of textbooks. Textbooks were chosen based on adoptions in the largest states, California and

Texas, as well as publishers that led the market in recent years. In addition, an effort was made to select series being used throughout the local San Diego area. The selected textbooks include:

1. *Houghton Mifflin* (Templeton et al., 2006)
2. *Words Their Way* (Bear et al., 1996)
3. *Sitton Spelling* (Sitton & Hanno, 2006)
4. *Scholastic Spelling* (Moats et al., 1998)
5. *Treasures* (Bear et al., 2010)

Houghton Mifflin captured 25.5% of total sales of instructional materials (including textbooks, supplemental materials, state assessments, trade books, classroom magazines, and learning technology). The company was also the decisive leader in 2008 textbook adoptions, capturing 39% of total sales. The state of California is an adopter of *Houghton Mifflin* (Templeton et al., 2006) and currently uses their reading and language arts materials, which includes a spelling and vocabulary series.

Words Their Way (Bear et al., 1996) is a spelling program published by Pearson and used by many teachers as a supplement to spelling programs adopted by states or districts. The program is popular within the United States and is on the state adopted approved list for the large adoption states. Some districts have adopted *Words Their Way* as their sole spelling program. *Words Their Way* foci are on word study, where students examine, manipulate, and categorize words. This approach has become increasingly popular since the developmental spelling theory movement and is used by many teachers.

Sitton Spelling (Sitton & Hanno, 2006), also a part of School Specialty Intervention, was created and developed by teachers to change the traditional Friday test approach for

teaching spelling words. The purpose of the program is to provide teachers with a spelling curriculum that is easy to use as well as adaptable to meet the needs of students. The *Sitton Spelling* program is used throughout the United States and on adoption lists in the largest states in the U.S.

Scholastic, headquartered in New York, is among the leading publishers and distributors of children's books, classroom and professional magazines, and other educational materials. Scholastic books are a popular source for textbooks across the United States as well as in other countries. Their spelling program called *Scholastic Spelling* (Moats et al., 1998) is integrated into their reading and language arts basal series, but a separate spelling component is included for teachers and students. The *Scholastic Spelling* series includes a 5-day weekly planner, and day to day lesson plans and tests. Scholastic books were founded in 1920 and have been a teaching source for educators in the past and presently. Scholastic Literacy Place, their literacy program, available since 1996, has been adopted by major school districts across the country, such as: San Francisco, San Bernardino, Bakersfield, and Long Beach, California; Atlanta, Georgia; Tampa, Florida; Des Moines, Iowa; and Milwaukee, Wisconsin (PR Newswire, 1999).

McGraw Hill Education is a leading global provider of print and digital instructional, assessment, and reference solutions within the United States as well as in other countries. The majority of school districts in Florida, the fourth most populous state in the U.S., overwhelmingly chose McGraw-Hill Education's reading programs to use with their students. McGraw-Hill School Education Group's estimated market share for core basal Grades K-6 programs is 70% (Red Orbit, 2008). McGraw Hill's literacy program, *Treasures* (Bear et al., 2010), includes a spelling component that offers spelling and vocabulary practice and

activities. The spelling activities include rhyming, matching, and reading components that are integrated with the core literacy basal program.

INSTRUMENTS

The instruments used in this study are briefly described below. A more thorough explanation of how each instrument was used can be found in the procedures section that follows:

1. Allred-Tolman Spelling Program Instrument

The Allred-Tolman spelling program instrument (Tolman, 1986) was developed to explore the extent to which spelling series reflected research-recommended practices. Tolman, a prominent spelling researcher, along with Richard R. Sudweeks, an expert in educational evaluation and qualitative research, created the spelling program evaluation instrument. Furthermore, Ruel Allred and Callis Harms, researchers in the spelling field, also made recommendations on both wording and format to the instrument. The Allred-Tolman Spelling Program Evaluation Instrument (Appendix A) was adapted and updated for use in this study. I added and updated the research descriptions found in the instrument based upon current research findings as identified in the literature review. The evaluation instrument uses a 1-7 continuum scale to judge how the series in question “fit” the descriptions of research-based characteristics that are consistent with effective programs. The more a series uses a particular research-based spelling practice, the higher the number circled on the evaluation. The Allred-Tolman Spelling Program Evaluation Instrument will be reviewed and piloted with a group of teachers in order to validate the clarity of the wording within the instructions

and of the criteria within the instrument itself. Interrater reliability for the instrument will be established by having two additional trained raters review 2 units for each grade level.

2. Student/Teacher Edition Evaluation Scale (SEES/STES; Seda, 1989)

In order to identify spelling strategies, activities, and techniques used in the teacher and student editions of the five spelling textbooks selected, a yes/no checklist was created based on spelling research components studied and mentioned in the literature review (Appendix B). Six lesson units from each grade level will be evaluated. I choose two units from the beginning, middle, and end of each textbook in order to provide a thorough examination of each text. The SEES and STES checklist was adapted from a previous study, conducted by Seda (1989), which studied content in spelling textbooks. This instrument provided for an in depth analysis of activities found in units of study at each grade level. A coding system, answering yes or no, in a column will be used to compare the five spelling programs being analyzed. Adding all the yes responses and determining the percentage of positive responses present will calculate data across programs. Additionally, anecdotal records will be recorded under each skill grouping in order to provide thorough detail about each lesson.

Student spelling textbook editions will also be analyzed to determine lesson organization and student activities and procedures. Examples of these items include word list format, study procedures, and spelling objectives. Yes and no checklist response will be conducted indicating presence or absence of items as seen in Appendix C. In Seda's (1989) study, two raters established interrater reliability where each rated a total of 12 lessons in student and teacher editions textbooks. I will establish interrater reliability for the revised instrument in the same way.

A separate coding sheet based on Seda's (1989) instruments for teacher and student editions was made in order to identify the similarities and differences between instructional guidance for teachers and student activities. The teacher edition books tend to focus on directions, instructions, and objectives and provide a lesson layout for the spelling unit. The teacher evaluation scale was different from the student scale by focusing on research, word selection, as well as specific instructions for how to teach a particular spelling pattern or skill. Additionally, strategies for struggling spellers, English language learners, as well as extension activities are provided in the teacher editions. Additional materials, such as web-based activities, spelling charts, literature lists, and parental involvement were reviewed from the teacher's manuals. All the components mentioned above were analyzed and discussed in the paper.

Student editions needed to be studied as well because these workbooks and activities tend to focus on spelling skills and how the objectives from the teacher's edition will be applied. The student edition evaluation scale focused on specific spelling activities that students are asked to complete as well the study procedures given directly to students in their own text. For example, the student evaluation scale determined what types of word practice, visual and kinesthetic activities, and writing practice was provided in the text. In order to provide a thorough examination of the spelling series, both the teacher and student materials need to be studied. While the teacher editions provide lessons, strategies, and activities for students, the student workbooks needed to be reviewed in order to determine if the follow-up and individual activities support the entire spelling curriculum.

PROCEDURES

I began analyzing and coding teacher and student textbooks in grades one, three, and five from the five spelling series being studied. The strategies, activities, and techniques checklist as well as the Allred-Tolman instrument were used to analyze the data from the teacher and student texts. The Allred-Tolman instrument, as well as the SEES and STES, were coded, analyzed, and discussed.

DATA COLLECTION

Six units in grades one, three, and five were evaluated from the six spelling series being researched. Each unit included a teacher's manual and student workbook. I went through a six-step process in order to gather data from each spelling series.

- Step 1: I first identified two beginning, two middle, and two end lessons that were evaluated from each of the five spelling series.
- Step 2: Once the lessons were identified and evaluated I established interrater reliability for the instruments.
- Step 3: I created an Excel spreadsheet where data from the instruments were recorded.
- Step 4: I used the modified Allred-Tolman instrument to score each spelling unit being researched. I recorded anecdotal records as well.
- Step 5: I used the modified SEES and the TEES instrument to identify the nature and calculate the frequency of strategies, activities, and techniques, used in the spelling units for each series.
- Step 6: Once the lessons were scored, I printed all the data and reviewed all the instruments.

DATA ANALYSIS

The analysis of this study is both descriptive and qualitative. I first recorded the rating from the Allred-Tolman instrument from each series and then reviewed each rating. Next, I did frequency counts for the various activities identified on the SEES and TEES. From the frequency counts, comparisons between texts were made through a chart.

Anecdotal records were coded qualitatively to explore themes that emerged from the data. These records were used to provide supporting evidence for the quantitative data.

Once the data for each series was analyzed, the spelling series were compared and contrasted based on the findings. These comparisons involved comparisons of series in terms of the results from the Allred-Tolmen evaluation, as well as comparisons of numbers of activities for grade levels within series, comparisons of grade levels across series, and overall comparisons across series. Data from anecdotal records provided additional examples of the kinds of activities seen within and across series.

LIMITATIONS

One limitation of this study is that it examined representative spelling series, but it did not evaluate all of the many spelling series available. Furthermore, the study did not address how these spelling series are used in the classroom; it simply analyzed the different series in terms of their content. Additionally, local constraints on implementation of the textbook cannot be addressed in this study.

POSITIONALITY

The present study was designed based on spelling research from previous studies, review of spelling textbooks and materials, as well as my personal interest in spelling

instruction and its role in the classroom. As a former elementary classroom teacher I believe strongly in creating and analyzing material that is used in the classroom and this passion and my teaching career influenced my study.

This study was developed from my own experiences with spelling and having difficulty with spelling as a child and adult. This research also stemmed from my work as a teacher in the third grade and my lack of knowledge teaching spelling and my students' lack of enthusiasm with spelling instruction and activities. With these concerns I came into this research believing that the way I taught and was taught, strictly through memorization, is not the best method for learning how to spell. I also believed I would find new and innovative ways to teach spelling and that these methods would be more effective for teaching how to spell and transferring how to spell words into writing pieces.

In this research I believed I would find programs that provide an integrated approach to teach spelling and that most spelling programs would be integrated into the language arts basal reader. I attempted to prevent biasing my data analysis with my previous knowledge by developing instruments that addressed all types of spelling theories, activities, and learning methods. I also regularly presented samples of data to research colleagues and my dissertation chair and compared their observations with my analysis. Furthermore, the study contains a variety of materials that have been selected by school districts to use in schools across the country. Lastly, I kept a running record of how I evolved over the course of this study and changes that occurred during the research process.

CHAPTER 4

AN EXAMINATION OF FINDINGS WITHIN SPELLING TEXTBOOKS

INTRODUCTION

As discussed in the previous chapter, this study investigated the content of five widely used spelling programs in the first, third, and fifth grades. The programs, *Houghton Mifflin* (Templeton et al., 2006); *Scholastic Spelling* (Moats et al., 1998); *Sitton Spelling* (Sitton & Hanno, 2006); *Words Their Way* (Bear et al., 1996) and *Treasures* (Bear et al., 2010) were analyzed in order to determine if research-based practices were exhibited within each series. Sub-questions that examined theoretical frameworks, strategies, activities, and techniques within each series, as well as the extent to which differentiated instruction is presented, were a focus of the content analysis. Additionally, analyzing how the programs are different or similar was a focus of the research.

This mixed methods study used a comparative content analysis to examine the student edition (SE) and teacher's edition (TE) of each series. The instruments used in the study included the modified Allred-Tolman (Allred, 1977) spelling program evaluation instrument as well as a teacher and student edition evaluation scale. The Allred-Tolman evaluation scale focused on the research and philosophical content behind each series. This content was examined and analyzed and the researcher determined on a 5-point scale the extent to which the program incorporated current spelling theories and research within each textbook.

Additional criteria were added to include theories of developmental spelling in order to identify the major spelling theories being used in programs. The modified Allred-Tolman instrument included 14 statements about the overall theoretical framework of the program, philosophical approaches to teaching spelling, differentiation, and spelling lists.

Additionally, the teacher and student editions were also examined using the Teacher Edition Evaluation Scale (TEES) and the Student Edition Evaluation Scale (SEES; Seda, 1989). These instruments were also modified in order to include additional components of spelling programs. Comments and additional notes were taken on each spelling series and unit being analyzed. A total of 90 lessons in student and teacher editions were analyzed using the teacher and student editions. The TEES included 95 statements that focused on objectives, standards, vocabulary emphasis, managing the spelling program, assessments, differentiated instruction, and supplemental materials. The SEES consisted of 80 statements that included information such as lesson emphasis, study procedures, practice activities, memory techniques, dictionary practice, writing, vocabulary development, and developmental approaches. Each of the statements were developed from research literature in spelling instruction as well as from review of other spelling instruments used in the past.

For purposes of this chapter, findings have been categorized by textbook series. Within each series, the research questions are discussed and findings are reported. Within each category general theoretical findings are discussed, connections are made to the literature, components of differentiated instruction are outlined, and sample textbook excerpts are discussed to provide representative illustrations of the findings. A comparison of programs is also addressed within this chapter.

ANALYSIS OF THE DATA

This content analysis used three evaluation instruments to identify theoretical and strategic components in spelling textbooks. The modified Allred-Tolman (Allred, 1977) instrument used a 1-7 continuum scale to judge how the series in question “fit” the descriptions of research-based characteristics that are consistent with effective programs. The TEES and SEES used a yes/no checklist that is based on spelling research components that have been studied and were mentioned in the literature. Additionally, the SEES included a frequency column to determine how often a specific activity or skill was administered within a spelling lesson. A discussion of the findings is discussed under each textbook series.

SERIES 1—*HOUGHTON MIFFLIN*: THEORETICAL BASIS/FRAMEWORK OF THE PROGRAM

The *Houghton Mifflin* (Templeton et al., 2006) spelling and vocabulary program’s theoretical basis centers around language-based theories to teach spelling. There are few references provided in the text and the TE does not explain how current research is used in the program. A bibliography is not provided and other than a small excerpt promoting the authors of their program and their past work in literacy, an introduction or philosophical stance is not provided. There are several authors and program consultants listed but actual citations for the program and research basis on which it is founded is not listed or discussed in the teacher edition.

Introduction to the Program

The beginning of the teacher’s edition is devoted to pointing out the overall components and materials of the program. Although the teacher’s edition points out

developmental stages of spelling, the teacher's edition does not use this language or follow these stages throughout the units and lessons. The program encourages integrating spelling and vocabulary with reading and writing. Vocabulary words are included within the spelling list and usually include content area vocabulary related to social studies or science. The program emphasizes the importance of language-based approaches, which include phonics, phonemic awareness, syllabication, and morphological awareness. The program also integrates writing components in the series and provides a variety of suggested activities within each unit for the teacher to incorporate into daily lessons. Overall, this program represents an eclectic approach with a traditional influence because of the program's integration of reading and writing, while also incorporating spelling word lists and worksheet activities for instruction.

Teacher's Edition

An individual teacher's edition spelling textbook is provided at the elementary grade levels from Houghton Mifflin. The text includes information about the authors of the program, an overview of the layout of the lessons and a table of contents. Detailed lessons are included in the teacher's edition and the end of the book includes a spelling dictionary and a "complete word list" for teachers.

LESSON FORMAT

The teacher's edition presents a clearly organized plan for each spelling unit presented. The TE is presented in a 5-day format with a weekly spelling list. The lists include 10-20 words weekly along with five vocabulary words that follow the same spelling pattern being taught. Three to five high frequency words are included in the spelling list. The words

chosen each week are based on words most frequently used in writing and sounds and patterns that have been found appropriate for each grade level. Additional information on word choice or why a specific pattern or sound being presented is not provided in the teacher's edition. Vocabulary word sources are not provided and the criterion used for identifying grade level placement of vocabulary is not discussed. Clearly stated objectives that are related to state standards are provided for each lesson in the TE.

MANAGING THE PROGRAM

Details for managing the program are provided and include a checklist of activities to do each day. Spelling words are divided into "basic," "high frequency words," and "vocabulary words." The program provides an overview of sample lesson planning as well as suggestions for developing small group lessons. Student work samples and examples of assessments are not included in the TE. The spelling program suggests that teachers administer a pretest at the beginning of each week to students. The pretest is then used to identify what words need to be studied and if additional help or extension activities are necessary. Weekly lessons all include word sorting by pattern or sound and students are provided a worksheet with matching or copying word exercises in order to practice sorting their weekly spelling list. Writing spelling words in writing activities, such as in cloze paragraph exercises, are also a component of the lessons. The TE integrates vocabulary and spelling components within writing lessons, which includes a weekly proofreading lesson where students correct a paragraph and practice using proofreading marks. Furthermore, students are also asked to write a paragraph relating to the one they proofread. For example,

students might read and proofread part of a travel guide and then write their own short travel guide for a place they might like to visit.

ASSESSMENT

Diagnostic assessments, which include a qualitative spelling inventory and prebook tests, are provided along with unit tests and review test. The Qualitative Spelling Inventory includes word lists categorized by grade levels. Even though students are placed at particular grade levels, all students at the same grade level are still expected to study the same word lists each week. Teachers are provided with dictation test sentences as well as standardized format tests. Unit tests and review tests are provided on blackline masters. An example of this type of test includes choosing the correctly spelled word among a list of words. Cumulative tests are included in standardized formats and spelling and proofreading tests are also included in a testing workbook.

Student's Edition

The Houghton Mifflin (HM) student's edition includes a table of contents, a section on strategies for studying spelling, and spelling units that coincide with the teacher's edition. The end of the text includes a capitalization and punctuation guide, a thesaurus, and a dictionary.

PRACTICE ACTIVITIES

The HM student's edition activities and strategies incorporate a variety of study procedures and practice activities. Study procedures include copying spelling words and self-correcting words after the pretest. Students also take part in word sorts and partner and small

group study. Student worksheets include practice work for students below, on, and above level. The activities include filling in the blank using a spelling word to complete a sentence or story, making words using the pattern being studied for the week, and matching a spelling word based on a clue.

WRITING AND PROOFREADING PRACTICE

Proofreading practice is provided for each day of the week in a 5-day lesson. An example of a proofreading exercise asks students to circle the word that is spelled wrong in the sentence and rewrite the word correctly. In the early grades, a focus is on phonics instruction and several activities and strategies for learning spellings focus on writing words that begin and end with picture name sounds. In the upper grade levels, students begin to focus on activities that involve morphological awareness, alphabetizing, and dictionary practice. Students at all grade levels are encouraged to record misspelled words in individual spelling notebooks.

The basic learning to spell strategies that are outlined in the Houghton Mifflin program include:

1. Look at the word—What are the letters in the word? What does the word mean? Does it have more than one meaning?
2. Say the word: What are the consonant sounds? What are the vowel sounds?
3. Think about the word: How is each sound spelled? Do you see any familiar spelling patterns? Do you see any suffixes, prefixes or other word parts?
4. Write the word: Think about the sounds and the letters. Form the letters correctly.
5. Check the spelling of the word: Does it match the spelling on your word list? Do you need to write the word again? (Templeton et al., 2006, p. 10)

Grade 1

The *Houghton Mifflin* grade 1 program focuses on phonics instruction. Phonics activities are the first component of every lesson in the first grade text. For example, in Unit 4, students are to identify the short /a/ sound. Students are asked to draw a line from each picture to the correct word, and then trace each word, i.e., a picture of a cat to the word cat. Students have six basic words to learn to spell each week: three high-frequency words, and six vocabulary words. The vocabulary words usually include content area words that focus on science or social studies. All these words follow a similar pattern or sound, such as the short /a/ sound. Each day begin with one to four objectives. An objective states, “Children will identify the letter that spells the short /a/ sound” (Templeton et al., 2006, p. 51). Additional activities each week include writing rhyming words, practicing handwriting by tracing spelling words, and finding spelling words in a word search. Daily proofreading practice is also provided, where the teacher writes a sentence on the board and the students work individually or as a whole group to correct the sentence. An example of proofreading at this grade level includes, “I see en egg” (Templeton et al., 2006, p. 55). The blackline masters include additional exercises, such as finding the correct spelling of a word based on a list of words or a spelling game. An example of a spelling game is the “Spelling Ball” game, where students throw a ball into a basket and if they make the basket they have to spell a spelling word. Day 5 involves students making word families using letters in a picture provided in the text and then a posttest is given.

Grade 3

Grade 3 in the HM program follows a 5-day lesson format, where students are given 20 spelling words, 5 challenge words, and 5 vocabulary words to study. The lessons focus on a vowel or pattern sound and morphological awareness is introduced. Within these lessons, students begin to learn and study multi-syllable words and are asked to break words into syllables and segments in order to understand the word parts. For example, students might be given the word *reuses*, and asked to segment the word into “re,” “use,” and the suffix “es.” Here students are asked to think about the meaning of each word part and how it defines the meaning of the word. Students would then be asked to apply the prefix “re” and suffix “es” to other words and repeat the same activity, such as in the words, *use*, *reuse*, *reuses*. Phonics is represented in each unit at this grade level and students are provided daily proofreading practice. Additional proofreading practice is also included in activities where student correct a paragraph that has spelling, grammar, and punctuation mistakes.

Unit 5 at the grade 3 level focuses on the long /o/ sound. Three to five daily objectives are provided for the teacher. An example objective includes, “Students will sort words with the long /o/ sound” (Templeton et al., 2006, p. 30). Students are then asked to create or use a chart to sort words that are spelled, /ow/, /o/, /oa/, /ew/, and /ough/. One to two words that do not follow a specific pattern or rule are also provided in each weekly list. Practice activities include students correcting their own pretests, filling in the missing spelling words in “cloze” story paragraphs, and writing words in alphabetical order. The weekly lesson concludes with a posttest. Any words missed on the posttest are to be written down in a spelling notebook by the student.

Grade 5

Principles, patterns, and word parts organize grade 5 word lists. Words known in reading are grouped by a common feature, such as by vowel sound, syllable and spelling pattern, or word part. Word study is developed in greater depth at grade 5 and vocabulary is expanded. Content area vocabulary is also integrated into the curriculum. An example of a weekly lesson includes spelling words from Greek and Latin roots; this includes words like *photograph* and *biology*, etc. Students are encouraged to understand Greek and Latin root parts and how they affect the spelling or meaning of a word.

There are 20 basic words for the week, 5 review words, 5 challenge words, and 8 vocabulary words. Objectives are provided for each day of the week, i.e.: “Students will proofread a travel diary for spelling and errors in titles” (Templeton et al., 2006, p. 39). A spelling list is provided for students in both manuscript and cursive along with a sentence using the word. Student activities include sorting words by origin, for example, ballet (et- from French) and brunette (ette- from French). Additional activities are comprised of writing spelling words to complete sentences, completing crossword puzzles, looking up words in the thesaurus, and writing a travel diary entry that a student took or would like to take. Grade level five also offers daily proofreading practice as well as spelling test practice in standardized testing format. Additionally, a “real world vocabulary” component is included where students complete a paragraph using content words. Within this unit, students learn about career words, specifically photography. Day five concludes the weekly unit with a posttest.

Differentiated Instruction

Differentiated instruction is a component of the *Houghton Mifflin* spelling program (Templeton et al., 2006). Strategies and support for students above and below level as well as support for English language learners are outlined in the text.

SUPPORT FOR ABOVE AND BELOW LEVEL SPELLERS

Support for differentiated instruction is included in the *Houghton Mifflin* spelling and vocabulary textbook (Templeton et al., 2006). Individual qualitative spelling inventories are provided as well as a test generator CD-ROM that allows reports to be created for individual students. Above and below level worksheets are also included in the teacher's resource blackline masters. The teacher's edition provides suggestions for "extra support" in each weekly unit. Students above level are encouraged to learn challenge words and an additional weekly activity is provided in the TE.

ENGLISH LANGUAGE LEARNERS

English language learners (ELLs) are addressed in the HM series through additional resources provided to the teacher and student. An additional English language support booklet and audio CD are a part of the program (Templeton et al., 2006). This booklet provides guidelines for teaching English language learners and mini lessons. The CD allows students to listen to spelling words, dictation sentences, and vocabulary words used in reading passages. Home newsletters are also provided in Spanish. Additionally, the TE provides support for understanding the specific sound being taught each week and how that sound might sound is used in Spanish and Asian dialects. These "tips" usually ask the teacher

to repeat the word and have students practice using the sound by repeating the word or sound for additional practice.

Supplemental Materials

Materials in addition to the teacher's and student's editions are included in the program. Overhead and blackline masters for each unit are within a separate booklet. These overheads include word lists, daily proofreading practice, graphic organizers, and writing prompts. Word sort cards and sound spelling cards are also components of the HM program. Test blackline masters including standardized test formats, diagnostic tests, proofreading tests, writing assessments prompts, and rubrics are components in this booklet. A vocabulary enrichment workbook with content-area vocabulary expansion, daily activities and centers, partner, and independent activities are included. A CD with an online lesson planner and test generator are additional components to the spelling program. Students, parents, and teachers can access online spelling games and activities. Word searches and word cards can be created for individual grade levels on the HM spelling website.

Summary

The *Houghton Mifflin* (Templeton et al., 2006) spelling and vocabulary program's theoretical approach follows language-based principles that include phonics, phonemic awareness, morphological awareness, and syllables in words. The majority of the activities follow traditional spelling approaches. These include word lists, copying words, word searches and proofreading exercises. Many of the word and word families are based on high-frequency word list and sight vocabulary words. The program does place some emphasis on content vocabulary development and provides opportunities for students to practice writing in

context and through reading material. Differentiated instruction is included in the program and additional materials, such as a CD-ROM for individual qualitative inventories, are components in the program. English language learner student needs are also addressed for teachers and students throughout the teacher's edition. Additional materials are included with the HM program to offer additional support to the teacher and student editions. Examples of these materials include transparencies, additional blackline masters, as well as word sort cards. Table 2 provides a summary of the program components.

SERIES 2—*SCHOLASTIC SPELLING*: THEORETICAL BASIS/Framework of the Program

The *Scholastic Spelling* (Moats et al., 1998) program's theoretical framework includes a combination of language-based approaches to teach spelling. While there is not a specific theory identified in the program, the letter of introduction, supporting research papers that are included with the program and spelling lessons contain theories about phonics, phonemic awareness, alphabetic principles, syllabication, and morphological awareness. The lessons include pretests and self-correction but the majority of the program emphasizes the importance of phonemic awareness and phonics in order to learn to spell at all levels. The overall design and theoretical framework represents a traditional approach to teach spelling.

Introduction to the Program

The teacher's edition provides a letter of introduction from the authors, an overview of the program philosophy, and research on program effectiveness. Excerpts are given in the TE that focus on the research basis of the program and teachers are encouraged to request the actual research papers, published by the authors of the program (Moats et al., 1998) that will

Table 2. Houghton Mifflin Program Summary

Philosophy/Framework of the Program	<ul style="list-style-type: none"> • No explicitly stated philosophy • Language-based approaches—word lists, phonics, and morphological awareness • Outlines the stages of spelling development
Letter of Introduction	None
Objectives and Standards	<ul style="list-style-type: none"> • 3-5 daily objectives are provided in the teacher's editions • No state standards are presented
Spelling Word Selection Rationale	<p>Word selection outlined in the back of the TE and the series basis word selection on:</p> <ul style="list-style-type: none"> • Dolch basic sight vocabulary • 800 base words • Starter words—190 most frequently used words in children's writing • <i>The American Heritage Word Frequency Book</i> • Jacobson—a study of word frequency in more than 20,000 student compositions • <i>The New Iowa Spelling Scale</i> • <i>Basic Skills Word List</i> • <i>The Living Word Vocabulary</i> • The data from the research above was compiled and stored in an electronic database • The words were evaluated and the word lists for the program were developed and designed for each grade level
Vocabulary Included	<ul style="list-style-type: none"> • Additional weekly vocabulary words are included in the program • One day a week vocabulary activity • Includes 3-5 content area words (social, science, health)
Lesson Format	<ul style="list-style-type: none"> • The lesson format for HM includes a 5-day plan with an alternate 3-day optional plan for teachers. The 5-day plan usually follows the pattern of: <ul style="list-style-type: none"> • Day 1—phonics • Day 2—spelling and vocabulary exercises • Day 3—spelling and writing • Day 4—spelling test practice and real-world vocabulary practice • Day 5—assessment

(table continues)

Table 2. (continued)

Writing and Proofreading Components	<ul style="list-style-type: none"> • Correcting reading passages • Writing assignments that mimic the proofreading assignment (i.e., writing a magazine article about someone you think is an artist using five spelling words)
Study Procedures	<ul style="list-style-type: none"> • Self-correcting spelling words • Copying and tracing spelling words • Practice worksheets, word sorts, small groups study • Writing sentences with words, standardized testing practice • Filling in the blank with spelling words worksheets
Managing the Program	<ul style="list-style-type: none"> • Provides a lesson planner booklet and Teacher's Resource CD-ROM • Provides plans and objectives for each day of the week • Practice books include below, on, and above level practice sheets <p>Information on managing small group instruction or how to group students according to assessments is not provided</p> <ul style="list-style-type: none"> • Additional activities and explanation of sounds and patterns for Spanish and Asian languages
Assessing Student Spelling	<ul style="list-style-type: none"> • Diagnostic Assessment Inventory—Qualitative Spelling Inventory <p>Progress monitoring includes unit tests and review tests, dictation test sentence alternate standardized format tests</p> <ul style="list-style-type: none"> • Cumulative tests—year-to-date tests in standardized formats, spelling and proofreading tests, writing prompts, and rubrics and evaluation guides • Test Generator CD-ROM provides interactive and self-scoring tests, unit, review, and cumulative tests, generates alternate versions, reports by student and class
Dictionary Practice	<ul style="list-style-type: none"> • Dictionary practice is included in the upper grades (3 and 5) • Students practice pronunciation of words, definitions, syllables, homophones, etc.

(table continues)

Table 2. (continued)

Supplemental Materials	<ul style="list-style-type: none"> • Word sort cards • Teacher's resource blackline masters • Daily vocabulary enrichment workbook • Overhead transparencies and blackline masters • ELL support booklet and audio CD • Tests blackline masters • Lesson planner and teacher's resource CD-ROM • Test Generator CD-ROM • Online support including spelling review and making additional worksheets for practice
------------------------	--

be sent to them at no additional cost. The *Scholastic Spelling* program states that it is, "The only research-based program to provide effective, efficient, and meaningful ways to teach spelling" (Moats et al., 1998, p. 5). The program emphasizes the theory that learning to spell is about mastering the patterns, principles, and rules that enable students to spell nearly 90% of all words in English. The program overview discusses why direct instruction is important as well as the importance of providing multiple opportunities for practicing spelling in order to apply patterns in reading and writing. The research provided for this program is from the 1990s and the program was published in 1998. The word selection rationale is stated in the overview of the program.

Spelling lists are organized around spelling patterns emphasizing phonics in the early grades and structural analysis in the upper grades, with a focus on the high frequency, high utility words students use in reading and writing. Additionally, lists include core words, "lookout words" (tricky words), challenge words, review words, and "my words" (students' customized list). The lessons are designed based on a 4-day format with a pretest and introduction to the weekly spelling pattern presented on day 1 and final assessment given on

day 4. A 3-day lesson option is also included. Phonics instruction is included in day 1. Day 2 includes practice activities, such as writing sentences with spelling words, and day 3 incorporates writing exercises. These exercises include proofreading, grammar, and punctuation activities. Day 4 includes dictionary practice and a practice test. A posttest and recording misspelled words in spelling notebooks is included in day 5.

Teacher's Edition

The *Scholastic Spelling* program offers support to teachers through a separate spelling book devoted to teaching spelling strategies and skills. The teacher's edition includes an introduction of the authors of the program, a layout of how the lessons are organized, and a table of contents. Additionally, the teacher's edition includes a word list at the back of the book.

LESSON FORMAT

The *Scholastic Spelling* teacher's edition (TE) is developed according to a 5-day teaching plan. Students take a pretest on Monday that consists of words with similar sounds or patterns and then take part in activities and lessons throughout the remainder of the week to practice spelling patterns. On day 5, the students take a posttest. The lessons are structured to teach the basic patterns, principles, and rules of spelling. Objectives for each day are provided for the teacher and a scope and sequence chart is included. Vocabulary words are embedded in the spelling words. Each lesson contains a "build vocabulary" section where students focus on the meaning of spelling words and use the words in context. Word study activities are also included in the teacher's edition. An example of a word study activity involves students writing the plural form of each spelling word.

MANAGING THE PROGRAM

A 5-day format outline is provided and suggested activities and lessons are given each day of the week. Time allotment for spelling ability grouping and individual self-study are not included. Examples of students' work are not provided and steps for managing and organizing the classroom are not included. The 5-day format is based around a set study plan that students repeat every unit as seen in Table 3. Within each unit, students are asked to take part in whole group and individual lessons. The teacher's edition suggests that the teacher begin each unit by building oral language skills. Teachers are asked to say the words and have students discuss the pattern or rule being studied for the week. Students are expected to then practice sorting words with the spelling lists, writing sentences with spelling words, complete sentences with words, as well as write and proofread using the words for the week.

Table 3. Spelling Study Plan

Day 1: Teach	Students are introduced to a pattern, principle, or rule of spelling	Example: Change y to i
Day 2: Practice	Students practice the pattern, principle, or rule using their vocabulary and language skills	Example: Complete sentences provided by using the correct spelling word
Day 3: Apply	Students apply what they've learned to writing and proofreading	Example: Writing a journal entry about a place you've always wanted to see
Day 4: Extend	Students extend their knowledge of the spelling words through reference and study skills	Example: Using the thesaurus. Finding synonyms for spelling words.
Day 5: Assess	Students assess their understanding of the lesson's pattern, principle, or rule	Example: Test and check. Administer posttest and have students self-check, record results on progress chart, and list misspelled words in their spelling journal.

ASSESSMENT

Assessment components in the *Scholastic Spelling* series focus on the test/study/test method. Various types of assessments are offered—pretest, posttest, dictation, standardized test formats, and ongoing formal assessments. Weekly pretest and posttest are provided for each unit. Students are encouraged to self-check their pretest. Teachers are asked to say each word, then spell it aloud or write it for students to see. Students are encouraged to touch each letter as it is spelled or use a pencil to guide the checking of each letter. If students have misspelled the word, they are to write it correctly and record results of the pretest on the individual progress chart. Four practice tests are provided in each review lesson. Within the review lessons, words from the previous 5 weeks are reviewed. Exercises such as writing spelling words in sentences, standardized testing practice worksheets, rhyming words, and creating opposites using spelling words are student activities. The review units are set up similarly to the other units in structures and activities presented. These units include three to five words from the previous units to review. These tests include selected words from the five lessons that precede the review lesson and use a standardized test format. Additional assessment components in the *Scholastic* series include student test forms, individual progress charts, and class progress charts.

Student's Edition

Student's edition books for the scholastic program follow the same format as the teacher's edition. Students are provided with a table of contents, lessons organized around units, and a spelling dictionary in the back of the book.

PRACTICE ACTIVITIES

The focus of the student edition is comprised of strategies and activities to learn patterns, rules, and principles of the English language. The students are encouraged to follow a “word study path” that follows five spelling pattern steps (Moats et al., 1998):

1. See the word—look at the letters in the word.
2. Say—Say each letter then say the word in syllables.
3. Link—Look for spelling patterns that you know. Group the word with other words like it.
4. Write—Write the word until you remember how to spell it. Say the letters as you write. Use the word in a sentence.
5. Check—Check your spelling word list to see if you spelled the word correctly. Keep your own spelling journal. (p. 10)

A variety of study procedures are included in each unit for the students to practice spelling patterns and sounds being taught each week. Each week, students begin practicing with word sorts. Students then write and check words and usually use words in a sentence or riddle. A “memory jogger” or mnemonic device is given each week for one of the spelling words to help students remember a “tricky” or difficult word that might not follow the pattern being studied. Teachers are encouraged to have students create their own mnemonic device to help with sounds and spellings of words.

WRITING AND PROOFREADING PRACTICE

Students also practice using words in context and are expected to complete proofreading practice on day 3. Teachers are asked to model the proofreading practice and then students are to work individually proofreading a paragraph on their own. Additional worksheets are also provided for students. An “extra help,” “vocabulary,” and “challenge”

worksheet are also components of each unit. Students are expected to self-correct their pretest, practice, test and posttest. There are few partner or group activities included in the student text, as most of the work is individual or teacher directed work. Words that are related to content areas are not included in the spelling list but are suggested to add to their list based on their own research. Most of the activities involve students looking up words with particular patterns in their science, social studies, or health books. These activities are titled, “Being a Spelling Sleuth.” Dictionary practice is included within each unit and students practice a variety of activities, such as alphabetical order, pronunciations, and parts of speech in these activities. Examples are provided in the student editions to help students with this skill. Additional student activities include “quick write” activities, where etymology is studied and a technology option is offered.

Grade 1

Grade 1 lessons include 10 spelling words, 3 review words, and 2 challenge words. Students begin each lesson with activities involving phonemic awareness. See and saying the words, linking sounds and letters, and writing and checking spelling are components of day 1 activities. Students take part in activities that include writing spelling words, tracing words, and making words based on the pattern or sounds being studied for the week. For example, students studying the /at/ sound are instructed to make words with this sound, match pictures with this sound, and trace spelling words that use this sound, such as /cat/.

Grade 3

Grade 3 lessons contain 15 spelling words, 3 review words, and 2 challenge words. Each lesson introduces a common sound or spelling pattern for students to learn. Students are

expected to practice seeing and saying the word as well as sort words by sound. At this level, additional grammar and more complex spelling patterns are introduced, such as the use of homophones. Students are asked to learn the meaning of words and focus on how they are spelled. A word sort activity at this level includes sorting words by long /a/ long /e/, long /i/, and long /o/. Additional activities include making sentences with spelling words. An example would be to use the words, *rode*, *and road* in a sentence. Dictionary practice, such as writing spelling words in alphabetical order is reinforced at the grade 3 level and cursive writing is also introduced in the text.

Grade 5

Scholastic Spelling at grade 5 introduces all spelling words in cursive writing. There are 15 words, 3 review words, and 2 challenge words. Students are introduced to multisyllabic words at this level and more complex spelling patterns, such as the /s/ and /c/ sound in *safe* and *city*. Students take part in words sorts and writing activities that involve creating dialogue of story characters and proofreading exercises using quotation marks. Additionally at this level, student take part in dictionary activities that include understanding the pronunciation key and multiple definitions of words.

Differentiated Instruction

The *Scholastic Spelling* program includes components to address the needs of students that are above and below level for spelling. Strategies are provided in each unit in the teacher's edition. English language learner support is also included in the series and support is offered in each unit of study.

SUPPORT FOR ABOVE AND BELOW LEVEL SPEAKERS

Scholastic Spelling offers suggestions for meeting individual needs for each unit. Lessons include activities and strategies to help students who are below average spellers, English language learners, and above average spellers. Extra support for students that have difficulty with spelling for the week include making flashcards, working in small groups with these students, and visual activities to support the skill being taught. A section titled, “gifted and talented,” is also included in each unit and offers additional strategies and/or activities for these learners. Suggested activities include writing additional sentence for “challenge” words and drawing cartoons for their sentences.

ENGLISH LANGUAGE LEARNERS

The spelling program also offers suggestions for ELL students in a box labeled, “connect to other languages.” Within this box “implications” for the students along with an “action plan” is outlined. Spanish and Asian languages are identified and action plans include suggestions such as the following: “Encourage students to write one spelling word of their choice in a spelling journal and collect the journal regularly and respond to the students’ spelling progress” (Moats et al., 1998, p. 55). An “extra help” and “challenge” worksheet are also provided for students needing additional support.

Supplemental Materials

The supplemental materials included in the *Scholastic Spelling* program include a teacher’s resource book, which contains blackline masters for homework, assessment, and standardized test formats. Classroom management sheets and record keeping along with

vocabulary cards and family newsletters are included in this book. One audiocassette per grade level includes dictated pre- and posttests wherein the speaker states each word, uses it in a sentence, and repeats the word. The *Scholastic Spelling* technology component provides spelling practice through wordplay activities and proofreading practice. Students are also able to take practice and final tests with this CD component individually or in groups. Online tools include a “homework hub” that allows students to type words, create word scrambles, and print word searches.

Summary

The *Scholastic Spelling* program includes weekly lessons with word lists for students to learn. The approach to teaching and learning spelling words includes language-based approaches that concentrate on phonics, phonemic awareness, and morphological approaches to teach spelling. Students are not provided individual lists based on a stage of development. Students are encouraged to examine and manipulate letters in words to make new words. Some attention is given to different levels and additional activities are provided for students below and above level. Students are expected to take a pre- and posttest and self-correct their spelling words. Memory activities and mnemonic devices are encouraged and practiced in the *Scholastic Spelling* program. Activities in the *Scholastic Spelling* program include writing in alphabetical order as well as word sorting. Teacher and student edition books are organized by grade level and word lists are determined by frequency of words used in writing as well as core word lists. Five-day lesson plans are outlined with an optional 3-day unit. Overall, the *Scholastic Spelling* program does cite appropriate spelling research, although the program is dated and has not been updated since 1998. The focus of the program tends to rely on

traditional spelling approaches that do not integrate developmental spelling components.

Table 4 summarizes the *Scholastic Spelling* program.

SERIES 3—*SITTON SPELLING*: THEORETICAL BASIS/Framework OF THE PROGRAM

The *Sitton Spelling* (Sitton & Hanno, 2006) program offers a separate handout with research support for the program. The *Sitton Spelling* program presents a review of research-based practices for spelling and discusses the theoretical foundation for the program. The program cites researchers within the field of spelling research, such as Templeton and Bear as well as commentary from the author of the program, Rebecca Sitton. The program focuses on spelling through the use of visual skills, word study techniques, and identifying patterns in words. The *Sitton Spelling* program also promotes the use of spelling words in everyday writing and reading. Overall, the program framework is eclectic in that it combines several theories and approaches to teach spelling. The program recognizes that spelling is a skill that is individualized and that instruction needs to focus on individual word lists at the students' spelling level. These levels are not necessarily based on a student's developmental spelling stage. It states, "Direct, explicit instruction is a critical component of the program, where the teacher assists students with studying words and words parts and emphasizes paying attention to the spelling of words" (Sitton & Hanno, 2006, p. 3).

Introduction to the Program

The teacher's edition source book provides an introduction letter from the author, which discusses how the program was created and the inspiration for developing the program. Sitton and Hanno (2006) explain that the program was "created by teachers, for

Table 4. Scholastic Spelling Program Summary

Philosophy/Framework of the Program	<ul style="list-style-type: none"> • No explicitly stated philosophy • Language-based approaches—word lists, phonics, and morphological awareness • Most of the English spelling sounds and patterns can be taught
Letter of Introduction	<ul style="list-style-type: none"> • Separate handout is provided that introduces the program
Objectives and Standards	<ul style="list-style-type: none"> • 3-5 daily objectives are provided in the teacher's editions • State standards not included
Spelling Word Selection Rationale	<ul style="list-style-type: none"> • Included in separate handout • Words are chosen based on high frequency and high utility words that students use in reading and writing • Includes core words, lookout words (tricky words), challenge words, review words, and "My Words" (students' customized list)
Vocabulary Included	<ul style="list-style-type: none"> • Specific content vocabulary words not included
Study Procedures	<ul style="list-style-type: none"> • Worksheets include completing sentences with spelling words, sorting words by pattern or sound, filling in the blank with a missing letter to complete the spelling word, finding antonyms/synonyms of spelling words • Outlines the <i>see, say, link, write, check</i>, word-study path
Managing Spelling Program	<ul style="list-style-type: none"> • Provides sample lesson planning • Does not discuss how to group students for small group instruction or individual needs • Student work or example assessments are not provided
Assessing Student Spelling	<ul style="list-style-type: none"> • Pretest before each weekly unit • Posttest at the end of each week • Every 6th lesson is a review of the first 5 • Blackline masters that include individual and class progress chart • TE includes benchmarks for grading spelling in writing
Dictionary Practice	<ul style="list-style-type: none"> • Alphabetical order, writing/identifying definitions, pronunciation key • Lessons on how to use the thesaurus

(table continues)

Table 4. (continued)

Supplemental Materials	<ul style="list-style-type: none"> • Audiocassettes with weekly spelling words and sentences using spelling words • CD-ROM that provides additional practice through word play activities
------------------------	---

teachers” (p. 3). Furthermore, the author and creator of the program explains that the program is comprised of phonics, vocabulary, usage, literature, and writing. *Sitton Spelling* offers an overview of the program’s philosophy, literature review, and bibliography.

Teacher’s Edition

The *Sitton Spelling* (Sitton & Hanno, 2006) program offers a teacher’s edition that concentrates on specific spelling strategies and rules for teaching spelling. The TE begins with an introduction letter from the author, Rebecca Sitton, a table of contents, and a letter outlining how to begin the program. Specific spelling units are outlined and the end of the book includes additional instructions for how to use the program, word lists, blackline masters, and letter cards.

LESSON FORMAT

The teacher’s edition of *Sitton Spelling* begins with an overview of how to use the program and the different components within each unit. The introduction points out how the book is organized and how to get started with the program and materials that are included with the series. The *Sitton Spelling* program is comprised of 1,200 core words that include high-frequency words used in everyday writing. These words represent 1,000 words that make up 90% of the words used in writing. There are no objectives and/or state standards

listed. The sourcebook is divided into four sections: Build Literacy Skills, Build Word Skills, Extend Vocabulary and Background Knowledge, and the fourth section, Children's Theater. Building Literacy Skills is the first component of each unit and includes an interactive read aloud of a classic tale that the teacher reads to his or her students. The second section of each unit centers on phonemic awareness and phonics routines and practice, including introducing several word families. Extending Vocabulary is the third section of each unit and focuses on word meanings and integrating the content area, vocabulary, such as science and social studies. Examples include reading a poem about plants or a Native American story. The fourth and final section of each unit concentrates on Reader's Theatre, where students speak to an audience and perform a passage or rhyme to a group that includes spelling patterns that were taught in the lesson.

MANAGING THE PROGRAM

The *Sitton Spelling* program begins the teacher's edition with a "Teacher's Notes" section that gives a summary of how the program can be managed. Additional management techniques are also provided in the back of the teacher's edition. An example of how these notes are set up includes:

How much time should be devoted to each unit to ensure the material is covered before the end of the school year? . . . The teacher decides what lessons and activities are appropriate for her students. Spend approximately three to four days on the skill-building activities in the Build Skills and Word Skills Experiences and two to three days on testing in Assess Words and Skills. (Sitton & Hanno, 2006, p. 8)

The beginning of each unit starts with a word preview. This section introduces the core words for the unit. The core words are familiar words that students can read at each grade level.

These core words are not necessarily the students' spelling words but are used to build visual skills so students can begin to apply the same patterns to other words in their writing.

Students begin short exercises with the core word and then create new words based on the patterns they find within the core words. Students' spelling lists are created from words misspelled in everyday writing activities. The activities and lessons in the teacher's edition include lessons on patterns and common errors that students make at a particular grade level. An example of core words at third grade include *run*, *book gave*, *order*, and *open*. Exercises are then chosen by the teacher that focus on the /u/ sound or examine spelling patterns for words with soft-syllable endings, which include /er/ spelled *er*, *or*, and *ar*. The word preview is very similar to a pretest but renamed for this program. The students are to point to each letter in the word and circle any possible errors. The format of each unit is designed to move at the pace the teacher feels is best for her and her students. Each unit includes "Exercise Express" ideas that are six optional, quick practice ideas that teachers can choose from. Examples of these exercises include "stretching" or expanding a sentence, sorting words, finishing a sentence or finding certain words in a reading passage. Teachers are provided several activities to use with students to practice and reinforce word patterns that are being studied. Activities include reading from a book or chart and pointing out a spelling word or pattern to study, such as words with the /th/ sound. Reading poems, rhyming words, adding letters to make new words, and relating spelling words to literature are all examples of spelling lessons found in this series.

ASSESSMENT

Assessment is encouraged through writing experiences and the word preview, which is the pretest, as described earlier. Formal assessment is also included in the second part of each unit, in the Assess Words and Skills section. This section includes a cloze passage that serves as the posttest activity. Extension assessments that include dictation tests and writing paragraphs with spelling words are also assessment suggestions. There are no cumulative tests presented because the program focus is on continuous review of words throughout the grade levels. Students are reviewing as well as learning a new spelling pattern within each unit being studied.

Student's Edition

Student's edition spelling books are provided in the *Sitton Spelling* program. The student books are set-up according to the teacher's edition units and include additional activities and practice for students. Each student's edition includes a spelling notebook, core words list, priority words list, and a "rules for reference" section.

PRACTICE ACTIVITIES

The *Sitton Spelling* program offers an optional student practice book that was added with the latest edition. The practice book offers follow up activities to help reinforce the specific spelling skills being taught. An example of this type of reinforcement activity includes having students add prefixes or suffixes to words to make a new word and answering a question based on the word they created. Furthermore, students are asked to respond to questions, such as, "What did you discover about the meanings of the prefixes *un* and *re*" (Sitton & Hanno, 2006, p. 59). The student practice books also include a

proofreading page for each unit, extension activities, and core and priority word lists. A spelling notebook is also a part of the practice book where students build a customized collection of spelling words.

WRITING AND PROOFREADING PRACTICE

Proofreading practice is also a component of the program. Each unit contains a “fix it” warm up activity where students correct a sentence that has misspelled words and grammar mistakes. Additionally, writing activities that include making a class book with sentences and pictures using spelling words, practicing the use of affixes, and a “Build Proofreading Skills” lesson is included in every lesson. A proofreading blackline master is also provided for each unit.

Grade 1

A sample unit of grade 1 *Sitton Spelling* includes the focus of core words, which are high frequency words such as *of*, *a*, and *to*. Students take part in finishing a sentence or finding words that contain these core words. Students begin each lesson with a teacher directed read aloud and a focus, such as explaining and discussing how *a* can be a word or a letter. Students also take part in activities that include using chart or graph paper to write core words or additional spelling words that follow the same pattern as the core words. Attention to letter height, such as using grid paper to focus on the configuration of the letter, is included in the *Sitton* program and emphasize visual skills and attention to how letters are formed. Rhyming strategies and techniques are critical components to the grade 1 program. Introducing homophones, such as *to* and *two*, is also a lesson component in grade 1. Here students are instructed to write and correct sentences using homophones. Additionally,

integrated math components are suggested, where students using counting books to count and sort object and discuss the number *two*. Homework activities include a worksheet where students look at the “big” word the box and circle words that match the big word. Cloze word story tests are given as an assessment when the unit concludes.

Grade 3

Examples of words at the grade 3 level of *Sitton Spelling* include *sure, knew, it's, try, and told*. Teachers provide students with activities that include “adding to” a list of words that follow a particular spelling pattern, such as words that end in the long /i/ spelled /y/ pattern. Lessons for the unit also include understanding and studying contractions, where students are organized in six groups and assigned a contraction set to each (will/shall, would/had, have, it/has, not, are). Small groups brainstorm contractions and then discuss their contraction list as a whole class. The charts are then created into a class book. Posters that include chanting and rhymes such as *there, their, and they're* are included to reinforce spelling patterns at the grade 3 level.

Grade 5

An example lesson from grade 5 includes core words *travel, wrote, farm, circle, and whose*. Students are asked to sort words based on number of syllables, number of letters, or by a specific vowel sound. Additional activities include students reading a rhyme together, as in Figure 1, as a class and then discuss what the rhymes means. Students are asked why homophones create spelling challenges and then rewrite the rhyme on their own. Students are assessed though a cloze story word test and asked to record the words they missed on the test in their spelling notebook.

Figure 1. Poster 1. Source: Sitton, R., & Hanno, B. (2006). *Sitton spelling and word skills: Words for reading and writing*. Scottsdale, AZ: Egger Publishing, p. 43.

Differentiated Instruction

Differentiated instruction is included in the *Sitton Spelling* program. The program believes that students should learn to spell at an individualized level and word lists should be created specifically for each student. Additional activities are included for above and below level spellers. English language learners and specific spelling needs for these students are not addressed.

SUPPORT FOR ABOVE AND BELOW LEVEL SPELLERS

Customizing spelling lists for students and designing a program that is not a Monday through Friday unit is an emphasis of the program. Teachers are encouraged to decide how to use the activities and instructional materials. Formats include teacher-directed exercises for the class or select group, a partner or cooperative group activity, or an independent at-school or at-home lesson. An example is to have students make words using the word “and.” Students can be challenged to make a particular number of words using “and” or make words

by adding letters to the beginning or ending of the word. Additional suggestions for struggling spellers and extension activities are included. For example, extension dictation sentences are provided for students that are above level in spelling.

ENGLISH LANGUAGE LEARNERS

There are no provisions made for English language learners in the *Sitton Spelling* program. Additional activities or suggestions for how particular sounds might determine how an ELL student sounds out, pronounces or spells a word are not provided to teachers. Furthermore, additional support materials are not included for English language learners in this program.

Supplemental Materials

Program components include a *Word Skills Rhythm and Rhyme* (Sitton, 2006b) book that includes chant-along rhymes and songs on a CD for students to practice along with over 100 blackline master practice pages at each level to reinforce spelling concepts. This book is available for grades 1 through 3. Word-wise sourcebooks include rhymes and activities on blackline masters for grades 1 through 6. Spell check reference cards as well as core word activity cards are materials that can purchased with the program. Five teaching posters are included to display in the classroom for study reference. A vocabulary book titled, *Some Words* (Sitton, 2006a), is a consumable booklet that provides extension activities for vocabulary words. Teaching posters that provide rhymes for remembering rules are also included in the program. An example of one of the posters is provided in Figure 2. Tutor Me Training is also a component of the series, which includes an overview DVD of the series and grade-specific training on CD-ROM. The CD-ROM includes nine modules that outline how

to implement the program. The teacher is provided with specific lesson and activity examples. Free teaching resources are also provided on the Sitton website and include an e-newsletter, teaching tips and additional printable activities.

Figure 2. *Sitton Spelling “They” poster.* Source: Sitton, R., & Hanno, B. (2006). *Sitton spelling and word skills: Words for reading and writing*. Scottsdale, AZ: Egger Publishing, p. 33.

Summary

Sitton Spelling (Sitton & Hanno, 2006) differs from a traditional spelling program in that it focuses on studying word lists that are created by the teacher and student. The program emphasizes moving away from a traditional 5-day lesson format and pacing for each unit and lesson according to teacher and student needs. The theoretical framework of the program includes a combination of researched-based approaches to teach spelling that include individualized and language-based approaches to teach spelling. A model for integrating literature with spelling is outlined for teachers. Numerous literature selections, rhymes, and games are included for students to practice his or her spelling words. Words for the program are based on high-frequency and core words but additional words are encouraged and added by the teacher and student through word hunts and creating new words that follow the pattern being taught. This program offers a variety of “catchy” rhymes and phrases to help the

student remember spellings of word patterns that do not follow English orthography. Games and class discussions are encouraged throughout the program. Students are expected to pretest, self-correct, and posttest for their word list. Extension activities are included in the teacher's edition for students that need additional spelling challenges. The program does not offer specific support for English language learners and additional resources for ELLs is not a part of the program. Table 5 summarizes the *Sitton Spelling* program and the major components of the program.

SERIES 4—*WORDS THEIR WAY*: THEORETICAL BASIS/Framework of the Program

The *Words Their Way* (Bear et al., 1996) program is based on a developmental theory of spelling where students learn to spell through word study, which includes examining, manipulating, and categorizing words. The theory of developmental spelling focuses on hands-on opportunities to manipulate word features in order to critically analyze patterns and sounds of words. The theory also concentrates on an individualized approach to teach spelling where students are identified at specific stages of spelling. Within each stage students focus on spelling patterns and sounds that are appropriate for learning about and understanding orthographic knowledge and the English language system. The focus of the program is that word features match the level of word knowledge of the learner.

Introduction to the Program

The series provides an introduction to the program and explains the theory of developmental spelling along with a summary of each of the stages of spelling development.

Table 5. *Sitton Spelling* Program Summary

Philosophy/Framework of the Program	<ul style="list-style-type: none"> • Personalized pace for students to learn words • Focus on building visual skills while providing explicit instruction in spelling patterns and sounds • Teacher customizes program to fit student and class needs • Created “by teachers for teachers”
Letter of Introduction	<ul style="list-style-type: none"> • Yes
Objectives and Standards	<ul style="list-style-type: none"> • No
Spelling Word Selection Rationale	<ul style="list-style-type: none"> • High-frequency words
Vocabulary Included	<ul style="list-style-type: none"> • Encouraged through building new words exercises and reading suggested literature pieces • A specific vocabulary list is not included
Lesson Format	<ul style="list-style-type: none"> • Lesson format is not traditional 5-day layout • Consists of 33 units (spiral review in each) • Pretest/posttest format, which is called “word preview” • Spend 3-4 days on skill-building activities • Spend 2-3 days on testing—assess works and skills section
Writing and Proofreading Components	<ul style="list-style-type: none"> • Each lesson contains a “fix it” activity where students correct grammar and spelling mistakes in a sentence • Students practice writing sentences with spelling words • Independent writing is encouraged
Study Procedures	<ul style="list-style-type: none"> • Identify frequent spelling patterns • Write and sort words with frequent spelling patterns • Write words in alphabetical order • Worksheets and student workbook with cloze story activities, writing activities, adding suffixes, prefixes to words
Managing Spelling Program	<ul style="list-style-type: none"> • Does not provide much information on how to continually assess student progress • The program is based on review of words throughout each unit • Provides a brief outline of how to set up a schedule (see above) but does not provide a lesson or unit layout example

(table continues)

Table 5. (continued)

Assessing Student Spelling	<ul style="list-style-type: none"> • Word test—cloze story word test after each unit • Extended spelling assessment options—sentence dictation test, create a writing piece • Students record misspelled words into their notebooks
Dictionary Practice	<ul style="list-style-type: none"> • No dictionary practice • Students do study homophones, affixes, compound words, opposites, and word meanings, but actual use of a dictionary is not included
Supplemental Materials	<ul style="list-style-type: none"> • CD-ROM with blackline masters and chant along rhymes • <i>Rhymes and Activities</i> workbook • Spell check cards • Core word activity cards • 100 words chart (first 100 core words) • CD-ROM grade specific training • Workbook to introduce vocabulary words (grade 4 and up) • Teaching posters with rules and rhymes for spelling

Furthermore, chapter 1 includes information about how literacy development is a combined “interwoven braid” that includes threads of oral language and stories. Researchers from the field of literacy and specifically spelling development are cited in chapter 1. These researchers include Charles Read, Carol Chomsky, and Richard Gentry. The authors also cite their own research and work in spelling instruction. The program identifies the importance of purposeful reading, writing, listening, and speaking. When these literacy “braids” are taught, vocabulary is learned and words are discovered. The program also points out that when words are discovered, word study can take place and words and pictures can be sorted in routines that require children to examine, discriminate, and make critical judgments about speech sounds, spelling patterns, and meanings. The series identifies valid current research findings in the introduction and bases the program on current research practices in the field of

literacy. The program also includes language-based approaches to teaching spelling, such as phonics, phonemic awareness, alphabetic principles, syllabication, and morphological awareness. Rote memorization is not a component of this program and the traditional approach to teaching spelling where students are given a standard word list to learn, practice worksheets, and asked to copy words multiple times for practice is not encouraged. The layout and organization of this program focuses on developing literacy lessons and monitoring instruction for the individual student. The framework and theoretical basis of the program follows a strict developmental approach to teach spelling.

Teacher's Edition

The *Words Their Way* (Bear et al., 1996) program offers support to teachers through a teacher's edition devoted to teaching spelling. The book includes a preface, table of contents, and an introduction on word knowledge and literacy development. Each chapter is set up by stages of development and the end of the book includes spelling inventories, words cards, game templates, word lists, and a glossary.

LESSON FORMAT

The teacher's edition of the *Words Their Way* program begins with a preface that introduces the basis of the program and the importance of knowing your students and individualizing the program. Furthermore, the preface describes the layout of the teacher's edition and what each chapter in the series includes. A detailed table of contents is included after the preface. The program is laid out in chapter format where details of the program and the research basis of the program are discussed in paragraph format.

MANAGING THE PROGRAM

Chapter 3 is organized around word study principles and practices. Types of word sorts, guidelines for preparing word sorts, organization of word study instruction, integrating word study into reading, writing, and the 10 principles of word study instruction are components of this chapter. Word sorts are divided into three categories that include pattern, meaning, and sound sorts. Weekly schedules for word sorting, examples of pocket folders with activities, and weekly schedules for small group work are examples of activities that are included in each chapter. Additionally, word study homework and parental expectations along with a sample parent letter are part of chapter 3. Chapters 4 through 8 discuss word study in depth at each individual spelling stage. Each chapter discusses age-appropriate activities and strategies for students within each developmental stage. Word study routines and management plans are also components of each chapter.

ASSESSMENT

Chapter 2 discusses assessment and how to manage and assess students' spelling progress. Informal observations, such as observing and recording misspelled words in students' writing samples are recommended. Qualitative Spelling Inventories (Bear et al., 1996, pp. 272-275) were developed by the program authors and are presented in each chapter as well as in the appendix; examples are given on what a student inventory might look like and how to administer an inventory to students. These inventories are divided into *primary*, *elementary*, and *upper level* inventories. Detailed instructions on how to score and analyze spelling inventories are included in chapter two. Actual student samples of what an assessment might look like are also components of this chapter. Classroom organizational

charts as well as factors to consider when organizing spelling groups are explained in chapter 2.

Student's Edition

Separate student's edition books are a component of the *Words Their Way* program. The book offers activities to students that reinforce word sorting and word family activities.

PRACTICE ACTIVITIES

A word study notebook is provided for additional student practice. Sorting activities are included in student notebooks. Types of sorts include picture, word, and blind sorts. An example of a picture sort includes the teacher modeling how to match picture cards to the sounds and letters students are studying. Each picture is named and compared with the key picture to listen for sounds that are the same. The student edition allows for additional practice so application of the skill can be reviewed. An example in the student edition would be for students to "Write on the lines words that rhyme with *hop, hot, and hog*" (Bear et al., 1996, p. 7). The word study notebooks include weekly written sorts, draw and label sorts, creating sentences, and finding words from word hunts. Students are expected to use the correct spelling of the assigned word, complete the sentences, and practice handwriting skills. Students are expected to use this time for self-study of spelling words.

WRITING AND PROOFREADING PRACTICE

The first chapter discusses in detail developmental word knowledge, what it is, and why word study is important. Each stage of developmental spelling is discussed in detail along with research on the link between word study and reading and writing. The *Words*

Their Way program maintains that when students read and write purposefully and are also provided with explicit, systematic word study instruction, students discover the basic principles of spelling. The program is also based on the concept that most students go through stages of development that follow the same order, which makes it possible to bring together reading, writing, and spelling. For example, reading in the letter name alphabetic stage is often disfluent and word-by-word. Students in this stage benefit from reading aloud in order to vocalize letter sounds and benefit from repeated readings of predictable texts as well as from the reading of text with many phonetically regular words. An example of what student work might look like within each developmental stage is also included in the first chapter. Information on phonics and spelling and reading conclude chapter 1.

Grade 1 (Emergent/Alphabetic—Early and Middle)

The first stage of the *Words Their Way* spelling series is the emergent stage. Within this stage, students do not read or spell conventionally and have very little understanding of how units of speech and units of print are related. The chapter of the text is devoted to providing teacher scenarios of what a classroom might look like with students in this stage. Furthermore, this chapter also discusses characteristics of the emergent stage of reading and spelling and focuses on the importance of learning the alphabet and seeing printed words tracked, even if the student does not have a large oral vocabulary. Reading at this stage represents more “pretend reading,” which represents a retelling or paraphrase of a book.

Chapter 3 also provides examples of what emergent writing might look like and how invented spellings are incorporated into this stage. Phonological awareness is also discussed at this stage and the developmental approach supports the idea that a certain amount of

phonological awareness is critical to reading success and that participation in phonological awareness activities has a positive influence on beginning reading. An in depth discussion of activities and strategies for this stage of development is provided along with charts of instructional activities appropriate for students at this stage. An example of one activity includes students pointing to the letters on the alphabet strip as they sing the ABC song. Following this activity, students complete an upper- and lowercase matching activity or a beginning sound sort where picture cards or objects are sorted. After sorting, students check and reflect and then cut-and-paste, draw and label, or take part in word hunt activities.

Table 6 provides an outline of instructional activities for emergent learners.

Table 6. Instructional Activities for Emergent Learners

Word Study Component	Time (min.)	Activity	Observations
Alphabet and Letter Sound	10-12	<ul style="list-style-type: none"> Letter Tracking Letter Recognition and Letter Sounds Writing for Sounds 	<ul style="list-style-type: none"> Track letters accurately? Identify letters? Identify sounds? Sort correctly? Sort automatically? Can write letter/sound?
Concept of Word (COW)	10	Text Title: _____ <ul style="list-style-type: none"> Book/Song/Rhyme/COW activity 	<ul style="list-style-type: none"> Text was easy/hard to track? # of times read: ____ Describe finger pointing
Phonological Awareness (PA) and Language Play	10	PA Focus: <ul style="list-style-type: none"> Syllables/Rhyme/Beginning Sounds/Ending Sounds Literacy Focus: <ul style="list-style-type: none"> Word/Sentence/Beginning Sound/Ending Sound 	<ul style="list-style-type: none"> PA task was easy, hard, just right?
Concept and Vocabulary	15	<ul style="list-style-type: none"> Book Title: _____ Targeted concepts or semantic category Targeted words 	<ul style="list-style-type: none"> Describe students' talk:

Source: Bear, D. R., Invernizzi, M., & Templeton, S. (1996). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Englewood Cliffs, NJ: Prentice Hall, p. 106.

Students in the alphabetic stage begin to read and write in a conventional way. They begin to learn words, read text, and their writing becomes readable to themselves and others. Chapter 5 in the *Words Their Way* program focuses on strategies, activities, and teacher excerpts and examples for students who are developmentally in this stage. Discussion of reading fluency, vocabulary learning, and supporting beginning literacy at this stage are all discussed in the first part of this chapter. An example activity includes using rhymes and pattern stories to support reading. Teachers are instructed to find a rhyme, jingle, or predictable story that students will find memorable and readable and focus on one major pattern or verse. Next, teachers are to find a big book or make a chart or overhead of the text for group work and make copies of the rhymes and patterns for students' personal readers. Daily activities are described, such as introducing and reading the text while talking about the title, cover, and pictures. Finger pointing while reading the text and having students reread the book chorally is also a suggested activity at this developmental stage. The following 3 days, rereading of text is suggested as is writing the sentences from the text on sentence strips and allowing students to work and rebuild the pocket chart with the sentences from the text.

Additionally, a number of games, such as initial Sound Bingo, Match! 5-10, and Word Family Wheels and flip charts are provided for student activities. Examples of types of word sorts and vowel sounds practice at this stage include the study of short vowels in the CVC pattern, such as the short /a/, /ar/ sound and the short /o/ /or/ sound. "Oddball" words are also mentioned, such as *word* and *work*. The study of word families, blending activities, and word sorts is a critical component to the program. Word sorts include word hunts, speed sorts, and matching sorts.

Grade 3 (Within Word—Early, Middle, Late)

Chapter 6 focuses on the within word pattern stage which builds on students' knowledge of the sound level of English orthography and explores the pattern level. The chapter begins by providing an example of what a classroom might look like at this stage of development. This transitional stage is a time in literacy development when students can read most single-syllable words accurately and with increasing fluency. Two- and three-syllable words can also be read when there is enough contextual support. Students within this stage use but confuse vowel patterns and by the middle of this stage, students are spelling many of the most common long-vowel patterns correctly in high-frequency words. At this stage, students encounter many homophones and lots of reading and writing is critical at this stage of development. A main focus of spelling in this chapter includes teaching and practicing the influence of consonants on vowels, complex consonants, homophones and homographs, and simple prefixes and suffixes.

This chapter discusses the study of high frequency words and a guideline for studying these core words. The program believes that word study should focus on more words than just high frequency words because this tends to reduce spelling to memorizing a set of words and does not offer students the opportunity to form generalizations that can extend to the reading and spelling of other words.

Chapter 6 also provides word study lesson plans for this stage of development and focuses on word sorts and word study notebooks as the core activities needed for use at this stage. An example of a word study notebook exercise at this stage includes written reflections where students are asked to summarize what they learn from their sorts in their own words. Word study notebooks are recommended to have at least two sections for transitional readers,

one section devoted to vocabulary and one section devoted to phonics and spelling.

Additional games and activities, such as the Train Station game, Turkey Feathers game, and the Racetrack game are all included in this chapter.

Grade 5 (Syllable and Affixes—Early, Middle, Late)

The syllable and affixes stage is a developmental stage where students' cognitive and language growth allows children to make new and richer connections among the words they already know and the words they are learning. The goal for teachers at this stage is to establish a firm foundation in spelling and in vocabulary development by facilitating students' understanding of the role of structure and meaning in the spelling system. One of the main teaching points in this stage of development is for word study instruction to examine how word elements (prefixes, suffixes, and base words) combine and influence words and word meanings. Modeling how to analyze unfamiliar words in readings is suggested for teachers at this stage. These modeling strategies include:

1. Examine the word for meaningful parts- base word, prefixes or suffixes.
 - If there is a prefix, take it off first.
 - If there is a suffix, take it off second.
 - Look at the base to see if you know it or if you can think of a related word (a word that has the same base).
 - Reassemble the word, thinking about the meaning contributed by the base, the suffix and then the prefix. This should give you a more specific idea of what the word is.
2. Try out the meaning in the sentence; check if it makes sense in the context of the sentence and the larger context of the text that is being read.
3. If the word still does not make sense and is critical to the meaning of the overall passage, look it up in the dictionary.

4. Record the new word in your word study notebook. (Bear et al., 1996, p. 205)

This stage introduces words that have two or more syllabic or meaning units. Within this stage, students use larger chunks to decode, spell, and store words in memory. Word study in this stage helps students learn where these syllable and morphemic breaks come in words so that they can use the appropriate chunks to quickly and accurately read, spell and determine the meaning of polysyllabic words.

Vocabulary words that are related to content areas are explored in this chapter and examples using graphic organizers are also provided. Additional games are provided at the end of the chapter that includes Prefix Spin, Homophone Solitaire, and Vocabulary Jeopardy.

Differentiated Instruction

The *Words Their Way* program offers support to students that are below or above level. Because the program focuses on each student's stage of development, word lists are designed to meet their individual spelling needs. Additionally, support for English language learners is included in each chapter of the text.

SUPPORT FOR ABOVE AND BELOW LEVEL SPELLERS

Differentiated instruction is provided for in the teacher's edition of *Words Their Way*. The basis of the program is to meet the needs of all students and to set up an individualized program to target specific spelling needs for students at their developmental level. Charts for managing student progress are included and steps for managing the program at an independent and small group level are provided and encouraged. The lesson plans and word lists for stages of spelling development are flexible and based on assessments given by the

teacher. Several assessment components, both formal and informal, are included in the teacher's edition.

ENGLISH LANGUAGE LEARNERS

Furthermore, *Words Their Way* also concentrates on students that speak other languages. An additional book, *Words Their Way with English Learners* (Bear, Helman, Invernizzi, Templeton, & Johnston, 2006), can be purchased for extra support and instructional suggestions. Within the *Words Their Way* teacher's edition, suggestions and strategies for teaching spelling to English language learners are addressed in each chapter. Assessment components for ELLs include a Spanish Spelling Inventory (Bear et al., 1996, p. 47) which includes a 25-word inventory that covers a range of instructional levels observed in Spanish. The teacher's edition also includes research on English language learners and how they spell. An example and explanation of an English language learner's spelling is provided in chapter 2. Within each stage of development English language learners are addressed and strategies and considerations are provided for the teacher. Tables that include vowel sounds in English and Spanish are included in each chapter. Examples of words are shown in Table 7.

Table 7. Vowel Sounds in English and Spanish

English Letter and Word	Spelled in Spanish	Spelling Errors
Long /a/ as in <i>cake</i>	/e/ as in <i>hecho</i>	LEK (lake)
Long /e/ as in <i>beam</i>	/i/ as in <i>ido</i>	BIN (bean)
Long /i/ as in <i>like</i>	/ai/ as in <i>aire</i>	NAIT (night)

The *Words Their Way* series does not address Asian languages and/or any other language that might affect spelling development among students.

Supplemental Materials

The *Words Their Way* program offers supplemental materials, which include big books, word study notebooks, and a *Words Their Way* reading library. The reading library contains six leveled readers for students. As mentioned above, a *Words Their Way with English Learners* text can also be purchased with this program. A CD-ROM is also included with the teacher's edition. This CD provides a look into a classroom where a teacher is conducting word sorts with his or her students. Each stage of development is discussed and a classroom example is provided. Additional games and word sorts are also included on the CD along with a discussion from the authors and creators of the program.

The appendix of the teacher's edition includes pictures for sorts and games, assessments, soundboards for beginning blends and vowel sounds, as well as sample word sorts by spelling stage. Word lists are also included, such as Fry's 300 instant sight words, complex consonants words, and a list of homophones. Games and templates for word sorts are also included in the teacher's edition along with a glossary and index.

Summary

The *Words Their Way* program follows a developmental approach to teaching and learning spelling. The theories include research that is based on understanding word patterns and sounds and studying these patterns to learn how to spell. Teachers are encouraged to teach spelling at each student's developmental stage and focus on word patterns that are appropriate for that particular stage the student falls within. Assessment and understanding

what students know before beginning to teach spelling lessons is a critical component to the program. The teacher's edition provides a plethora of information on what developmental spelling is, how to plan for this type of instruction in the classroom, as well as activities, games, and classroom management procedures for the program. The program is laid out in paragraph format where the teacher has to read and review in depth the developmental stages and have a clear understanding of how developmental spelling works for students and teachers. A CD-ROM is included that provides teachers examples of how small group work and word study is represented in a classroom. The traditional approach to teaching spelling is not apparent in any piece of this program. Students are encouraged to take a pretest, self-correct their tests, and take a posttest each week (Table 8). Additional resources as well as information in the teacher's edition about English language learners and how spelling affects them are included in the program.

SERIES 5—*TREASURES*: THEORETICAL BASIS/ FRAMEWORK OF THE PROGRAM

The *Treasures* program (Bear et al., 2010) is a program that incorporates spelling into the *Treasures* basal reader literacy program. The teacher's editions are based around themes and focus on oral language, word study, reading, grammar, and writing. The teacher's edition begins with a list of the authors, coauthors, and reviewers. The program combines language-based approaches as well as some traditional models of instruction to teach spelling.

Theorists are not mentioned in the teacher's edition.

Table 8. *Words Their Way* Program Summary

Philosophy/Framework of the Program	<ul style="list-style-type: none"> • Child centered approach with some teacher direction for vocabulary and spelling development • Word study emphasis at a student's developmental spelling stage • Focuses on the five stages of spelling development
Letter of Introduction	<ul style="list-style-type: none"> • Yes
Objectives and Standards	<ul style="list-style-type: none"> • No
Spelling Word Selection Rationale	<ul style="list-style-type: none"> • Lists are created based on features students need to study in the letter-name alphabetic through derivational relations stages • Words are grouped by frequency and complexity • Fry's 300 instant sight words • High frequency words
Vocabulary Included	<ul style="list-style-type: none"> • Specific vocabulary lists are not included in each "unit" or stage but word study is encouraged through word hunts, sorts, discussion, and making new words activities
Lesson Format	<ul style="list-style-type: none"> • Charts are provided that include how to set up circle, center, and individual activities • Word study tie frames are suggested • A weekly schedule of word sorting, drawing and labeling, cutting and pasting, word hunts, and games are suggested
Writing and Proofreading Components	<ul style="list-style-type: none"> • Explicit proofreading and grammar exercises are not included in the TE • Teachers are encouraged to integrate reading and writing exercises through the use of trade books, poetry, and everyday writing assignments
Study Procedures	<ul style="list-style-type: none"> • Word sorts, word hunts • Partner activities/group work • Games (Spelling Bingo) • Student conferences • Writing sentences with words
Managing Spelling Program	<ul style="list-style-type: none"> • Each chapter provides a section on word study routines and daily management plans • Instructional activities are provided, daily activity charts, and how long to spend on each activity • A CD-ROM is included that provides teacher classroom examples of small and whole group instruction

(table continues)

Table 8. (continued)

Assessing Student Spelling	<ul style="list-style-type: none"> • Chapter 2 is devoted to assessment tools and how to assess students' developmental stage • Informal observation techniques reviewing writing samples and formal spelling inventories are included • How to analyze spelling inventories is included • Sample completed student inventories are shown
Dictionary Practice	<ul style="list-style-type: none"> • Not a component/emphasis within the program
Supplemental Materials	<ul style="list-style-type: none"> • Word study notebooks • Library (leveled texts) • Teachers' resource CD with games and sorts • CDE with examples of teachers working with students in the classroom • <i>Big Book of Rhymes</i>

Introduction to the Program

The series does not provide an introduction or overview explaining the theoretical basis or research basis for the program. A bibliography is not provided in the teacher's edition and references are not provided to support valid research on spelling instruction. Based on the units within the *Treasures* program, the theoretical foundation includes traditional spelling approaches, where there is a weekly routine for students and teachers, students are given standard word lists, and copying and tracing spelling word activities are encouraged as well as language based approaches. The majority of the components are based on language-based approaches that include reading and writing components into their spelling program. Most of the units include phonics, phonemic awareness, and alphabetic principles, syllabication, and morphological awareness. Additional approaches to teaching spelling are seen in this series through the use of the pretest, self-correction and posttest emphasis and the program also offers alternate words lists for below-leveled spellers.

Furthermore, reading and writing is an integrated component of the *Treasures* series. Weekly spelling words are included in the basal reader and several writing and proofreading activities are components of the series. Memorization techniques are included through the use of tracing spelling words and letters and writing sentences with spelling words. The program provides six units that include six weekly lessons for a total of 36 total lessons. Each unit is based on themes, such as family and friends, neighborhoods and communities, and animals and habitats. The final week of each unit is a review and assess week that reviews the previous 6 weeks. The *Treasures* series provides diagnostic assessments, unit assessments, student books, a progress monitoring assessment workbook, and a summative assessment workbook. The teacher's edition includes a unit planner, a theme project, and suggested lesson plans for each day of study. Daily objectives and content standards are presented as well as materials that are needed for each lesson. Words studied are based on high-frequency word lists. A glossary and scope and sequence chart is included in the back of the teacher's edition.

Teacher's Edition

The teacher's edition for the *Treasures* (Bear et al., 2010) spelling program is a book that includes the program's entire literacy program. Spelling is one component of the program. The weekly reading text, grammar, vocabulary and writing lessons are included within this series.

LESSON FORMAT

The teacher's edition is designed for a 5-day lesson plan, where each day focuses on phonics, comprehension strategies, and writing activities. Each lesson begins with an oral

language or daily warm-up exercise. Teachers are instructed to track print, model, and introduce weekly words. Word and picture sorts are also incorporated into daily activities. Objectives for each day are included for teachers, such as, "Students will match letter /m/ to the sound /m/" (Bear et al., 2010, p. 8). Word building cards are included with the teacher's edition. Each day provides a "day at a glance" and the whole group activities that will be included. Vocabulary development is encouraged through the reading material in the series. The authors suggest using the "define, example, ask" method for learning a new word, where students define the word, give an example with a picture or discussion and then ask students to say the word again. The role that English orthography plays in spelling development is not stated in the teacher's edition. From the activities and lessons presented it can be seen that the text takes an integrated approach to teaching spelling and combines their reading and writing program with their spelling program. For example, all lessons include several proofreading activities as well as blackline masters that allow students to practice grammar, punctuation, and spelling by correcting paragraphs. Students are provided with two writing assignments within each unit and include strategies such as using graphic organizers to organize and develop writing content. A sample exercise requires that students correct an excerpt from a magazine article. Students are then asked to write their own magazine article on a topic of their choice.

MANAGING THE PROGRAM

Details for managing the program and individualizing spelling groups are provided as well as directions for giving a pretest and how to teach word sorts and vocabulary lists.

Samples of student work or sample assessments are not provided in the teacher's edition. An example of a 5-day spelling plan is provided in Table 9.

Table 9. Five-Day Spelling Program for Final /e/

Day 1	Day 2	Day 3	Day 4	Day 5
Pretest: Assess prior knowledge	Word Sorts and Review: Spiral review and sort words by vowel sound	Word Meanings: Categories	Proofread and Write	Assess and Reteach: Posttest
Example: Dictation tests where students correct their own tests	Example: Students take turns sorting words and explaining how they sorted them and discuss any words that have unexpected vowel spellings.	Example: Display groups of words and have students copy them into their writer's notebook. Ask students to complete each category with a spelling word— 1) bread, potato, _____ (rice).	Write sentences on the board and have students circle and correct each misspelled word .	Use dictation sentences for a posttest. Students write misspelled words in their writer's notebook.

Source: Bear, D. R., Hasbrouck, D., Shanahan, T., August, D., Fisher, T. G., Gibson, L., . . . Tinajero, J. (2010). *Macmillan McGraw Hill: Treasures*. New York, NY: Macmillan/McGraw-Hill, p. 109.

Formal and informal assessments are included in the *Treasures* program.

Standardized testing practice sheets are provided as well as checklists with word lists that can be customized for each student to monitor and check word progress. Additional resources are provided that allow teachers to customize tests for students. Students and teachers are encouraged to give pretests each week and have students self-correct their tests for spelling errors. A practice test is suggested on day 4 and a final assessment of the spelling list is given

on day 5. Students are then expected to self-correct their final assessment and record any misspelled words into their spelling notebook.

Student's Edition

Student's edition practice books are a component of the *Treasures* program. These practice books reinforce concepts being taught each week. The activities are organized according to the lessons in the teacher's edition.

PRACTICE ACTIVITIES

Treasures student books include a practice book for students. These practice books are provided for students in order to have additional spelling practice at an individual level. An example of a practice book page includes having students read a letter and circle misspelled words in the letter. Students then rewrite the spelling word on the line below the paragraph. A writing activity is also included and asks students to write a letter and use three spelling words in the description. Practice book activities also include study steps, such as look at the word, say the word aloud, study the letters, write the word and check the word (Bear et al., 2010, p. 63). Students are to fill in the blank with a spelling word to complete the sentences in the workbook. Practice pages in the primary grades allow students to practice writing letters to match with a picture sound, i.e., "d" for dog. Many of the practice sheets in the primary grades concentrate on phonic/rule generalizations while the upper grades focus on morphology and increasing vocabulary awareness. Homework practice is provided in an additional reproducible sheet and has students practice writing spelling words that are grouped with words of similar meanings. Homework activities also include alphabetical order, completing crossword puzzles, and word search worksheets. Memory techniques that

are included for students include asking students to visualize words in their head and how they are spelled.

WRITING AND PROOFREADING PRACTICE

A separate writing and grammar component is included in every unit that gives separate lessons from the daily spelling lessons. Writing and proofreading practice is provided in the weekly spelling lessons as well. Day 3 of each spelling unit concentrates on using a graphic organizer, includes proofreading excerpts and writing prompts. Dictionary practice is also included in each weekly lesson for grades 3 and up. Examples include understanding and recognizing homophones, using a pronunciation key, finding the correct definition, and the part of speech of a spelling word.

Grade 1

An example of a first grade spelling lesson includes teachers and students reading aloud a rhyme together. Students discuss components of the poem and focus on rhyming words. Teachers are encouraged to change words in the poem and point out the differences in the words that have been changed. Lesson plans also concentrate on the use of high-frequency words, such as *play* and *you*. These words are displayed in a pocket chart and teach the words using a read/spell/write routine. This routine consists of:

- **Read**—Point to and say the word *play*. This is the word *play*. Say it with me: *play. I like to play games.*
 - **Spell**—The word *play* is spelled p-l-a-y. Spell it with me.
 - **Write**—Let's write the word in the air as we say each letter: p-l-a-y.
 - Follow the same steps to introduce *you*. *You are very smart!*
 - Have partners create sentences using each word.
 - Use the same routine to review **can, I, like, we, see, the, go, to, a, and have**.
- (Bear et al., 2010, p. 23)

The first grade units tend to focus on phonics instruction and high frequency words. Students are encouraged to learn vocabulary through readings and discussions in class. Rhymes, read alouds, shared writing activities, segmenting words into syllables, and interactive writing are all components of the weekly lesson at this grade level. An example of an interactive writing lesson includes having children think of food they like and on chart paper the teacher writes the word *Foods* and makes a list of the words children suggest. The class reads the list of words together. Then teachers write the sentence, *She likes _____ and _____* (Bear et al., 2010, p. 17). Children complete the sentence with two of the foods from the list. The sentences are read and reread while tracking the print.

Grade 3

The grade 3 lesson plans for spelling include a 15-word list, plus 3 review words, and 2 challenge words. The teachers are instructed to administer a dictation sentence test with the spelling words. An example of a word list would include words that contain the final /e/. Teachers are asked to model how to spell the word *lake* and segment the word sound by sound and attach a spelling to each sound. Teachers are instructed to point out that the final /e/ is silent. A dictation pretest and self-correction by the student is outlined. Day 2 includes word-sorting activities along with a reproducible sheet that has students re-practice word sorting. Day 3 includes putting words in categories that have similarities and then having students develop their own categories for a group of words. For example, students might be asked to complete the category of words for *bread, potato, _____ (rice)*, which is a spelling word. Day 4 includes proofreading and writing sentences and correcting misspelled

words that are written on the board. On day 5 teachers administer the posttest for the weekly spelling words.

Grade 5

The grade 5 *Treasures* program is divided in sections that focus on oral language, word study, and reading, and language arts. Within the word study program, vocabulary, phonics, word study, and spelling are components. The grade 5 program focuses on multi-syllabic word strategies, syllable types, morphology, and dictionary and thesaurus skills. A word building activity includes introducing and working with the six most common syllable types in English words. Teachers are instructed to write the name of each syllable type on the board and provide several examples for student to record in their writer's notebook. The syllable types are outlined Table 10.

Table 10. Six Syllable Types

Closed	Open	Consonant +le	Vowel Team	r-Controlled	Final (Silent) e
kit/ten com/bat	ba/by ve/to	ta/ble lit/tle	b/ea/ch ou/t	f/ar h/ur/t	rep/tile dis/close

Source: Bear, D. R., Hasbrouck, D., Shanahan, T., August, D., Fisher, T. G., Gibson, L., . . . Tinajero, J. (2010). *Macmillan McGraw Hill: Treasures*. New York, NY: Macmillan/McGraw-Hill, p. 6.

A weekly spelling list contains 20 words with 3 three additional review words and 2 challenge words. An example lesson includes a focus on long vowels. The lessons are divided into a 5-day unit, where each day students take part in several spelling strategies and activities. Reproducible pages are also included and provide extra practice for word sorting.

Additional lessons follow the same grade three formats, where lessons are based around word meanings, proofreading practice and writing activities. Other activities include having students complete a word hunt for the words in the weekly reading or other material and identify the definition of the spelling word as it is used in context.

Differentiated Instruction

Differentiated instruction is a component in the *Treasures* program. The program emphasizes the importance of addressing all types of learners and offering additional support for spellers above and below grade level. English language learners are also addressed in this spelling series. Specific small group lessons are outline in the text to help these learners.

SUPPORT FOR ABOVE AND BELOW LEVEL SPELLERS

Differentiated instruction is a component within each unit of the *Treasures* literacy program. Each unit provides lessons for students who are “approaching level,” “beyond level,” and for English learners. These lessons include a daily small group instructional planner where teachers are instructed to teach each group for 30 minutes per day. For example, on day 1, teachers are instructed to build background knowledge and introduce specific vocabulary words. Day 2 has students review vocabulary and practice grammar activities. Students are asked to review and practice spelling, grammar, and writing activities on days 3 and 4. On day 5 students practice reading through an assigned text and a self-selected reader.

Instruction for students that are in the “beyond level” spelling group includes practicing reading multi-syllabic words and focusing on the known word parts. Students are

asked to define words and use the words in the weekly writing assignment. “Approaching level” student lessons focus on matching a sound, such as the short /a/ sound, with a sound spelling card. Writing words on the board and modeling segmentation is a strategy suggested to use with this small group. Students are also encouraged to self-correct their word.

ENGLISH LANGUAGE LEARNERS

Specific instruction for English language learners focuses on writing in complete sentences and vocabulary development. Teachers are directed to help students say each spelling word and copy the word on their work board. Then students are instructed to write a sentence with each word. Modeling segmentation and using sound-spelling cards are other strategies mentioned to help English language learners with spelling and vocabulary development. Reviewing meanings of words, using actions, gestures, and pictures are also tools that the series suggests that teachers use with English language learners small group instruction.

Supplemental Materials

The *Treasures* program integrates their spelling and vocabulary program into their entire basal reader program; therefore, there are numerous supplemental materials for the program. Along with a reading series, leveled readers and trade books, and additional workbooks are resources are provided. Teacher support includes a teacher’s resource book, which is also available on a flashdrive, vocabulary, word building high-frequency word card, and sound-spelling cards. Transparencies and sound spelling work boards are also components of the program. Classroom management tools include a “how to guide” for managing small groups, weekly contracts, and a rotation chart. Student practice includes a

practice book available for three levels of instruction, “approaching,” “on,” and “beyond” level. A home-school connection workbook that includes take-home stories and homework activities as well as literacy workstation flipcharts are additional resources provided to the teacher and student. Differentiated resources include an EL resource book and a visual vocabulary resource. Assessment components include a progress monitoring assessment workbook, diagnostic assessment workbook, and a summative assessment component. Furthermore, digital resources are available to the teacher, student, and parent online. Digital components of the program include professional development videos, a sound pronunciation CD, and electronic unit assessment.

Summary

The *Treasures* program incorporates a variety of literacy components into their program. One component of the program focuses on word study, which emphasizes vocabulary development, phonics and word study, and direct spelling instruction. The *Treasures* program’s philosophy for spelling instruction is not specifically stated or outlined in the teacher’s edition. Based on the activities and set-up of the program, the framework follows a language-based approach with some traditional components. The main goal of the spelling program is to learn patterns and sounds and understand how these patterns and sounds form words. Students are encouraged to learn spellings of words through phonics instruction and phonemic awareness, especially in the early grades. Word lists are provided for students based on frequency word lists in writing and a 5-day traditional spelling lesson plan is provided for teacher planning. Differentiated instruction is a strong component of the *Treasure’s* program and lessons for small groups and managing small group instruction are

provided in detail. Additional resources as well as lessons are included in each unit for “approaching,” “on,” “beyond,” and English language learners. There are a variety of supplemental materials provided in this series for both the teacher and student. Online support and technology components are included in this series (Table 11).

SUMMARY OF SIMILARITIES AND DIFFERENCES

Below is a discussion of all the programs and their similarities and differences. The key theories, activities, and strategies are highlighted, and Table 12 (p. 114) compares each of these components.

Philosophy and Framework

When reviewing all the spelling programs it can be seen that three of the five programs, *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures*, focus instructional practices on language-based approaches. The programs’ framework includes an eclectic approach to teaching spelling combined with some traditional influence. The use of rote-memorization techniques is not a focus in current spelling programs, although some strategies in the three programs cited above do include copying spelling words and tracing spelling words and letters. The emphasis on phonics, phonemic awareness, and morphological awareness is at the core of three of the five programs. These three programs, *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures*, all follow more traditional approaches to teaching spelling where lessons are divided into 5-day spelling formats and a pretest is given on day 1 and a posttest is given on day 5.

Sitton Spelling does not follow a traditional or developmental approach to teaching spelling. Teachers are not provided with a 5-day standard lesson format and a variety of

Table 11. *Treasures* Program Summary

Philosophy/Framework of the Program	<ul style="list-style-type: none"> • Not listed or provided • The program outlines the use of phonics, reading and writing, grammar and proofreading activities, and word sorts and study as approaches to learn how to spell words
Letter of Introduction	<ul style="list-style-type: none"> • None
Objectives and Standards	<ul style="list-style-type: none"> • Yes—objectives and standards provided for each daily lesson
Spelling Word Selection Rationale	<ul style="list-style-type: none"> • Based on words most frequently used in writing
Vocabulary Included	<ul style="list-style-type: none"> • Additional weekly vocabulary words are included in grades 3 and up • Words are related to the spelling pattern being taught and also focus on content areas, such as science and social studies
Lesson Format	<ul style="list-style-type: none"> • Five-day traditional format with a 3-day option • Day 1: pretest/self-check with phonics instruction • Day 2: practice activities including word sorts and worksheets—fill in the blank with the missing spelling word • Day 3: proofreading and grammar exercises • Day 4: vocabulary development exercises • Day 5: assess/posttest, self-check, and record in notebooks
Writing and Proofreading Components	<ul style="list-style-type: none"> • A separate writing and grammar component is included in the basal reader that gives day-to-day activities • Writing and proofreading is also provided in the weekly spelling plans, with day 3 focusing on using a graphic organizer, proofreading excerpts in student books and practicing proofreading marks, and writing prompts
Study Procedures	<ul style="list-style-type: none"> • Outlines “read, say, spell” study technique • Partner work, word sorts, self-correction, writing using spelling words • Worksheets—crosswords, filling in the blank to complete sentences, word sort activities, etc. • Word study notebooks

(table continues)

Table 11. (continued)

Managing Spelling Program	<ul style="list-style-type: none"> • Provides sample weekly and daily lesson planning • Provides suggestions for ,managing small groups and large group lessons • Does not include samples of student work
Assessing Student Spelling	<ul style="list-style-type: none"> • Formal and informal assessment components are included • Additional books are included that allow teachers to customize tests • Promotes the use of pretest, self-correct, posttest, record missed words approach • Provides standardized testing practice through blackline masters
Dictionary Practice	<ul style="list-style-type: none"> • Provides weekly dictionary practice at grades 3 and up • Focuses on homophones, using a pronunciation key, finding the correct definition, parts of speech, etc.
Supplemental Materials	<ul style="list-style-type: none"> • Vocabulary, word building high-frequency word card and sound-spelling cards • Transparencies and sound spelling work boards • “How to guide” for managing small groups, weekly contracts, and a rotation chart • A home-school connection workbook • Literacy workstation flipcharts • EL resource book and a visual vocabulary resource • Progress monitoring assessment workbook, diagnostic assessment workbook, and summative assessment component • Digital resources are also available online and through CD-ROMs and flashdrives

Table 12. Summary of All Spelling Programs

	<i>Houghton Mifflin</i>	<i>Scholastic Spelling</i>	<i>Sutton Spelling</i>	<i>Words Their Way</i>	<i>Treasures</i>
Philosophy/ Framework of the Program	<p>Not explicitly stated philosophy</p> <p>Language-based approaches—word lists, phonics and morphological awareness</p> <p>Outlines the stages of spelling development</p>	<p>Not explicitly stated philosophy</p> <p>Language-based approaches—word lists, phonics and morphological awareness</p> <p>Spelling sounds can be taught</p>	<p>Language-based philosophy with individualized student approach</p> <p>Personalized pace for students to learn words</p> <p>Focus on building visual skills while providing explicit instruction to spelling patterns and sounds</p> <p>Teacher customizes program to fit student and class needs</p> <p>Created “by teachers for teachers”</p>	<p>Developmental spelling stage philosophy</p> <p>Child centered with some teacher direction is the approach for vocabulary and spelling development</p> <p>Word study emphasis at a student’s developmental spelling stage</p> <p>Focuses on the five-stages of spelling development</p>	<p>Not listed or provided</p> <p>The program outlines the use of phonics, reading and writing, grammar and proofreading activities, and word sorts and study as approaches to learn how to spell words</p>
Letter of Introduction	None	Separate handout is provided that introduces the program	Yes	Yes	None
Objectives and Standards	Daily objectives are provided in the teacher’s editions The objectives range from 3-5 objectives per day	<p>3-5 daily objectives are provided in the teacher’s edition</p> <p>State standards not included</p>	No	No	Yes—objectives and standards provided for each daily lesson

(table continues)

Table 12. (continued)

	<i>Houghton Mifflin</i>	<i>Scholastic Spelling</i>	<i>Sitton Spelling</i>	<i>Words Their Way</i>	<i>Treasures</i>
Spelling Word Selection Rationale	<p>Word selection outlined in the back of the TE word selection rationale</p> <p><i>Dolch Basic Sight Vocabulary</i></p> <p><i>800 Base Words</i></p> <p><i>Starter Words</i>— 190 most frequently used words in children's writing</p> <p><i>The American Heritage Word Frequency Book</i></p> <p>Jacobson—a study of word frequency in more than 20,000 student compositions</p> <p><i>The New Iowa Spelling Scale</i></p> <p><i>Basic Skills Word List</i></p> <p><i>The Living Word Vocabulary</i></p> <p>The data from the research above was compiled and stored in an electronic database. The words were evaluated and the word lists for the program were developed and designed for each grade level</p>	<p>Included in separate handout</p> <p>Words are chosen based on high frequency and high utility words that students use in reading and writing</p> <p>Includes core words, lookout words (tricky words), challenge words, review words, and My Words (students customized list)</p>	Words with frequency in writing	<p>Lists are created based on features students need to study in the letter-name alphabetic through derivational relations stages</p> <p>Words are grouped by frequency and complexity</p> <p>Fry's 300 instant sight words</p> <p>High frequency words</p>	Based on words most frequently used in writing

(table continues)

Table 12. (continued)

	<i>Houghton Mifflin</i>	<i>Scholastic Spelling</i>	<i>Sitton Spelling</i>	<i>Words Their Way</i>	<i>Treasures</i>
Vocabulary Included	Additional weekly vocabulary words are included in the program (social science, health)	Specific vocabulary words not included	Encouraged through building new words exercises and reading suggested literature A specific vocabulary list is not included	Specific vocabulary lists are included in each "unit" or stage but are encouraged through word hunts, sorts, discussion, and making new words activities	Additional weekly vocabulary words are included in grades 3 and up Words are related to the spelling pattern being taught and also focus on content areas, such as science and social studies
Lesson Format	A 5-day plan with an alternate 3-day optional plan Day 1—phonics Day 2—spelling and vocabulary exercises Day 3—spelling and writing Day 4—spelling test practice and real-word vocabulary practice Day 5—assessment	Five day traditional format with 3-day option Day 1 Pretest/self-check, phonemic awareness Day 2 Practice activities (writing sentences with spelling words) Day 3 Writing-proofreading, grammar, punctuation Day 4 Dictionary skills, practice test Day 5 Posttest/self-check, record in spelling notebooks words misspelled	Lesson format is not traditional 5-day layout 3 3 units (spiral review in each) Pretest/posttest format, which is called "word preview" Spend 3-4 days on skill-building activities Spend 2-3 days on testing—assess words and skills section	Charts are provided that include how to set up circle, center, and seatwork Blocks of time to study and practice word sorts are suggested A weekly schedule of word sorting, drawing and labeling, cutting and pasting, word hunts, and games are suggested	Five-day traditional format with a three-day option Day 1 pretest/self-check with phonics instruction Day 2 practice activities including word sorts and worksheets—fill in the blank with the missing spelling word Day 3 proofreading and grammar exercises Day 4 vocabulary development exercises Day 5 assess/posttest, self-check and record in notebooks

(table continues)

Table 12. (continued)

	<i>Houghton Mifflin</i>	<i>Scholastic Spelling</i>	<i>Sitton Spelling</i>	<i>Words Their Way</i>	<i>Treasures</i>
Writing and Proofreading Components	<p>Proofreading components include</p> <p>Correcting reading passages</p> <p>Writing assignments that mimic the proofreading assignment (i.e., writing a magazine article about someone you think is an artist using 5 spelling words)</p>	<p>Day 3 writing and proofreading activities</p> <p>Students write a journal entry about a city they have always wanted to see</p> <p>Students proofread a journal entry</p> <p>Students are asked to record ideas in a graphic organizer</p>	<p>Each lesson contains a “fix it” activity where students correct grammar and spelling mistakes in a sentence</p> <p>Students practice writing sentences with spelling words</p> <p>Independent writing is encouraged</p>	<p>Explicit proofreading and grammar exercises are not included in the TE</p> <p>Teachers are encouraged to integrate reading and writing exercises through the use of trade books, poetry, and everyday writing assignments</p>	<p>A separate writing and grammar component is included in the basal reader that give day-to-day activities</p> <p>Writing and proofreading is also provided in the weekly spelling plans, with day 3 focusing on using graphic organizer, proofreading excerpts in student books and practicing proofreading marks, writing prompts</p>
Study Procedures	<p>Self-correcting spelling words</p> <p>Copying and tracing spelling words</p> <p>Practice worksheets, word sorts, small group study</p> <p>Writing sentences with words, standardized testing practice</p> <p>Word study notebooks</p> <p>Filling in the blank with spelling words worksheets</p>	<p>Worksheets that include Completing sentences with spelling words, sorting words by pattern or sound, filling in the blank with a missing letter to complete the spelling word, finding antonyms /synonyms of spelling words</p> <p>Pretest, self-correct, practice test, posttest, record missed words in notebook</p> <p>Outlines the <i>see, say, link, write, check</i>, word-study path</p>	<p>Identify frequent spelling patterns</p> <p>Write and sort words with frequent spelling patterns</p> <p>Write words in alphabetical order</p> <p>Worksheets and student workbook with cloze story activities, writing activities, adding suffixes, prefixes to words</p>	<p>Word sorts, word hunts</p> <p>Partner activities/group work</p> <p>Games (Spelling Bingo)</p> <p>Student conferences</p> <p>Writing sentences with words</p>	<p>Outline a “read, say spell” study technique</p> <p>Partner work, word sorts, self-correction, writing using spelling words</p> <p>Worksheets—crosswords, filling in the blank to complete sentences, word sort activities, etc</p> <p>Word study notebooks</p>

(table continues)

Table 12. (continued)

	<i>Houghton Mifflin</i>	<i>Scholastic Spelling</i>	<i>Sutton Spelling</i>	<i>Words Their Way</i>	<i>Treasures</i>
Managing Spelling Program	<p>Steps for managing the HM spelling program include</p> <p>A lesson planner booklet and Teacher's Resource CD-ROM</p> <p>Plans and objectives for each day of week</p> <p>Practice books include below, on and above level practice sheets</p> <p>Managing small group instruction or how to group students according to assessments is not discussed or outlined</p> <p>Additional activities and explanation of sounds and patterns for Spanish and Asian languages</p>	<p>Provides sample lesson planning</p> <p>Does not discuss how to group students for small group instruction or individual needs</p> <p>Student work or example assessments are not provided</p>	<p>Does not provide a lot of information on how to continually assess student progress</p> <p>The program is based on review of words throughout each unit</p> <p>Provides a brief outline of how to set-up a schedule (see above) but does not provide a lesson or unit layout example</p>	<p>Each chapter provides a section on word study routines and daily management plans</p> <p>Instructional activities are provided, daily activity charts, and how long to spend on each activity</p> <p>A CD-ROM is included that provides teacher classroom examples of small and whole group instruction</p>	<p>Provides sample weekly and daily lesson planning</p> <p>Provides suggestions for managing small groups and large group lessons</p> <p>Does not include samples of student work</p>
Assessing Student Spelling	<p>Assessment components within the HM program include</p> <p>Diagnostics Assessment Inventory—Qualitative spelling inventory</p> <p>Progress monitoring—which includes unit tests and review tests, dictation test sentence, alternate standardized format tests</p> <p>Cumulative tests—year-to-date tests in standardized formats, spelling and proof-reading tests, writing prompts, and rubrics and evaluation guides</p> <p>Test Generator CD-ROM—interactive and self-scoring tests, unit, review, and cumulative tests, generate alternate versions, report by student and class</p>	<p>Pretest before each weekly unit</p> <p>Every 6th lesson is a review of the first 5</p> <p>Blackline masters that include individual and class progress chart</p> <p>TE includes benchmarks for grading spelling in writing</p>	<p>Word Test—cloze story word test after each unit</p> <p>Extended spelling assessment options—sentence dictation test, create a writing piece</p> <p>Students record misspelled words into their notebooks</p>	<p>Chapter 2 is devoted to assessment tools and how to assess students' developmental stage</p> <p>Informal observation techniques, qualitative spelling inventories and formal spelling inventories are included</p> <p>How to analyze spelling inventories are discussed</p> <p>Teacher examples of student inventories are discussed</p>	<p>Formal and informal assessment pieces are included</p> <p>Additional books are included that allow teachers to customize tests</p> <p>Promotes the use of pretest, self-correct, posttest, record missed words approach</p> <p>Provides standardized testing practice through blackline masters</p>

(table continues)

Table 12. (continued)

	<i>Houghton Mifflin</i>	<i>Scholastic Spelling</i>	<i>Sitton Spelling</i>	<i>Words Their Way</i>	<i>Treasures</i>
Dictionary Practice	<p>Dictionary practice is included in the upper grades (3rd and 5th)</p> <p>Students practice pronunciation of words, definitions, syllables, homophones, etc</p>	<p>Alphabetical order, writing/identifying definitions, pronunciation key</p> <p>Lessons on how to use thesaurus</p>	<p>No dictionary practice</p> <p>Students do study homophones, affixes, compound words, opposites, and word meanings, but actual use of a dictionary is not included</p>	<p>Not a component/ emphasis within the program</p>	<p>Provides weekly dictionary practice at grades 3 and up</p> <p>Focuses on homophones, using a pronunciation key, finding the correct definition, parts of speech, etc</p>
Supplemental Materials	<p>Word Sort Cards</p> <p>Teacher's Resource</p> <p>Blackline masters</p> <p>Daily Vocabulary</p> <p>Enrichment workbook</p> <p>Overhead Transparencies and Blackline masters</p> <p>ELL support booklet and audio CD</p> <p>Tests Blackline masters</p> <p>Lesson Planner and Teacher's Resource CD-ROM</p> <p>Test Generator CD-ROM</p> <p>Online support including spelling review and making additional worksheets for practice</p>	<p>Audiocassettes</p> <p>CD-ROM that provides additional practice through word play activities</p>	<p>CD ROM with blackline masters and chant along rhymes</p> <p>Rhymes and Activities workbook</p> <p>Spell check cards</p> <p>Core word activity cards</p> <p>100 words chart (first 100 core words)</p> <p>CD-ROM grade specific training</p> <p>Workbook to introduce vocabulary words (grade 4 and up)</p> <p>Teaching posters with rules and rhymes for spelling</p>	<p>Word study notebooks</p> <p>Library (leveled texts)</p> <p>Teachers resource CD with games and sorts</p> <p>CD with teacher examples working with students in the classroom</p> <p><i>Big Book of Rhymes</i></p>	<p>Vocabulary, word building high-frequency word card and sound-spelling cards</p> <p>Transparencies and sound spelling workboards</p> <p>"How to guide" for managing small groups, weekly contracts and a rotation chart</p> <p>A home-school connection workbook</p> <p>Literacy workstation flipcharts</p> <p>EL Resource book and a visual vocabulary resource</p> <p>Progress monitoring assessment workbook, diagnostic assessment workbook, and summative assessment component</p> <p>Digital resources are also available online and through CD ROM's and jump drives</p>

activities are included in the teacher's edition for the teacher to choose which are appropriate for his or her students. The *Sitton Spelling* program emphasizes the importance of reviewing words and word patterns as well as including spelling patterns in rhymes and poems. The *Sitton Spelling* program includes language-based approaches that include the explicit teaching of phonics, phonemic awareness, and morphological awareness. The design of this program also includes an eclectic approach to teach spelling but differs in the three programs above in that it does not include traditional approaches to teach spelling. The *Sitton Spelling* program concentrates on word and word patterns based on frequency word lists but spelling lists are to be created from students' writing samples and the words they have difficulty spelling.

Words Their Way follows a developmental spelling approach to teaching and learning words and focuses on visual skills, word study, and examining, manipulating, and categorizing words. The focus of the program is to determine the developmental stage of each student in the class and for the teacher to design appropriate word lists and spelling activities for each developmental stage represented in the class. The outline of the program does not follow a 5-day lesson plan schedule and teachers are encouraged to work with students at specific level of spelling development.

Research Support and Letter of Introduction

Three of the spelling series, *Scholastic Spelling*, *Sitton Spelling*, and *Words Their Way*, offer research support and letters of introduction to the teacher. The programs emphasize and explain how phonics, word study, and assessment are pieces to the program and how they are used in the program. *Houghton Mifflin* and *Treasures* does not offer

research support for the teacher to review, and the framework and theoretical basis of the program is not outlined or explained in the text.

Objectives and Standards

Daily objectives are provided in three of the five spelling programs, which include: *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures*. Three to five objectives are provided for each daily lesson throughout every grade level. State standards are included only in the *Treasures* program. *Sitton Spelling* and *Words Their Way* does not include objectives or standards within their spelling programs.

Word Selection Rationale

A spelling word selection rationale is included in every spelling program. The *Houghton Mifflin* program outlines how the spelling words were chosen and then selected for each grade level in the back of the teacher's edition. Several research based lists were gathered and compiled in an electronic database and word lists were provided based on the database. The *Scholastic Spelling* program provided a word selection rationale in a separate handout from the teacher's edition. Words were chosen for the program based on high frequency and high-utility words that students use in reading and writing. *Sitton Spelling* includes words for their program based on high-frequency words used in writing. *Words Their Way* spelling lists are created based on features students need to study in the letter-name through the derivational relations stages. Words are grouped by frequency and complexity. Word lists in the program also include Fry's 300 instant sight words and high frequency words. In the *Treasures* spelling programs spelling word lists were developed from high frequency words used in everyday writing.

Vocabulary Emphasis

All the spelling programs have some type of vocabulary emphasis or encourage the use of vocabulary in their lessons. Specific vocabulary lists are included in *Houghton Mifflin* and *Treasures*. These programs include three to five vocabulary words that relate to content areas each week in grades 3 and higher. The *Scholastic Spelling* program does not include specific vocabulary words but encourages students to find words with the spelling pattern being taught in their science, social studies, or health textbooks. The *Sitton Spelling* and *Words Their Way* programs do not include specific vocabulary lists but encourage learning new words through the use of making words and using graphic organizers to make connections between words and their meaning. For example, one activity in the *Words Their Way* program asks students to make a semantic web about volcanoes.

Lesson Format

A traditional lesson format is provided in three of the five spelling programs. These programs, *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures*, all present a 5-day lesson planner for teachers. Each unit follows the same pattern or routine for teaching a pattern or sound. Students are provided word lists that consist of 5 to 25 words per week depending on the grade level. Additional strategies and English language learner activities are provided in text boxes below each daily lesson. All three of these programs encourage the pretest, self-correct, posttest, record method for practicing and studying weekly spelling words.

The *Sitton Spelling* program is not set up for a traditional 5-day spelling program. The program is divided into units, where the teacher chooses from a variety of activities to complete with his or her students. The program also includes the pretest, self-check, posttest

format. The final assessment is based on a closed-word paragraph test, versus the traditional test where students write out the spelling word after the teacher pronounces the word. The program suggests spending 3 to 4 days on skill-building activities and 2 to 3 days on assessing words and skills section.

Words Their Way does not provide a traditional layout approach for daily lessons but does provide example charts and schedules for teachers to base their lessons from. Charts are included and the text outlines how to set up circle, center and seatwork time. Word study blocks, which consist of an extended period of time to do group, circle and seat work, are suggested and examples are provided for how these are created and taught. A weekly schedule is provided for how word sorting activities could be designed. Although traditional word lists and specific daily lessons are not provided, daily and weekly routines and examples of weekly plans and activities are included in the *Words Their Way* program.

Writing and Proofreading Components

An emphasis on writing and proofreading components are included in all of the spelling series. The integration of transferring spelling words to everyday writing is a component that is highlighted in every program. The more traditional programs, *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures*, all incorporate these activities through specific lessons and usually designate one day throughout the week to focus on these skills. These programs all include passages each week for students to read and correct by practicing proofreading marks. Furthermore, students are all asked to write a journal entry or writing piece on a specific topic each week that relates to the proofreading practice. *Houghton Mifflin*

also offers a daily proofreading practice where students correct a sentence written on the board.

The *Sitton Spelling* program encourages proofreading through a “fix it” exercise where students correct a sentence that has grammar and spelling mistakes. The program also suggests that students practice proofreading within their daily writing assignments and find words they are using in their writing that are introduced in their spelling lesson. Additionally, many chants and poems are included that focus on grammar skills to help students remember tricky or challenging spelling rules, such as the difference in *there*, *their*, and *they’re*.

The *Words Their Way* program emphasizes the importance of connecting the reading, writing, and spelling experience. Teachers are encouraged to integrate reading and writing exercises through the use of trade books, poetry, and everyday writing assignments. Specific proofreading exercises are not provided in the *Words Their Way* program.

Study Procedures

All the spelling programs promote the use of students’ self-correction of their own spelling errors. Each program emphasizes the importance of students recognizing their own mistakes and recording their mistakes in a spelling notebook. The use of a pretest and posttest is also a component of each of the spelling programs reviewed. All the programs include a student workbook or student edition that provides additional practice for word sorting or recording misspelled words. Sorting words by sound or spelling pattern is a component in all the programs and this activity is practiced through worksheets, letter cards, word cards, and creating charts. Copying and/or tracing letters is a component of the traditional programs (*Houghton Mifflin*, *Scholastic Spelling*, *Treasures*) in the early grades. Cloze story

worksheets are included in all the spelling programs except *Words Their Way*. Traditional worksheets that include crossword puzzles, finding the misspelled words, writing words in alphabetical order, etc., are components in four of the five programs, with the exception being the *Words Their Way* program. Each series does place some emphasis in grades 3 and up on morphology and breaking words into segments to help understand and figure out more complex spelling patterns. Writing sentences with spelling words is a study component in every program, except *Words Their Way*. The *Sitton Spelling* and *Words Their Way* programs both focus on study techniques that include a variety of games for students to play in groups or with partners. The *Words Their Way* primary focus is on word sorting activities that focus on meaning and patterns of words.

Managing Spelling Programs

Each spelling program provides an outline, chart, and/or example of how to set up daily or weekly lessons. The *Houghton Mifflin* and *Treasures* programs include additional resources and CD-ROMs that allow teachers to manage and create lesson plans. Specific daily lesson plans are provided for whole group instruction within *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures*. Specific strategies for managing small group instruction are provided in the *Words Their Way* program and in *Treasures*. The *Words Their Way* program offers a CD-ROM that provides classroom examples of a teacher leading a word sort with a small group. The *Sitton Spelling* program does not provide a lot of explicit information in the text for managing the program, but instead provides a general overview of how the program and unit would look if planned by a teacher. This is provided in the “teacher notes” section of the teacher’s edition. *Words Their Way* is the only program that provides samples

of student work and student assessment, spelling words, as well as writing samples from students within each stage of development.

Assessment

Both the *Houghton Mifflin* and *Treasures* spelling programs provide additional resources that include a variety of assessments. Diagnostic assessment, qualitative spelling inventories, as well as standardized testing practice are all additional resources in these two programs. Cumulative tests and test generator CD-ROMs are also included in these two programs. The *Scholastic Spelling* program offers blackline masters that are designed to record individual and class progress and every sixth lesson in the *Scholastic Spelling* program is a review lesson. The teacher's edition in the *Scholastic Spelling* program also includes benchmarks for grading spelling in writing.

Sitton Spelling includes a formative assessment of high-frequency words and cloze story word tests that assess which words students have not yet mastered. The focus of the *Sitton Spelling* program is based on a spiral review, where students continually encounter many of the same patterns and sounds for review throughout each grade level. Additional assessments include sentence dictation tests and creating a writing piece to assess.

The *Words Their Way* program focuses a chapter on assessment and this is a core element to the program and the foundation for teaching spelling. Assessments are discussed in the beginning of the text and it is recommended that teachers assess students before assigning or planning spelling words or instruction. Informal observation techniques, qualitative spelling inventories, and formal spelling inventories are included. Additionally, the analysis of spelling inventories is discussed in detail, while this is not explained in the

other programs. Lastly, the *Words Their Way* program is the only spelling program studied that provided teachers with examples of student inventories.

Dictionary Practice

Dictionary practice is included in the eclectic/traditional programs (*Houghton Mifflin*, *Scholastic Spelling*, and *Treasures*). These programs provide specific lessons in grades 3 and up that focus on pronunciation of words, parts of speech, identifying correct definitions, etc. Although students do study homophones, affixes, opposites, compound words, etc., in the *Sitton Spelling* and *Words Their Way* programs, specific dictionary practice is not included in the teacher and student editions.

Developmental Approaches

While all the spelling programs encourage the use of word sorts, word hunts, and making words with letter patterns, only the *Words Their Way* program follows a direct developmental approach to spelling. While *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures* all offer a variety of spelling activities and components and approach spelling with a standard word list for the whole class to learn on a weekly basis. The *Sitton Spelling* program encourages the use of individualized spelling lists, but does not follow specific stages of development or offer in depth assessment components to identify the spelling level of a student.

Supplemental Materials

All the spelling programs examined offer additional supplemental materials. Each program offers CD-ROMs that include lesson planning components or examples of lessons

taught by teachers. The *Houghton Mifflin* and *Treasures* programs offer numerous supplemental materials. All the spelling programs encourage and provide spelling notebooks for students to record misspelled words and writing pieces. Blackline masters are included in all programs. Online support is also included for these programs, but is fairly limited. Most of the online components include making additional worksheets for students.

English language learners are addressed in all the spelling programs, except *Sitton Spelling*. There are a variety of ideas, activities, and extra support books provided for the teachers in these programs. The *Scholastic Spelling* program is fairly limited in that the suggestions are limited to one-two per unit and usually suggest the teacher repeat the spelling words slowly for the ELLs. The emphasis on Spanish speaking and Asian speaking students is the focus of the ELL support guides in each program.

Authors of the Program

There are several authors for each program and some of the authors contribute to more than one program. For example, Shane Templeton is an author for both the *Houghton Mifflin* program as well as the *Words Their Way* spelling program. Furthermore, Donald Bear is an author in the *Houghton Mifflin*, *Words Their Way*, and *Treasures* spelling programs. While many of these programs overlap in activities and content, only the *Words Their Way* program focuses on developmental spelling. The *Words Their Way* program emphasizes the importance of understanding stages of spelling development and focuses on moving away from traditional word lists for the entire class to learn each week. Bear and Templeton also outline that the *Words Their Way* program encourages “Hands on opportunities to manipulate word features in a way that allows them to generalize beyond isolated, individual example to

entire groups of words that are spelled the same way” (Bear et al., 1996, p. 3). Moreover, a critical component of the *Words Their Way* program focuses on assessment of the individual student and provides several spelling inventories, assessments and examples of assessments in the book along with detailed explanation about how to use and the importance of these assessment pieces.

The teacher’s and student’s editions provide a variety of skills and activities at each level. Table 13 is a cross analysis chart that provides information on each series and components that were examined within each series.

Objectives and Lesson Format

As can be seen in Table 13, most of the spelling programs offer a clearly organized layout for preparing lessons and stating objectives for each spelling unit. All the spelling programs analyzed offer some type of self-correction component and word sort activity. Small group work is emphasized in all programs, although some of the suggestions and lesson plans are limited, such as in the *Scholastic Spelling* program. All series provide an overview or outline on how to manage and organize classroom instruction, except for the *Scholastic Spelling* program. Sample student work is only provided in the *Words Their Way* program and this is the only program that discusses in detail how to assess and interpret developmental stages of spelling. Overall, worksheets continue to be a component of the majority of spelling programs, except in the *Words Their Way* program, and word study notebooks have become a component of all the spelling programs reviewed.

Table 13. Teacher's Edition

	<i>Houghton Mifflin</i>	<i>Scholastic Spelling</i>	<i>Sitton Spelling</i>	<i>Words Their Way</i>	<i>Treasures</i>
Clearly stated objectives and standards	Y	Y	Y	Y	Y
Write or study high frequency words	Y	Y	Y	Y	Y
Instructions for individualizing program	Y	N	Y	Y	Y
Teacher gives pre- and posttest	Y	Y	Y	Y	Y
Self-correction opportunities	Y	Y	Y	Y	Y
Worksheets, fill in the blank activities	Y	Y	Y	N	Y
Word sorts	Y	Y	Y	Y	Y
Student conferences	N	N	N	Y	N
Small group work	Y	Y	Y	Y	Y
Word study notebooks	Y	Y	Y	Y	Y
Retests words every 6-12 weeks	Y	Y	Y	Y	Y
Five-day format/ lesson structure	Y	Y	N	N	Y
Sample student work	N	N	N	Y	N
Steps on managing and organizing classroom	Y	N	Y	Y	Y
Discusses how to assess and interpret developmental stage	N	N	N	Y	N

The student's editions in each series contain a variety of strategies and activities to help reinforce concepts being taught by the teacher. Table 14 compares student's editions and the frequency of activities at one grade level that are in these books.

As can be seen in Table 14, the *Words Their Way* program concentrates on word sorts and spelling games. Traditional approaches to teach spelling that incorporate dictionary practice and copying and tracing words are not components of this series. Games are a focus of *Sitton Spelling* and *Words Their Way*, which encourage a nontraditional spelling approach. *Sitton Spelling* also incorporates many rhymes, songs, and poems throughout their program. While the other three programs, *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures*, do not incorporate word sort activities as well as the focus of word meanings, they also include more traditional approaches to teach spelling. These approaches include copying spelling words, writing sentences with spelling words as well as dictionary practice. Overall, all the programs incorporate writing integration activities and proofreading skills into their program as well as self-study of words and the use of the self-correction process for spelling.

Tables 13 and 14 provide an example of and overview of all five programs that were examined in this study. The similarities as well as the differences are apparent from the tables and summaries provided.

SUMMARY

From the spelling programs analyzed, similarities as well as differences can be identified. Overall, the spelling programs either have a very limited introduction or overview of the program or offer no overview of the program in the teacher's edition. *Sitton Spelling* and *Scholastic Spelling* include additional handouts in their program that provide an

Table 14. Frequency of Activities in Spelling Programs

	<i>Houghton Mifflin</i>	<i>Scholastic Spelling</i>	<i>Sitton Spelling</i>	<i>Words Their Way</i>	<i>Treasures</i>
Phonic/rule generalizations	2	2	4	2	5
Memorization	-	1	-	1	2
Vocabulary focus	1	2	1	1	5
Self-study of words	1	1	5	5	2
Word sorts	2	1	1	6	1
Copy/trace words	3	4	2	-	1
Writing integration activities	1	1	2	2	3
Write sentences with words	1	2	2	-	2
Games	1	1	6	6	2
Rhymes/songs/poems	-	1	5	1	2
Word and picture hunts	1	1	3	1	2
Finger pointing/tracking words	-	1	-	1	2
Memory techniques	-	1	5	4	2
Dictionary practice	1	2	-	-	3
Word meanings: prefixes and suffixes, homophones, synonyms/antonyms	1	2	7	2	3
Proofreading/editing/grammar practice	1	2	1	-	3

overview of the program and how it was created. A few theoretical researchers are cited in these programs and *Scholastic Spelling* uses their own authors as their research basis. *Words Their Way* is the only program that provides an in-depth introduction to the program, explains the basis for the program, and cites several researchers and theorists in the area of spelling.

The programs all offer a variety of study components and focus on students' learning and understanding sounds and patterns in order to spell words. The majority of the programs follow a more traditional format, where students are provided a weekly word list and are then assessed at the end of the 5-day lessons. The *Words Their Way* program is the only spelling program that follows a true developmental spelling approach to teach spelling and learning words. All the programs emphasize the importance of writing with the use of spelling words and provide activities that allow students to transfer their spelling words in to writing pieces.

Furthermore, the programs also offer additional components for English language learners and make provisions and suggestions to teachers when teaching spelling words. The *Sitton Spelling* program is the only program that does not address English language learners. Supplemental materials are included in all programs and additional texts, spelling notebooks, and word cards are included in all the programs. *Scholastic Spelling* is the only program that was reviewed where supplemental materials were limited. When reading chapter 4 and reviewing the program summary tables, it can be seen that some changes have been made to spelling programs in the recent years, although several of the programs also offer some of the same approaches to teaching spelling that were encouraged over 20 years ago.

CHAPTER 5

AN EXAMINATION OF THEMES AND IMPLICATIONS

INTRODUCTION

The spelling programs, *Houghton Mifflin* (Templeton et al., 2006), *Scholastic Spelling* (Moats et al., 1998), *Sitton Spelling* (Sitton & Hanno, 2006), *Words Their Way* (Bear et al., 1996), and *Treasures* (Bear et al., 2010) were analyzed in this study. The study focused on three main questions along with three sub question. The questions that were examined included:

1. To what extent do current spelling series reflect research-based practices? A sub-question asks, what underlying theoretical framework is stated or implied in each series?
2. What types of spelling strategies, activities, and techniques are represented in student workbooks and teacher editions?
 - a) Do they reflect current research and/or the theoretical framework stated or implied in each series?
 - b) Do spelling program provide multiple strategies, techniques, and activities in order to differentiate instruction for diverse learners?
3. In what ways are these programs similar or different?

This chapter summarizes and discusses the questions that were analyzed in the study and in addition discusses any major themes that occurred while conducting the study. The purpose of this study was to understand more about current spelling programs being used

throughout the United States and determine if these programs are implementing current best spelling practices. Furthermore, the study analyzed how the programs are designed for teachers and students. The types of strategies and activities presented in teacher and student textbooks were analyzed in order to determine how spelling lessons are being presented to teachers and students. The study compared and contrasted the spelling programs being evaluated and also looked at any themes that occurred when analyzing the spelling series.

This research was completed in order to provide teachers, administrators, and school districts an in-depth look at how spelling programs are developed, organized and meet the needs of students. This study is contributing to a limited body of literature on spelling textbooks and provides a current study on the topic of spelling theories, approaches, and strategies. The most current and popular spelling programs were chosen for this study in order to ensure the study evaluated the spelling texts most commonly being used in schools and in order to provide the educational community and understanding of how these programs are similar and/or different.

FINDINGS AND INTERPRETATIONS

The findings are organized around the research questions that were designed for the study. The first question and sub-question focused on the spelling series' reflection of research-based practices and the framework within each series. This question proved to be a significant component to the study and provided insight about how these programs are developed and organized for teachers and students.

Theories Represented in the Spelling Series

Two of the spelling series, *Houghton Mifflin* and *Treasures*, did not provide an overview, introduction, or any research-based background to their programs. The teacher's editions introduced the authors and contents of the program. Theoretical perspectives and a basis for how the series was developed were not explained in the texts. Therefore, teachers using either of these programs are not provided with a theoretical basis for the program or a rationale for why the program should be used. Teachers using these programs are not aware of how the strategies and activities relate to research and if it supports best practices in spelling research.

The *Scholastic Spelling* program offers an additional handout for teachers that does outline the research basis for the program, but only cites the authors' research on spelling. Additional researchers in the field of spelling are not mentioned. The *Scholastic Spelling* program was also the most dated of all the programs reviewed and was published in 1998. Therefore, it does not offer current research on best practices in spelling instruction.

Two of the programs offered research support that described current and past theories about spelling instruction. The *Sitton Spelling* series provided additional handouts that included theories and research on spelling instruction and discussed how these theories formed the foundation of the program. The *Sitton Spelling* program includes a combination of approaches that were used in the teacher and student editions to teach spelling. The *Words Their Way* spelling series also included research on their approach to teaching spelling and dedicated the first chapter of the book to explaining how the program was formed and how spelling impacts literacy instruction. The series discusses in detail the theory of developmental spelling and the components of the stages of spelling development. This is the

only program analyzed that discussed in detail the philosophy of the program and incorporated the developmental spelling theory throughout their textbook.

Framework of the Spelling Series

One of the sub-questions within this study focused on the framework of the spelling series. Based on the activities presented in *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures*, the framework of the programs follows language-based approaches that focus on phonics instruction, phonemic awareness, and morphology. Understanding letter sounds and word parts are emphasized in these programs. In addition, all three of these programs continue to include traditional components to spelling instruction, including a weekly word list, copying or tracing letters or words, and repetitive worksheets that review the vowel or syllable pattern being taught for the week.

The *Sitton Spelling* series framework focuses on building visual skills and word knowledge through a combination of theoretical approaches. The majority of the program includes language-based approaches and learning words and sounds through rhymes and games. A traditional approach, such as completing worksheets and writing spelling words multiple times, is not emphasized in this series. An individualized approach to teaching spelling is encouraged and teachers are expected to create word lists for students based on their misspellings in their writing assignments.

Words Their Way is a series that promotes and sets up a spelling program based on a student's developmental stage of development. The framework of the program focuses on intense word study at a student's developmental level and word lists are created based on the student's spelling needs. The framework encourages individualized assessment, student

conferences about spelling progress, and providing students with independent word study time.

These findings reveal that current research and theories are not represented or discussed in three of the five programs analyzed. Teachers using the spelling programs *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures* are not informed on what researched based practices are being implementing in their classroom and if these practices are current or dated. Teachers implementing the *Sitton Spelling* program are offered additional research information in a separate packet that describes the basis for their program. *Words Their Way* is the only program that discusses in the actual teacher's edition the philosophy of their program, why it is needed to promote literacy instruction, and the theorists that support the basis for developmental spelling.

The framework is similar in *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures*. These three programs include more traditional approaches for teaching spelling and include lessons that follow language-based approaches. The *Sitton Spelling* series emphasizes learning words through visual skills and encourages an individualized approach to teaching spelling. Teachers are encouraged to develop customized word lists, although they are not based on a student's developmental spelling stage. The framework for *Words Their Way* includes lessons that utilize word sorting, word hunts, and word study notebooks. Students are provided hands-on opportunities to manipulate word features that allow them to generalize beyond isolated individual examples.

Spelling Strategies, Activities, and Techniques

The second research question in this study focused on the types of spelling strategies, activities, and techniques represented in student workbooks and the teacher's editions. A sub-question focused on whether or not the strategies represented the expressed or implied theoretical framework in each series. Each of the spelling programs had unique components but some shared similar strategies and activities for teaching spelling.

A theme that consistently occurred in all five spelling programs was the use of integrating writing into spelling lessons. All the spelling programs studied included some form of a writing lesson that focused on the spelling pattern or rule being taught for the week. The more traditional spelling programs, *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures*, all follow a 5-day weekly format where one day of the week students complete a writing assignment. Students are provided a topic and asked to use spelling words in their writing. These programs also include specific dictionary and grammar practice each week. The *Sitton Spelling* program incorporates writing into each spelling unit and asks students to write or respond to a writing prompt read by the teacher or on a content area subject, such as Native Americans. The *Words Their Way* program addresses writing assignments in a variety of methods. For example, in the emergent literacy stage, the program suggests that teachers set up a writing center area in the classroom with a variety of papers, alphabet stamps, and markers. Writing opportunities support the spelling literature that suggests that one of the best ways to develop fast and accurate perception of word features is to engage in meaningful writing experiences.

In addition to writing components being included in the spelling series, all the series also encouraged the use of the pretest, self-correct, posttest, and recording misspelled words

for a study method. All five programs analyzed focused on the students self-correcting their spelling words and recording their misspelled words into a spelling notebook. This practice moves away from methods used in the past to teach spelling where students were given a word list to study for the week and the provided a Friday test that the teacher graded. All of the spelling programs offered additional notebooks for students to create a list of words that they misspell from their weekly word list.

Management of the Programs

When reviewing the teacher's edition, the management and organization of the spelling programs were evident. Three of the programs, *Sitton Spelling*, *Words Their Way*, and *Treasures*, all included numerous activities, and the teacher's editions were complex and laid out in a way that could make it difficult to plan and organize lessons.

The *Sitton Spelling* program includes a section titled "teacher notes" in the teacher's edition. This section explains in paragraph format general questions about the program and how to implement lessons in the classroom. This information is broad and does not provide detailed information or an example of how a lesson would look. The program is divided into units, but within each unit there are numerous activities. The teacher is not expected to teach all the activities, but choose from what best meets the needs of her students. Again, there are numerous activities to choose from and all address different spelling components. For a new teacher that has just begun their career or a veteran teacher that is used to a more traditional program, the number of activities and information provided might be overwhelming and confusing. Additionally, because the program is individualized, teachers are to create customized word lists for their students but are not given a lot of assessment tools in this

program to assist in creating these lists. Teachers are instructed to create word lists based on student writing samples.

The *Words Their Way* program is another series that provides a lot of information in their text. The layout of the teacher's edition is in paragraph format and there is a significant amount of information to read, understand, and organize. The assessments are very detailed and while they provide teachers a lot of insight about the students, they take time to learn and implement properly. The activities for each stage are also time consuming components for teachers. Making letter cards for each spelling stage represented in the class, folders, charts, etc., all require a lot of time that might be overwhelming for a first-year teacher, considering she has other subject areas to plan for at the primary level.

The *Treasures* program integrates their spelling program into its entire literacy series. While this integrated approach offers some benefits, the program and the actual textbook are immense. There are individual sections on reading, writing, comprehension, grammar and punctuation, vocabulary and spelling. Within these sections, there are several lessons to complete each day. Additionally, there are sections designated for small group instruction for "approaching," "on," and "beyond" levels as well as for English language learners. While this program addresses many components of literacy, the series is comprised of lessons and activities that would consume an inordinate amount of instructional and planning time.

The *Houghton Mifflin* and *Scholastic Spelling* programs both provide more manageable plans for teaching and instruction. The information is presented clearly and the assignments are manageable. The *Scholastic Spelling* program also offers a manageable teaching plan that is not overwhelming for teachers to implement. The format and structure of the weekly lessons are easy to understand and logical in sequence.

Expressed and Implied Theoretical Approaches

When examining each series, the theoretical approaches were noted, whether implied or explicitly stated, and a determination was made as to how closely the content adhered to the theoretical approach. Two of the five series (*Houghton Mifflin* and *Treasures*) did not outline their theoretical approach so the implied approach was determined based on the content. The other programs did follow their stated theoretical approach. The *Scholastic Spelling* program's theoretical framework supported the view that words are able to be studied and learned by understanding and learning patterns and rules in the English language. The majority of the lessons in their program focused on these types of skills. *Sitton Spelling* emphasized the importance of visualization strategies and the framework of moving away from a traditional 5-day approach to teaching spelling. *Words Their Way* followed a strictly developmental approach to teach spelling and supported this theory throughout their text.

Differentiated Instruction for Diverse Learners

A sub-question within this research focused on differentiated instruction for diverse learners. Several key themes emerged when exploring this area in the teacher and student editions. All the programs analyzed addressed the needs of students by providing different forms of instruction based on individual spelling levels. The *Words Their Way* and *Treasures* programs provided more support for spellers that were below or above grade level than the other three programs. All the programs, except *Sitton Spelling*, addressed the need for additional support for English language learners. The amount of support for English language learners varied for each program but the *Words Their Way* and *Treasures* programs offered the most support for these learners.

When addressing differentiated instruction for spellers that need additional support or additional challenges, the more traditional spelling programs, *Houghton Mifflin* and *Treasures*, offered extra workbooks and worksheets that included activities for practicing spelling words for below level spellers. Each lesson plan also included additional instruction opportunities for students that needed extra support with learning a particular letter, sound, or syllable types. Challenge worksheets were also components of these programs for students that were above average spellers. These worksheets usually contained riddles or a puzzle that used the spelling word to complete the riddle or phrase. The *Sitton Spelling* program focused on a “spiral review” concept where each unit reviewed spelling patterns and sound and therefore if students did not master a lesson, would have multiple opportunities to practice with the spelling skill in future lessons. For advanced spellers the *Sitton Spelling* series offered extension activities that included dictation sentences, for example. The *Words Their Way* program addressed the needs of below level, on level, and above level spellers by focusing on each student’s stage of spelling development. If students were placed in the proper developmental stage, they would be able to be instructed at the appropriate level and practice opportunities would address their learning needs.

An interesting area that emerged in the analysis was the issue of support for English language learners. English language learners are currently represented in many classrooms and explicit instruction for these learners is needed in the area of spelling. Since sounds are different for different languages, spelling strategies have to address these needs. All the programs, beside *Sitton Spelling*, offered some level of support for English language learners.

Houghton Mifflin and *Scholastic Spelling* both offered additional suggestions for addressing English language learners. Each unit presented a section within the unit that

focused on strategies to use with English language learners, specifically with Spanish-speaking students. Most of these strategies suggested that the teacher work with ELLs in a small group and focus on sound, how the mouth looks when words and sounds are said aloud and repeated practice saying and reading words.

Treasures also presents strategies to use with English language learners. Within each unit, the text provides small group lessons specifically for these learners. Sound cards are also labeled to let the teacher know if the sound being taught is similar to the Spanish sound. Several suggestions within each unit and additional support workbooks are included in this series. This program also offered tables in the teacher's edition that explained how a certain sound might be pronounced or heard to a Spanish- or Asian-speaking student.

The *Words Their Way* program offers the most ELL support of all the programs studied. Support for English language learners is addressed in every chapter. An in depth description of English language learners at each stage of development is provided as well as charts that include examples of Spanish to English sounds and how they are translated from both languages. Additional support is also provided in a separate English language support book.

Supporting the needs of students and differentiating instruction is an important concern in the educational community. Specifically, the need for additional strategies and teaching points are needed for teachers in order to instruct English language learners effectively. While support in the majority of the programs reviewed is fairly limited and tends to rely on worksheets and repetitive practice, the programs are beginning to address these needs. Specifically, instructional opportunities are being provided to help English language learners. This type of instructional need would not have been included in spelling programs

20 or 30 years ago and support for these learners would have been ignored by many educators. Seeing that teachers are being offered additional strategies to work with students that have additional learning needs and that textbook companies are including these components in their texts is a movement in the right direction for instructional materials.

Similarities and Differences Among the Programs

The final question posed in this research examined the similarities and differences among the five spelling programs analyzed. The study revealed that several of the programs were similar in their philosophical framework and design. The *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures* programs also were similar in the types of strategies and activities they provided to students. *Sitton Spelling* and *Words Their Way* differed when compared to the other three programs. A similarity among all programs included the study method of pretest, self-correct, posttest, and record method. *Words Their Way* suggest for teachers to also use the pretest, self-correct, posttest, and record method weekly, but is not a mandatory part of the program. Additionally, all programs encouraged the use of writing and transferring spelling words or patterns being taught into everyday writing. All the programs also included components to address diverse learners and every program, other than *Sitton Spelling*, discussed English language learners.

Strategies and Activities

The programs that were found to be most similar in structure and layout included *Houghton Mifflin*, *Scholastic*, and *Treasures*. These programs all presented spelling in their textbooks in a traditional format. For example, a weekly word list was provided for students that consisted of 10-25 words. All the words followed a similar pattern or sound to learn.

Challenge and vocabulary words were included in these word lists. A 5-day lesson planner was included and each lesson followed a similar routine. For example, day 1 was usually devoted to learning phonics or phonemic awareness, while day 3 was devoted to a writing activity and practicing proofreading in an article provided in the textbook. These programs all had a similar layout where teachers were given objectives for each daily activity in the top right hand corner of each lesson in the teacher's edition and then given instructions on how to teach the lesson on each page. Assessment in these series was similar in that they included review units after 6 weeks and offered additional assessments in the supplemental materials. Standardized testing practice sheets and cumulative review tests were included to support instruction. These programs also included diagnostic assessment pieces, but after students were assessed they were not provided an individualized word lists based on their spelling stage of development.

Words Their Way and the *Sitton Spelling* series differed in their layout compared to the other textbooks that were discussed above. The *Words Their Way* textbook designated an entire chapter on assessment and how to interpret assessments. The teacher's edition was divided into spelling stages and examples of teacher lessons and student work was provided throughout each chapter. Suggestions for how to set up word study time and games and activities to include in the classroom was a focus of each chapter. Monday through Friday schedules and small group work examples were provided but the activities were not created or presented in a way where teachers had to adhere to this schedule. The *Sitton Spelling* program presents spelling activities within units but the activities and lessons are flexible in how they are used by the teacher. Teachers can choose from a variety of activities that include correcting and proofreading a sentence, discussing a word pattern as a group, and

brainstorming other words that follow this same pattern, or playing a spelling game with the class. Both the *Words Their Way* and *Sitton Spelling* series place an emphasis on creating games with spelling patterns and sounds in order to review and make new words. Several examples of games are provided in both of these textbooks.

When reviewing these programs, the analysis shows that three of the five programs continue to follow a more traditional format in the teacher's and student's editions. The lessons in these three programs, *Houghton Mifflin*, *Scholastic*, and *Treasures*, are set up as a 5-day traditional plan that includes whole class word lists. The words are presented in list format and each lesson is designated to a particular skill for that day, i.e., phonics, proofreading, dictionary skills. The *Words Their Way* and *Sitton Spelling* programs both offer formats that do not adhere to the 5-day lesson plan and a specific word list for the entire class is not presented within each unit.

Program Design

There were strategies and activities that were found in all the spelling series. All of the series included the use of a pretest, self-correct, posttest, and record method for studying spelling words and patterns. This spelling strategy was encouraged in all the programs and the use of a student notebook to record misspelled words was included in all the programs. Another similarity found in the programs included the integrated writing component. All the programs encouraged the use of writing and the importance of transferring spelling words in to writing in some way. The more traditional series, *Houghton Mifflin*, *Scholastic Spelling*, and *Treasures*, all provided specific writing prompts and proofreading exercise in the teacher's edition. The *Sitton Spelling* and *Words Their Way* programs offered open-ended

writing suggestions for teachers and writing was not designated for a particular day of the week.

Differentiated Instruction

The theme of meeting the needs of all students was also a component presented in all the spelling programs. Students that are above and below level spellers were addressed in these series and specific activities were given to these students. All the programs, other than *Sitton Spelling*, addressed English language learners and provided additional strategies for working with these students. *Words Their Way* and *Treasures* provided the most information for these students and the strategies were more detailed than the two other programs, but English language learners were still components of the program.

RECOMMENDATIONS

When considering the use and implementation of future spelling textbooks, recommendations can be made to textbook companies as well as to administrators and teachers. Spelling textbook companies should consider the philosophy behind their program and address this in their textbooks. The textbook companies should present what research they are using for their program and how it impacts the spelling strategies and activities represented in the student and teacher editions.

Additional recommendations made to textbook companies include considering the amount of information and content in the spelling programs and how easily the spelling program can be implemented into a school day. One of the themes found when analyzing the research was the complexity of some of the spelling programs and the time it takes to implement and understand the programs. Even a program constructed from the latest and best

research will fall short if proven too complicated to implement in the classroom. From the study it is recommended that textbook companies take a close look at the activities, strategies, and materials they are providing to teachers and students and make a careful selection as to what are the most beneficial activities for students. While it is important to provide a variety of activities, too many activities can overwhelm a teacher who is trying to plan instruction for his or her students. Several of the spelling textbook companies still relied heavily on worksheets and blackline masters. Moving away from worksheet driven instruction should continue to be recommended to these major textbook companies.

While textbook companies have made an effort to include strategies for English language learners, these strategies need to be integrated throughout the program and additional strategies need to be provided for students. Many of the strategies mentioned were general statements that suggested repeating and pronouncing the spelling words slowly. While this strategy could help English language learners, additional strategies should be considered and recommended to teachers.

Teachers and administrators should be aware of the philosophy behind what they are teaching and know why it is current and proven effective in research. An introduction to the program and framework should be addressed in the teacher's edition. Teachers and administrators should be an active participant in the textbook selection process and familiarize themselves with current research on spelling instruction in order to choose the most appropriate spelling lessons for their students.

RESEARCHER REFLECTIONS

When developing and conducting the study, I began with biases about spelling textbooks and what I would find when conducting my research. Before beginning the study I assumed that most textbooks would follow a traditional approach to teaching spelling. Because of my past experiences teaching spelling at the third grade level, I made the assumption that the large textbook companies had not changed their programs to include additional strategies for teaching spelling. Throughout the research process I recorded my thoughts and observations in order to document the changes I made throughout the research process (Appendix D). As I researched programs I found there to be several programs that did follow traditional spelling approaches but at the same time incorporated new strategies and activities in their programs. Word sorting and writing integration activities were added components that I did not expect to find in the spelling programs. Additionally, I found three of the programs difficult in their management plan and in organization. When considering planning for instruction these programs exhibited an overwhelming amount of material for teachers to read and organize. My thoughts about the programs did change over time and I realized that even the spelling programs that followed a more traditional approach included additional strategies that incorporated writing components and instructional strategies for English language learners.

During the study, I found myself continually reflecting on the right balance of content and material in the textbooks. While it is important for teachers to have access to a variety of strategies and activities, it is also critical that the teacher feel comfortable with the materials and content in the textbook that he or she is using. I found that several of the programs contained so many activities for each unit that, as a teacher, I would have a difficult time

sorting through the materials and deciding which activities to use each week. I also found that one of the programs did not offer enough support to teachers and the activities and strategies were fairly limited in comparison to the other programs. Therefore, a critical component relates to the content in these textbooks and providing a variety of strategies for teachers and students while making sure the strategies that are included are meaningful and proven most effective for learning how to spell. I believe after reviewing these programs, that many activities could be eliminated from the series and the program would be just as beneficial, if not more beneficial, to the teacher and student.

After completing the study I also thought about how spelling programs should be formatted and set up for teacher use. This is a question that I am still considering but one that I believe could help merge the gap between traditional and current spelling approaches. I believe that the 5-day lesson format is a component that is convenient and easy format for teachers to study and read. The developmental spelling approach does not necessarily follow this same format but I believe there could be a way to format the stages of spelling in manageable lessons that are easier for teachers to study and implement. This is one area that I would like to continue to research and develop in order to help teachers feel that the developmental spelling approach is manageable for their students.

DISCUSSION

There is consistency between the research conducted on spelling textbooks in this study and the literature on spelling research. The research in the study found that traditional approaches to teaching spelling are still being used in the teacher's and student's edition textbooks. Many of the same strategies, such as whole class spelling word lists, copying

spelling words multiple times, and writing sentences with spelling words, are still components of spelling lessons within textbooks. In addition, several of the textbooks in the study include worksheet components that have students copy spelling words, complete word searches, and fill in missing words to complete a sentence. The activities are similar to activities used to practice spelling skills in the past. The research supports the lack of development in spelling instruction. Nies and Belfiore (2006) found that spelling instruction is often left behind and neglected compared to the other subject areas. While these programs offer traditional approaches to teach spelling, they also incorporate many language-based approaches into their lessons and activities. These components in a spelling program relate to the body of literature on phonics instruction and phonemic awareness. The research on phonics instruction is debated but many researchers believe that it is a crucial component in developing beginning literacy competence (Roberts & Meiring, 2006).

The *Words Their Way* program was found to be the one program in the study that supported current literature on spelling methods. This program followed the theory of developmental stages of spelling, which emphasize the importance of teaching spelling patterns and rules at a student's developmental stage of development. This program is individualized for the student and word lists are personalized for the student. These activities move away from the rote memorization of words and believing that spelling is predictable and can be learned solely by learning rules. Research supports the idea that spelling is a complex, knowledge-based process that evolves over time (Brown & Morris, 2005). Activities in the *Words Their Way* textbook rely on word study and interaction of print knowledge with words at the student's developmental stage.

As long as we continue to include more traditional approaches in spelling textbooks, teachers will not be able to familiarize themselves with new spelling theories and incorporate current spelling strategies into their lessons. Research supports individualized and hands-on approaches to teach spelling and textbooks need to continue to explore ways to support and encourage these learning methods. Textbook companies and authors need to present activities that incorporate the developmental spelling theory that are manageable and easy to use for teachers and students.

LIMITATIONS OF THE STUDY

Limitations of the study include the small sample size used of textbooks. While the programs that were studied are ones that are popular throughout the United States, there are still additional spelling programs that were not included in this study. In addition to only five spelling programs being studied, the study did not include teachers' use of these programs in the classroom. Therefore, how these programs are being implemented and used in the classroom is unknown. Future research needs to include how teachers are using these spelling programs in their classrooms and what activities they are choosing to use with their students on a daily and weekly basis. Another limitation to the study is that only three grade levels were studied and three lessons from each grade level examined in detail. In the future, additional lessons and grade levels may want to be considered.

CONCLUSION

This research study focused on spelling textbooks and the theories represented in the programs. In addition, other questions were posed that focused on strategies and activities represented in the textbooks, differentiated instruction, and how the programs were similar or

different. Through a comparative content analysis several themes emerged from the five spelling series studied. The absence of an overview or introduction to the program that would include information about the spelling theory represented in the text was a theme that was present in this study. Three of the five textbooks studied also incorporated traditional approaches as strategies for learning spelling words. The framework and management of the programs was also a component discussed in the findings and revealed that some of the programs were not easy to use or organize for instructional purposes. Integrating writing components and differentiated instruction for English language learners was also an emerging theme found in the spelling textbooks and four out of the five programs offered additional support for these learners.

In conclusion, I believe this study contributed to the body of spelling literature by studying current texts and theories around spelling. There are limited studies that are current in the area of spelling textbooks. Many of the programs studied offer numerous spelling strategies and activities and educators need to realize that many traditional approaches are still imbedded in these spelling programs. Furthermore, while there are programs that have included and provided new means for learning how to spell, additional organizational plans and management tools need to be considered and explored by the authors of these programs.

The integration of writing components into each of the spelling series should be noted. The spelling series all addressed transferring spelling words into writing and lessons were incorporated this skill were evident in all the units reviewed. While the structure of these writing lessons varied, all the programs included this strategy into their program.

Considering that teachers depend heavily on resources to teach and plan instruction (Fresch, 2007), research has to be conducted on these programs and the content being

presented to teachers and students. Fresch (2007) also found in her study with teachers that one of the most important issues teachers wanted to discuss about spelling instruction dealt with the programs and materials and wanting to incorporate materials in their lessons that provide current theories and strategies to teach spelling. Therefore, teachers have to be a part of the textbook adoption process and familiarize themselves with the programs offered to their school or district. More information and understanding of these programs is needed in order for states, districts, and schools to best meet the needs of their student population.

In addition, textbook companies need to be careful to differentiate between spelling and vocabulary words within their programs. Even though the programs have combined spelling and vocabulary instruction, students should not necessarily be required to learn how to spell vocabulary words along with the spelling word list. Many of the programs reviewed also included sight words as part of their word rationale. This should also be reviewed and not a component of the spelling lists, considering these are words that are learned by sight, not necessarily by sound or a specific spelling rule.

As mentioned in the literature review, there is a connection between reading, writing, and spelling. While several of the spelling programs include writing components, teachers and researchers have to continue to be cognizant of the best practices in writing and reading and the most beneficial way to integrate these literacy components in day to day lessons and activities. Writing activities need to continue to promote authenticity. Writing should be a natural process for students that allows them to create and develop stories that are meaningful to themselves and their readers. Textbooks should not just ask students to include words in writing pieces just because they are part of a weekly spelling list. Teachers and administrators need to consider these recommendations in order to make sure the programs they are

choosing for their state, school, and districts follow best practices and offer students lessons and activities that are research based and promote authentic learning.

REFERENCES

- Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Allred, R. (1977). *Spelling, the application of research findings*. Washington, DC: National Education Association.
- Anglin, J. M. (1993). Vocabulary development: A morphological analysis. *Monographs of the Society for Research in Child Development*, 58(10), 1-165.
- Apel, J., & Masterson, J. J. (2001). Theory-guided spelling assessment and intervention: A case study. *Language, Speech, and Hearing Services in Schools*, 32, 182-195.
- Arra, C., & Aaron, P. G. (2001). Effects of psycholinguistic instruction on spelling performance. *Psychology in the Schools*, 38(4), 347-363.
- Bear, D. R., Hasbrouck, D., Shanahan, T., August, D., Fisher, T. G., Gibson, L., . . . Tinajero, J. (2010). *Macmillan McGraw Hill: Treasures*. New York, NY: Macmillan/McGraw-Hill.
- Bear, D. R., Helman, L., Invernizzi, M., Templeton, S., & Johnston, F. (2006). *Words their way with English learners: Word study for spelling, phonics, and vocabulary instruction*. Upper Saddle River, NJ: Pearson/Prentice-Hall.
- Bear, D. R., Invernizzi, M., & Templeton, S. (1996). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Pearson/Prentice-Hall.
- Berelson, B. (1952). *Content analysis in communication research*. Glencoe, IL: Free Press.
- Bowey, J. A. (1995). Socioeconomic status differences in preschool sensitivity and first grade reading. *Journal of Educational Psychology*, 87, 476-487.
- Brown, J., & Morris, D. (2005). Meeting the needs of low spellers in a second-grade classroom. *Reading and Writing Quarterly*, 21, 165-184.
- Bruck, M., & Waters, G. (1990). Effects of reading skill on component spelling skills. *Applied Psycholinguistics*, 11, 425-437.

- Bybee, J. (1995). Diachronic and typological properties of morphology and their implications for representation. In L. E. Feldman (Ed.), *Morphological aspects of language processing* (pp. 225-246). Hillsdale, NJ: Erlbaum.
- Carlisle, J. (2003). Morphology matters in learning to read: A commentary. *Reading Psychology, 24*, 291-322.
- Clarke, L. K. (1988). Invented versus traditional spelling in first graders' writing: Effects on learning to spell and read. *Research in the Teaching of English, 22*, 281-309.
- Cronnell, B., & Humes, A. (1980). Elementary spelling: What's really taught. *Elementary School Journal, 81*, 59-64.
- Drake, D., & Ehri, L. (1984). Spelling acquisition. Effects of pronouncing words on memory for their spelling. *Cognition and Instruction, 3*, 297-320.
- Durrell, D. D., & Sullivan, H. B. (with Murphey, H. A. & Junkins, K.). (1945). *Ready to read*. Yonkers-on-Hudson, NY: World Book Co.
- Ede, A. (2006). Scripted curriculum: Is it a prescription for success? *Childhood Education, 83*(1), 29-32.
- Ehri, L.C. (1989). Movement into word reading and spelling: How spelling contributes to reading. In J. M. Mason (Ed.), *Reading and writing connections* (pp. 45-81). Boston, MA: Allyn & Bacon.
- Eisner, E. W. (1984). Can educational research inform educational practice? *Phi Delta Kappan, 65*, 447-452.
- Foorman, B., Francis, D., Novy, D., & Liberman, D. (1991). How letter-sound instruction mediates progress in first-grade reading and spelling. *Journal of Educational Psychology, 83*, 456-469.
- Fresch, M. J. (2007). Teachers' concerns about spelling instruction. A national survey. *Reading Psychology, 28*, 301-330.
- Gentry, J. R. (1984). Techniques to teach generalizable spelling skills. *Academic Therapy, 20*, 49-57.
- Gill, J. T. (1992). Focus on research: Development of word knowledge as it relates to reading, spelling and instruction. *Language Arts, 69*, 444-453.
- Graves, D. H. (1977). Research update: Spelling texts and structural analysis methods. *Language Arts, 54*, 86-90.

- Griffith, P. L., & Leavell, J. A. (1996). There isn't much to say about spelling . . . or is there? *Childhood Education*, 72, 84-96.
- Hall, B. (2009). *Differentiated instruction: Reaching all students*. Retrieved from http://assets.pearsonschool.com/asset_mgr/current/201034/MatMon092625HS2011Hall_12504.pdf
- Henderson, E. (1985). *Learning to read and spell*. DeKalb, IL: Northern Illinois University Press.
- Henderson, E., & Beers, J. W. (Eds.). (1981). *Developmental and cognitive aspects of learning to spell: A reflection of word knowledge*. Newark, DE: International Reading Association.
- Hendrickson, H. (1967). *Spelling: A visual skill: A discussion of visual imagery and the manipulation of visual symbols as basic skills in the ability to spell*. San Rafael, CA: Academic Therapy Publications.
- Hilte, M., & Reitsma, P. (2006). Spelling pronunciation and visual preview both facilitate learning to spell irregular words. *Annals of Dyslexia*, 56, 301-318.
- Horn, E. (1967). *Teaching spelling: What research says to the teacher*. Washington, DC: National Education Association.
- Hunt, B. (1963). Elements of spelling ability. *Elementary School Journal*, 63, 342-350.
- Jarvela, S., & Niemivirta, M. (1999). The changes in learning theory and the topicality of the recent research on motivation. *Research Dialogue in Learning and Instruction*, 9, 57-65.
- Johnston, F. (2001). Exploring classroom teachers' spelling practices and beliefs. *Reading Research and Instruction*, 40, 143-156.
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). Thousand Oaks, CA: Sage.
- Lee-Vieira, A., Mayer, M., & Cameron, M. (2006). Constructed-response spelling and literacy development: An application in an urban classroom. *Behavioral Interventions*, 21, 111-122.
- Malatesha, J., Treiman, R., Carreker, S., & Moats, L. (2008-2009). How words cast their spell: Spelling is an integral part of learning the language, not a matter of memorization. *American Educator*. Retrieved from <http://www.aft.org/pdfs/americaneducator/winter0809/oshi.pdf>

- Marsh, G., Friedman, M. Welch, B., & Desberg, P. (1980). The development of strategies in spelling. In U. Frith (Ed.), *Cognitive processes in spelling* (pp. 339-353). San Diego, CA: Academic Press.
- Mathews, J. (2005, March 22). Why don't we fix our textbooks? *The Washington Post*. Retrieved from <http://washingtonpost.com/wp-dyn/articles/A56501-2005Mar22>
- McMurray, S. (2006). Learning to spell: Raising standards in spelling and independent writing. *Support for Learning*, 2, 100-107.
- Moats, L., Foorman, B., Gambrell, L., Hodges, R., Medrano, H., Stubblefield-Seamster, D., & Shefelbine, J. (1998). *Scholastic spelling*. New York, NY: Scholastic.
- Nation, K., & Hukme, C. (1977). Phonemic segmentation, not onset-rime segmentation, predicts early reading and spelling skills. *Reading Research Quarterly*, 32, 154-167.
- Nies, K., & Belfiore, P. (2006). Enhancing spelling performance in students with learning disabilities. *Journal of Behavioral Education*, 15, 163-170.
- O'Connor, R., & Jenkins, J. (1995). Improving the generalization of sound/symbol knowledge: Teaching spelling to kindergarten children. *Journal of Special Education*, 29, 255-275.
- Pavlov, I. P. (1927). *Conditioned reflexes: An investigation of the physiological activity of the cerebral cortex*. London, England: Oxford University Press.
- Payán, R., & Nettles, M. (2004). *Current state of English-Language Learners in the U.S. K-12 student population*. Retrieved from www.ets.org/Media/Conferences_and_Events/.../ELL_factsheet.pdf
- Phillips, D. C., & Soltis, J. F. (1998). *Perspectives on learning* (3rd ed.). New York, NY: Teachers College Press.
- PR Newswire. (1999). *Scholastic Inc. enters reading textbook adoption in Texas with basal reading programs for English and Spanish*. Retrieved from <http://www.thefreelibrary.com/Scholastic+Inc.+Enters+Reading+Textbook+Adoption+in+Texas+with+Basal...-a054620949>
- Read, C. (1975). Pre-school children's knowledge of English phonology. *Harvard Educational Review*, 41, 1-34.
- Red Orbit. (2008). *Students using SRA/McGraw Hill's Reading Mastery score highest in Florida reading achievement study*. Retrieved from http://www.redorbit.com/news/entertainment/1671210/students_using_sramcgrawhills_reading_mastery_score_highest_in_florida_reading/

- Rix, E. (1999). *Content analysis of spelling lessons in Scholastic Literacy Place Reading/Language Arts series*. Unpublished master's thesis, University of Nevada, Reno, NV.
- Roberts, T., & Meiring, A. (2006). Teaching phonics in the context of children's literature or spelling: Influences on first-grade reading, spelling, and writing and fifth grade comprehension. *Journal of Educational Psychology*, 98, 690-713.
- Rothenberg, C., & Fisher, D. (2007). *Teaching English Language Learners: A differentiated approach*. Columbus, OH: Pearson.
- Rubin, H., Patterson, P. A. S., & Kantor, M. (1991). Morphological development and writing ability in children and adults. *Language, Speech, and Hearing Services in Schools*, 2, 228-235.
- Schlagal, R. C. (1989). Constancy and change in spelling development. *Reading Psychology*, 10, 207-232.
- Schlagal, R. C., & Schlagal, J. H. (1992). The integral character of spelling: Teaching strategies for multiple purposes. *Language Arts*, 69, 418-429.
- Seda, M. (1989). Examining the proverbial gap between spelling research and the practice of spelling in American classrooms. *Reading Improvement*, 26, 315-322.
- Simonsen, F., & Gunter, L. (2001). Best practices in spelling instruction: A research summary. *Journal of Direct Instruction*, 1(2), 97-105.
- Sitton, R. (2006a). *Some words*. Cambridge, MA: Educators Publishing Service.
- Sitton, R. (2006b). *Word skills in rhythm and rhyme*. Scottsdale, AZ: Egger Publishing.
- Sitton, R., & Hanno, B. (2006). *Sitton spelling and word skills: Words for reading and writing*. Scottsdale, AZ: Egger Publishing.
- Skinner, B. F. (1938). *The behavior of organisms*. New York, NY: Appleton-Century-Crofts.
- Stetson, E. G. (1982). *A perspective on evaluating spelling programs*. Washington, DC: National Institute of Education (ERIC Document Reproduction Service No. ED 252 854)
- Templeton, S. (2003). Spelling. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of research on teaching the English language arts* (2nd ed., pp. 738-751). Mahwah, NJ: Lawrence Erlbaum Associates.

- Templeton, S., Bear, D., Sabey, B., & Linan-Thompson, S. (2006). *Houghton Mifflin spelling and vocabulary: My words to read and write*. Boston, MA: Houghton Mifflin.
- Thorndike, E. (1921). *The teacher's word book: Word knowledge in the elementary school*. New York, NY: Kessinger Publishing.
- Tolman, R. (1986). *Using the findings of spelling research to evaluate spelling textbook*. Unpublished doctoral dissertation, Brigham Young University, Provo, UT.
- Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Curriculum and Supervision Development.
- Toohy, E. (1965). Learning to spell is learning to see. *Elementary English* 29, 474-475.
- Topping, K. (1995). Cued spelling: A powerful technique for parent and peer tutoring. *The Reading Teacher*, 48(5), 375-385.
- Treiman, R. (1992). The role of intrasyllabic units in learning to read and spell. In P. B. Gough, L. C. Ehri, & R. Treiman (Eds.), *Reading acquisition* (pp. 65-106). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Treiman, R., & Cessar, M. (1996). Effects of morphology on children's spelling of final consonant clusters. *Journal of Experimental Child Psychology*, 63, 141-170.
- Treiman, R., & Kessler, B. (2006). Spelling as statistical learning: Using consonantal context to spell vowels. *American Psychological Association*, 98, 642-652.
- U.S. General Accounting Office. (1996). *Content analysis: A methodology for structuring and analyzing written material* (GAO/PEMD-10.3.1). Washington, DC: Author.
- Venezky, R. L. (1999). *The American way of spelling: The structure and origins of American English orthography*. New York, NY: Guilford.
- Wang, F. (2002). *A textbook solution to curing our country's education woes*. *Education News*. Retrieved from <http://www.ednews.org/articles/a-textbook-solution-to-curing-our-countrys-education-woes.html>
- Weber, R. P. (1990). *Basic content analysis* (2nd ed.). Newbury Park, CA: Sage.
- Young, K. (2007). Development stage theory of spelling: Analysis of consistency across four spelling-related activities. *Australian Journal of Language and Literacy*, 30, 203-220.

APPENDIX A

**MODIFIED ALLRED-TOLMAN SPELLING
PROGRAM EVALUATION INSTRUMENT**

Series Title:

Publisher:

Author(s):

Grade:

Year:

Evaluator:

Evaluation Date:

1) Theoretical Basis of the Program:

Current Research: Evidence of application of currently valid research—how it has affected the development of the series.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
No current reference cited to justify the content of the series.		Series has a few references, but does not explain how currently valid research is used.		Series uses some references, but narrative in T.E. only states: “research says,” without citing what research says it. Teacher is left to trust the word of the publisher. Series identifies valid current research findings and makes some attempt to use them to positively influence the learning process.		Series has a comprehensive review of currently valid spelling research and practice. Careful attention is given to include only valid, well-researched findings. Evidence given that provision is made for students to effectively apply currently valid research findings as they use the series.

2) Theoretical Frameworks:

Developmental Nature of Spelling Acquisition: Using emerging research on how children learn to spell—developmental stages.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
No mention in T.E. or provision in student text for developmental stages in learning to spell.		Bibliography in T.E. cites appropriate references to the developmental nature of learning to spell. Provision for developmental aspects not evident in student text.		T.E. explains significance of the developmental research, but little evidence exists that learning and instruction methods in the student text differ from grade to grade (level to level).		T.E. adequately explains the developmental nature of spelling acquisition, why it is important, and shows how the series uses this information. Readily discernible differences in student texts exist from grade to grade.

Language Based Approaches: Theory that incorporates phonics, phonemic awareness, alphabetic principles, syllabic, and morphological awareness.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
No mention in T.E. or provision in student text for language based approaches in learning to spell.		Bibliography in T.E. cites appropriate references to the language-based approaches of learning to spell. Provision for language aspects not evident in student text.		T.E. explains significance of language approaches, but little evidence exists that learning and instruction methods in the student text differ from grade to grade (level to level).		T.E. adequately explains the language based nature of spelling acquisition, why it is important, and shows how the series uses this information. Readily discernible differences in student texts exist from grade to grade (level to level).

Rote Memorization—Visualization techniques, word imagery, copying and rewriting of spelling words.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
No mention in T.E. or provision in student text for memorization approaches in learning to spell.		Bibliography in T.E. cites appropriate references to memorization approaches of learning to spell. Provision for memorization aspects not evident in student text.		T.E. explains significance of memorization approaches, but little evidence exists that learning and instruction methods in the student text differ from grade to grade (level to level).		T.E. adequately explains the memorization nature of spelling acquisition why it is important, and shows how the series uses this information. Readily discernible differences in student texts exist from grade to grade (level to level).

3) Lesson Content:

Frequently Misspelled (Demon) Words: Attention given to words of known spelling difficulty.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
No frequently misspelled words singled out for special consideration.		A few words are identified as difficult words, but no special provisions are made for students to learn or review these words.		Adequate explanation for including study of difficult words is given in the T.E. May be some explanation in student text. No special provision for review or mastery of demons.		T.E. explains why extra attention is given to particular words. Student text explains the benefits of learning to spell frequently occurring difficult words. Evaluation of student mastery of the “demons” occurs, in addition to regular words. Additional assistance in the form of reviews, supplementary activities, or practice, is available to students in mastering these words.

Selection of Words to Spell: Justifying which spelling words would be taught, and the grade level at which they should be introduced.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
No explanation whatsoever of how the spelling words are chosen, nor why they are placed at a particular grade level.		Minimal reference to valid studies upon which selection of words were based. Little evidence of why or how the words were placed at a particular grade level.		Reference to valid studies with detailed methods and procedures descriptive of how words were selected and placed at particular grade level. Publisher’s word for selection and placement accuracy must be accepted. Proof of what is being claimed is lacking.		Studies referenced and explained. Detailed description of methods and procedures is given. Replication of results possible from information given. Evidence forthrightly presented that word selection and grade placement are based on valid research.

4) Motivation:

Practices which keep interest high, and which help the student feel that the ability to spell is important. Such practices may include efficient word study methods, study of words most likely needed, encouraging pride in correctly spelled papers, studying only words which cannot already be spelled, student awareness of progress, and the use of games.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
No evidence presented in student text or T.E. to show that student interest or awareness of the importance of spelling words correctly will be enhanced by using this series.		Importance of student interest in correct spelling discussed in T.E. Minimal effort made in student text. Few concrete suggestions as to actual methods which may be used.		Importance of correct spelling encouraged in T.E. and mentioned in student text. Evidence cited to show that some activities, which keep student interest high, are a part of this series.		Evidence presented in student text and T.E. that student attitudes and interest will be enhanced if the practices incorporated into the series are followed. Methods and activities, which have been shown to enhance student attitudes, are listed and discussed in T.E. and are subsequently found in student text.

5) Instructional Methods:

Test-Study-Test Method: How this procedure is used for learning instruction.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
No pretest used to determine words unknown to students.		Pretest is optional, but not stressed. Students are expected to complete "book work" regardless of pretest results.		Pretest encouraged, but not required. Optional provision for instruction based on pretest results. Unless teacher initiates a change, students will usually be expected to complete all "book work."		T.E. discusses value of the test-study-test approach. It is an integral part of the student's learning experience. Students are pretested and taught how to learn words they have not mastered.

Study Steps: The process by which a student learns to spell a word.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
Valid study steps not identified in T.E. or student text.		A proven, systematic method for students to learn to spell new words is mentioned. There is little evidence in student text of structured application of the steps.		Valid study steps are identified, but not stressed. Suggestions for student use are present in T.E. and student text.		Valid study steps are identified in T.E. and student text. Rationale for using these steps is explained in both. Frequent application steps are built into the program.

Generalizations: The appropriate use of spelling rules and phonics.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
Much reliance on spelling and phonics rules to teach spelling. Series may claim that most words can be spelled if students learn enough "rules." Words may or may not be organized under reading generalizations.		Words organized under reading generalizations, but may be low utility/frequency. They have been selected because they "fit the pattern." Heavy emphasis on phonics and some emphasis on phoneme-grapheme correspondences.		Words organized under reading generalizations, but are high utility/frequency words. Series uses limited amount of phonics and spelling rules.		The use of phonics focuses on the spelling rather than the reading process. T.E. identifies the strengths and limitations of using phonics as an aid to spelling. Series advocates the use of proven spelling rules (about 10). Frequently used words are organized under accepted spelling generalizations.

Differentiation: How students' ability differences are provided for within the spelling series. ELL, ELD, Gifted and Talented, etc.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
All students expected to learn the same words over the same time period, and use the same methods.		Series provides for limited optimal individualization, such as "the first ten words," at teacher discretion. Little or no provision for individual learning styles.		Series assumes that some individualization will be necessary. Some provision for this is evident. Most instruction is geared for whole group. Some opportunity for student to learn to spell independently. Supplemental list of words provided for accelerated students.		Individual differences and abilities acknowledged and provided for. Series can be adjusted to appropriate student level without undue teacher revision or enhancement. Series is clear and concise on when and how to individualize. Supplementary materials may be available for computer-assisted instruction.

Spelling Integration: Practical Application—Actually being able to spell correctly in writing situations.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
Spelling taught as a separate entity, entirely independent of the writing process.		Opportunity given to use words in context, but program's main thrust is to write words, which are already printed on the page.		Some writing assignments contained within each unit, using spelling list words. Still, much "book work" is copying rather than composition. Some provision for composition provided to give experience using the spelling words from the program.		Ample opportunity available at all levels to write spelling words independently. T.E. gives direction on why and how this is to be done. Directions also given on spelling evaluation within writing assignments. Importance of composition stressed at drafting stage—correct spelling stressed at editing stage.

Approaches to word retention: Tests long-term range retention of words, study misspelled words on pretest, retet words missed on final test.

1	2	3	4	5	6	7
No Application		Little Application		Some Application		Much Application
Word retention techniques not identified in T.E. or student text.		An approach for students to retain words is mentioned. There is little evidence in student text of structured application of the steps.		Valid study steps are identified, but not stressed. Suggestions for student use are present in T.E. and student text.		Valid study steps are identified in T.E. and student text. Rationale for using these steps is explained in both. Frequent application steps are built into the program.

APPENDIX B

CODE SHEET FOR TEACHER'S EDITION

EVALUATION

Scale:
 Publisher:
 Year:
 Level:

	Yes/No	Comments
A) Research on Spelling		
1) Literature Review		
2) Bibliography		
3) Research on program effectiveness		
4) Letter or introduction from author(s)		
5)		
Comments:		
B) Objectives/Standards		
1) Scope and sequence chart		
2) Vocabulary development		
3) Write high-frequency words		
4) Put words in ABC order		
5) Build new words		
6) Trace, underline, or circle patterns		
7) Match sounds/patterns		
8) Write word families		
9)		
Comments:		
C) Word Selection Rationale		
1) Vocabulary sources are provided		
2) Vocabulary Levels – identifies criteria used for choosing where vocabulary was placed.		
3) Words most frequently used		

4) Words added from other sources		
5) Selection rationale not discussed		
6)		
Comments:		
D) View of English Orthography		
1) English is basically regular/systematic		
2) English is irregular/unsystematic		
3) Position not stated: Does not state view of English orthography		
4)		
Comments:		
E) Preparation for spelling instruction		
1) Contains initial placement test		
2) Instructions for individualizing program		
3) Details on managing program		
4) Discusses how to allot time for spelling-ability grouping, individual self-study		
5)		
Comments:		
F) Teaching Individual Lessons		
1) Requires teacher to give pretest		
2) States pretesting is optional		

3) Teacher pronounces words		
4) Student pronounces words		
5) Questions to ask children/Guiding questions		
6) Explanation of the spelling concept		
7) Scripted Approach to teaching (step by step) guide for what teacher should say and activities to use		
8) No script for teaching lesson		
Comments:		
G) Directions for students writing Spelling Words		
1) Write words in column form/isolation		
2) Write sentences from dictation		
3) Translate sound spelling to regular spelling		
4) Word-sentence-word format – Teacher says word, uses in sentence, repeats word		
5) Words in isolation- teacher says word aloud for student to write		
6) Create lists by discovering similar patterns		
7)		
Comments:		
H) Approaches to Word Retention		
1) Tests long range retention of words (retests every 6-12 weeks)		
2) Study words missed on pretest		
3) Retests words missed on final test		
4) Self-Correction opportunities		
5) Writing Integration activities		
6) Spelling Bees/Spelling aloud activities		
7) Worksheets		
8) Word sorts		

9) Fill in the blank sentences/stories		
10) Reading material with pattern/sound		
11) Games		
12) Hands-on/Manipulatives		
13) Grammar/Proofreading exercises		
14) Multiple choice tests/Standardized testing format		
15) Visual/Drawing/Picture activities		
16) Time for self study of words		
17) Oral Language Practice		
18) Student Conferences		
19) Partner/Small group study		
20) Rubrics/Grading form		
21)		
Comments:		
I) Differentiated Instruction		
1) Activities for advanced spellers		
2) Activities for struggling spellers		
3) Activities for ELLs or additional texts		
4) Models/Demonstrations		
5) Multiple Methods of Assessment		
6) Student to Student Interaction		
7) Stating Clear Purpose		
Comments:		
I) Supplemental Materials		
1) CD's w/ additional support/instruction		
2) Posters/Game sheets		
3) Extension activities		
4) Literature List		
5) Parental Involvement		

6) Web based activities		
7)		
Comments:		

APPENDIX C

CODE SHEET FOR STUDENT'S EDITION

EVALUATION

Scale:
 Publisher:
 Year:
 Level

	Unit	Frequency #
	Yes/No	
A) Spelling Objectives -		
1) Phonic rule/generalizations		
2) Alphabetic -explicit word to sound relationships		
3) Whole word		
4) Memorization/Visualization		
5) Syllabic		
6) Morphological - prefixes, suffixes, roots		
7) Psycholinguistic – verbally pointing out errors in sounds, focus on meanings in words		
8) Vocabulary Focus		
Comments:		
B) Spelling Word Groups/Lists		
1) Common sound pattern		
2) Common letter pattern		
3) Difficult or challenge words		
4) Exceptions to rule/generalization		
5)		
Comments:		
C. Study Procedures -		
1) Time for self-study of words		
2) Visually/Copy/Trace Spell on own		
3) Practice Worksheets		
4) Word Sorts		

5) Self-Correction		
6) Partner/Small group study		
7) Writing integration Activity		
8) Write sentences with words		
9) Student Conferences		
Comments:		
E) Practice Activities		
1) Copy word(s) from list		
2) Write word(s) several times for practice		
3) Context clue/clozure- fills in missing words within sentences		
4) Word Sorts		
5) Games		
6) Rhyming, songs, poems		
7) Word and picture hunts		
8) Draw and label		
Comments:		
F. Word Structure		
1) Syllabication		
2) Morphological- Forming plurals, possessives, contractions, adding ed, ing, er, est.		
3) Phonetic/linguistic principles		
Comments:		

Activities		
A. Auditory/Visual/Kinesthetic Imagery		
1) Word imagery		
2) Word configuration- attention to letter height, etc.		
3) Mnemonic devices		
4) Correct own spelling		
5) Large Word Parts (affixes, compounds)		
6) Analogies		
7) Study "hard spots" in words		
Comments:		
Activities		
B. Dictionary Practice		
1) Translate dictionary respellings		
2) Alphabetizing		
Comments:		
Activities		
C. Word Meanings		
1) Study of word definitions		
2) Study of meaning of prefixes and suffixes		
3) Synonyms/Antonyms		
4) Word origins (Etymology)		
5) Multiple meaning word study		
6) Homophones/Homographs		
Comments:		

Activities		
D. Writing Practice		
1) Handwriting practice		
2) Writing in meaningful context		
3) Proofreading/editing/grammar practice		
4) Word Study notebooks		
Comments:		

APPENDIX D

PROGRESSION OF THOUGHTS DURING STUDY

Record of how my thoughts have changed/progressed since beginning the study:	Date:
noticing that differentiated instruction is included but strategies are limited in textbooks.	14-Oct
Noticing word lists for whole group instruction. Word sorts are included in activities.	20-Oct
Thought texts would have more differentiated strategies for many types of learners	30-Oct
Planned to see self-correction strategies and students creating their own words and meanings of words.	2-Nov
Seeing a lot of book work, filling in the blanks	5-Nov
Current spelling research is being included but still in a textbook type fashion (I.e. - Writing integration) but these types of strategies are limited.	15-Nov
Finding that while Words Their Way has a variety of games and activities, organizing a program and classroom groups could be overwhelming for some/most teachers. There is a lot of information to study about each stage of development, many games to develop, and charting for student progress. Furthermore, not have specific lists for each week/stage might also be stressful for teachers who are trying to plan for 5 or more subject per week. The program is very hands on and focuses on studying and practicing word patterns. There is a lot of repetition in the program, which I think will help students feel comfortable w/ what they are asked to do/study each week. I can see how a first year teacher would have difficulty w/ the program, especially if no training or discussion on the program w/ other team members was involved.	12/12/2010
Words Their Way suggests taking a slower approach to teaching spelling versus other "traditional" programs. This is interesting considering the authors of WTW program are also authors of the HM program.	12/15/2010

Words Their Way really takes more studying and time to understand and initial planning before being implemented. There are various components to the program. The games also have to be created and words sort cards have to be created too. All these things take time for the teachers vs. a traditional program where there are worksheets and the lessons are more explicitly laid out. Not as much planning or studying for the teachers. Is this good? How many teachers are actually using Word Their Way and using it correctly?	
In this program, many teachers will need to "study" the program and words which is more "work" in a sense than just giving a list and worksheets. I would think that many teachers would be having a change in students should study words and the importance of time spent doing these activities. Since teachers would be allowing students more control over their work and how they analyze the words they are studying based on their word study notebooks.	12/21/2010
Sitton spelling mentions their program is based on research but the TE does not cite any researchers or research. Their website does have research and it would be good to mention and link to this in their TE so teachers can go to the website if they are interested in reading or finding out what type of research has been conducted in this program.	12/30/2010
Sitton has a lot of activities that I believe students would enjoy taking part in. They have good visuals and poems and rhymes that I think would help students practice certain proofreading and spelling skills	1/3/2011

<p>Interesting to note that in Sitton spelling the directions in the TE have teachers, "write on the chalkboard" Would be an added addition to have activities that are current w/ technology, such as the use of a whiteboard since these are becoming more prevalent in classrooms and w/ teachers. This would be a good addition to the TE and their program versus using the term, "chalkboard." Seems dated.</p>	1/18/2011
<p>Just completed analyzing the Macmillan/McGraw-Hill Treasures Literacy program: the program includes all literacy features. Spelling, vocabulary, grammar, reading, and writing are all included. Separate lessons for each are provided. Additional activities, charts, and supplemental activities are also included. There is A LOT of material w/ this series. Lesson outlines, grouping, worksheets, manipulatives, etc. are provided. Additional support for ELL's is also provided. While many of these resources and activities are helpful, this is A LOT of material for teachers to digest, comprehend and plan in his or her classrooms.</p>	2/1/2011
<p>The spelling component of the MMH program is fairly traditional w/ a Mon-Fri outline, 20 spelling word list, spelling worksheets, etc. Some developmental components are included, such as word sorts, writing activities, and finding/creating new words. There are review components to the program, but this is fairly limited. There are separate sections w/ lessons for grammar and vocabulary each week but the reading material includes all these components.</p>	2/1/2011
<p>The MMH program does emphasize the importance of ELL students and meeting their needs as well as ways to differentiate instruction. The focus is on whole group discussions and modeling and then small group instruction. Individualizing the program is not a focus.</p>	2/1/2011