

# SPELL-2

U.S. Patent No. 6,676,412



## Spelling Performance Evaluation for Language and Literacy™

Student: Joshua Dawes  
 School: Mount St. Clair School  
 Grade: 5  
 Level of SPELL-2 Administered: 2

Date of Birth: 11/21/1995  
 Date of Test: 11/15/2006  
 Age: 11 years, 0 months  
 Examiner: Henrie Lyons

Dear Teacher,

I used SPELL-2: Spelling Performance Evaluation for Language and Literacy to measure Joshua's spelling ability and underlying language knowledge and skills. SPELL-2 is a computer software program that assesses spelling and related skills and helps determine what type of spelling instruction is needed to improve literacy skills.

Spelling is a complex written language skill that draws upon on a number of different types of language abilities and knowledge. These include:

- **Awareness of components of spoken language (Phonological Awareness)** - the ability to think about spoken words, and the ability to think and talk about the syllables, rhymes, individual speech sounds, and syllabic stress of words in spoken language.
- **Knowledge of English phonics and spelling rules or patterns (Orthographic Knowledge)** - the knowledge of and ability to use specific letter-sound relationships and common letter patterns and spelling rules (for example, a long vowel sound in a one-syllable word that ends with a consonant sound is almost always spelled with two vowel letters) to spell words that follow English spelling conventions.
- **Knowledge of word parts and related words (Morphological Knowledge and Semantic Relationships)** - the knowledge of and ability to use meaning to spell certain word suffixes such as "walks, walking, walked", and certain word prefixes, such as "discontinue" and "illegal"; the knowledge of and ability to use familiar, related words to spell more complex words, for example, using "magic" to help spell "magician".
- **Memory for word images (Mental Orthographic Images)** - the ability to store and recall clear and complete visual images of known words.

All of these factors are important for spelling and each affects how well a student spells. When a student struggles with how to spell words correctly, other aspects of his or her writing, such as grammar, organization and clarity, may be compromised. Language-based spelling instruction leads to significant improvement not only in spelling and writing, but also leads to significant improvement in reading skills.

SPELL-2 required Joshua to spell a set of words and possibly to complete a series of additional tasks that provided further information about his underlying language knowledge and skills. SPELL-2 indicates that Joshua needs to do the following to improve his spelling skills:

**1. Awareness of components of spoken language (Phonological Awareness)**

Joshua does not require phonology-based spelling instruction at this time.

**2. Knowledge of English phonics and spelling rules or patterns (Orthographic Knowledge)**

- Joshua needs phonics-based spelling instruction to improve spelling of:
  - Consonant Digraph(s) & Trigraph(s): 'sh'
  - Consonant Digraph(s) & Trigraph(s): Final 'ch, tch'
  - Short Vowel: u / ^ /
  - Long Vowel: o - Vowel digraphs and other spellings
- Joshua needs pattern and rule-based spelling instruction to improve spelling of:
  - Consonant Digraph(s) & Trigraph(s): 'sh'

**3. Knowledge of word parts and related words (Morphological Knowledge and Semantic Relationships)**

- Joshua needs semantic and morphology-based spelling instruction to improve spelling of:
  - Silent Letters: Non-conditioning silent 'e' and silent consonants

**4. Memory for word images (Mental Orthographic Images)**

- Joshua needs to develop clear and complete word images to improve spelling of:
  - Consonant(s): Flapped 'tt, dd, t, d'
  - Within-Word Consonant Doubling: 'pp, bb, tt, dd'
  - Long Vowel: a - Vowel digraphs and other spellings
  - Long Vowel: u - Vowel digraphs and other spellings
  - Syllabic Vowel Sounds: Syllabic-r as in "bird"
  - Silent Letters: Non-conditioning silent 'e' and silent consonants

I am including a list of suggestions for implementing these recommendations into your language arts curriculum. I hope you will find this information helpful.

Thank you,

Henrie Lyons