

Tailored Reading-Spelling Instruction

**Julie J. Masterson, Bethany Black, Kierin Ellman,
Amy Greig, Rebecca Mooney, Melissa Wald
Missouri State University**

ASHA Convention, 2005

Introduction

- The purpose of this study was to identify effective instructional methods for reading and spelling for children in the regular educational setting who failed to meet the No Child Left Behind (NCLB) performance standards in language arts
- Many skills are involved in reading and spelling including letter and word recognition, phonological awareness, orthographic knowledge, phonological coding, and orthographic coding (Kamhi & Catts, 2000)

Introduction

- Reading and spelling are closely integrated skills (Apel & Masterson, 2001; Berninger et al, 2002; Ehri, 2002; Gilbert, 1935)
- Direct instruction has been shown to be beneficial in teaching reading and spelling skills, particularly in students with learning disabilities (Berninger et al, 1998; Bradley, 1981; Graham et al, 1996; McNaughton, 1994; Singh, Farquhar, and Hewett, 1991)

Introduction

- Hypotheses
 - Tailoring the students' orthographic instruction to address their specific needs would advance spelling accuracy more than general classroom instruction alone.
 - Direct instruction to address narrative structure knowledge along with semantic knowledge, structural knowledge, propositional knowledge, situation knowledge, and inference generation would lead to greater increases in passage comprehension ability than traditional classroom instruction alone.

Participants/Baseline

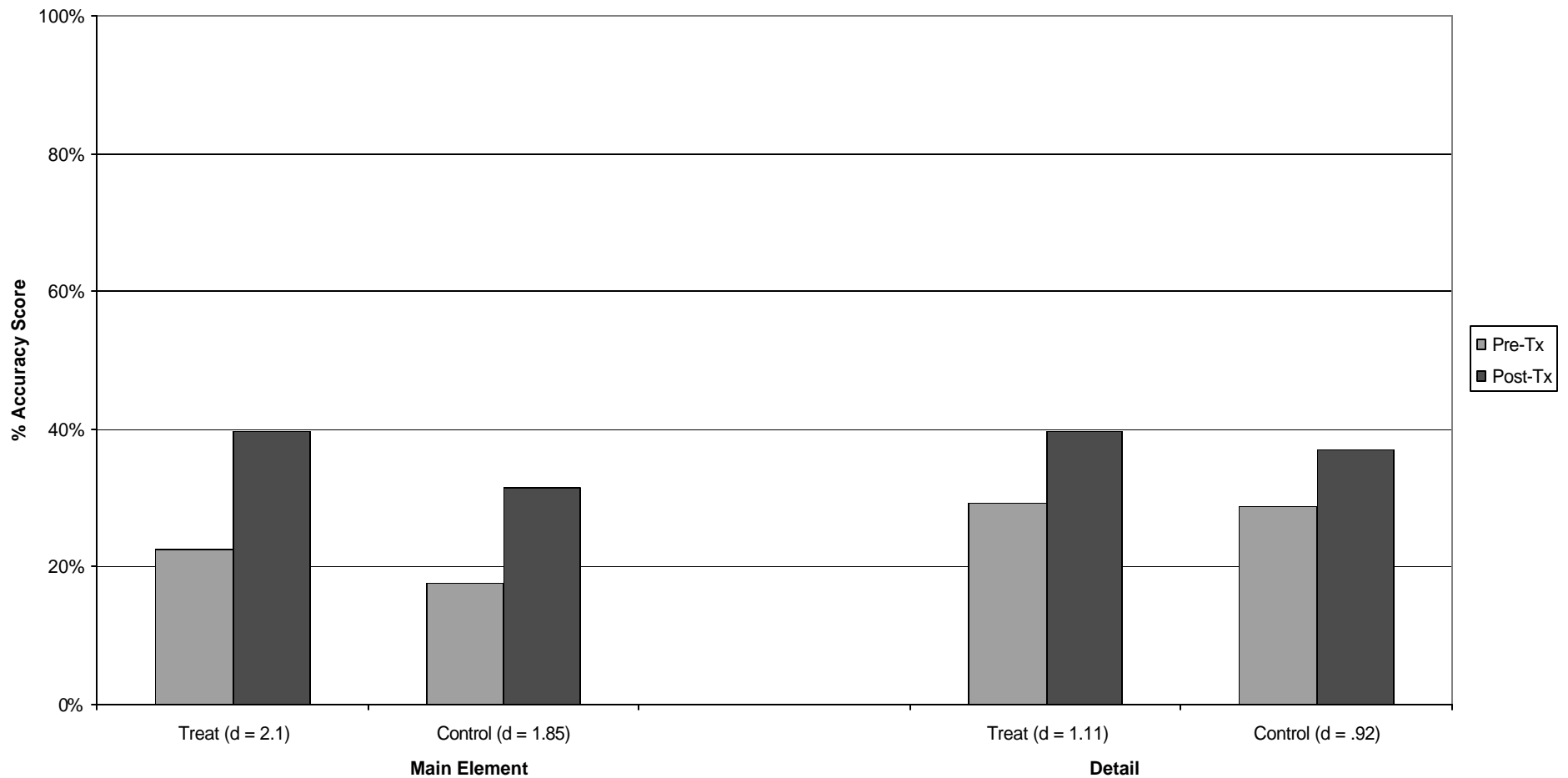
- 12 children in Grade 5 who failed NCLB criteria in communication arts in Grade 3; 6 treated; 6 controls (delayed treatment)
- Woodcock Reading Diagnostic Battery, Test of Written Spelling-4, Narrative Assessment
- Spelling Performance Evaluation for Language and Literacy (SPELL) (Masterson et al., 2003) to identify word study needs

Experimental Treatment

- Twenty, 50-minute sessions
- Orthographic Instruction (25 minutes)
 - Tailored instruction based on SPELL results using SPELL Links (Wasowicz, Apel, Masterson & Whitney, 2003)
- Reading Comprehension Instruction (25 minutes)
 - Combined Word Study and Comprehension
 - Word Study- word and phrase level cueing
 - Comprehension- used CORE model (Calfee & Patrick, 1995) to target different components of reading comprehension, particularly narrative structure through the use of a story skeleton.

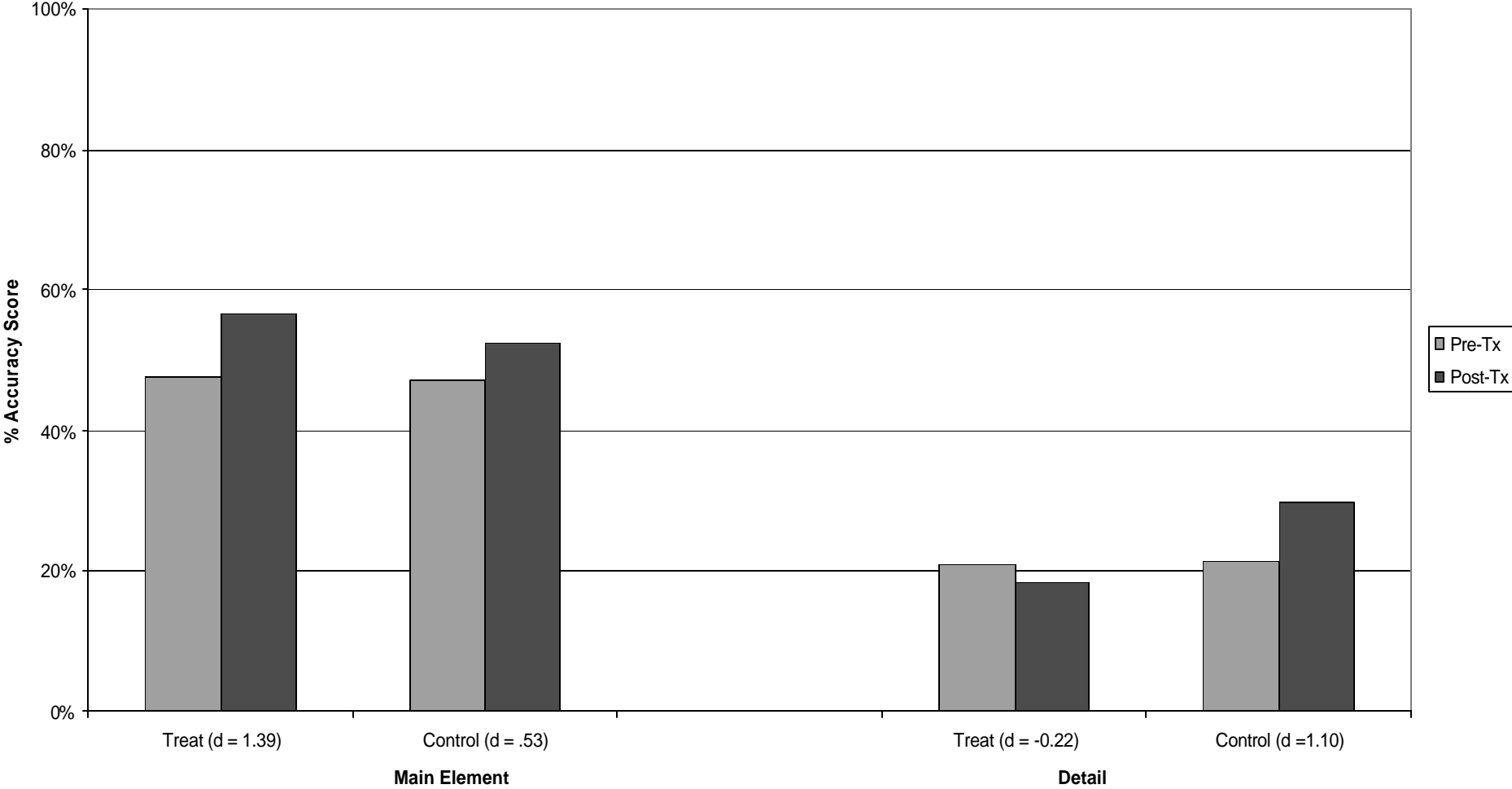
Results: Comprehension Skills

Temporal Narrative



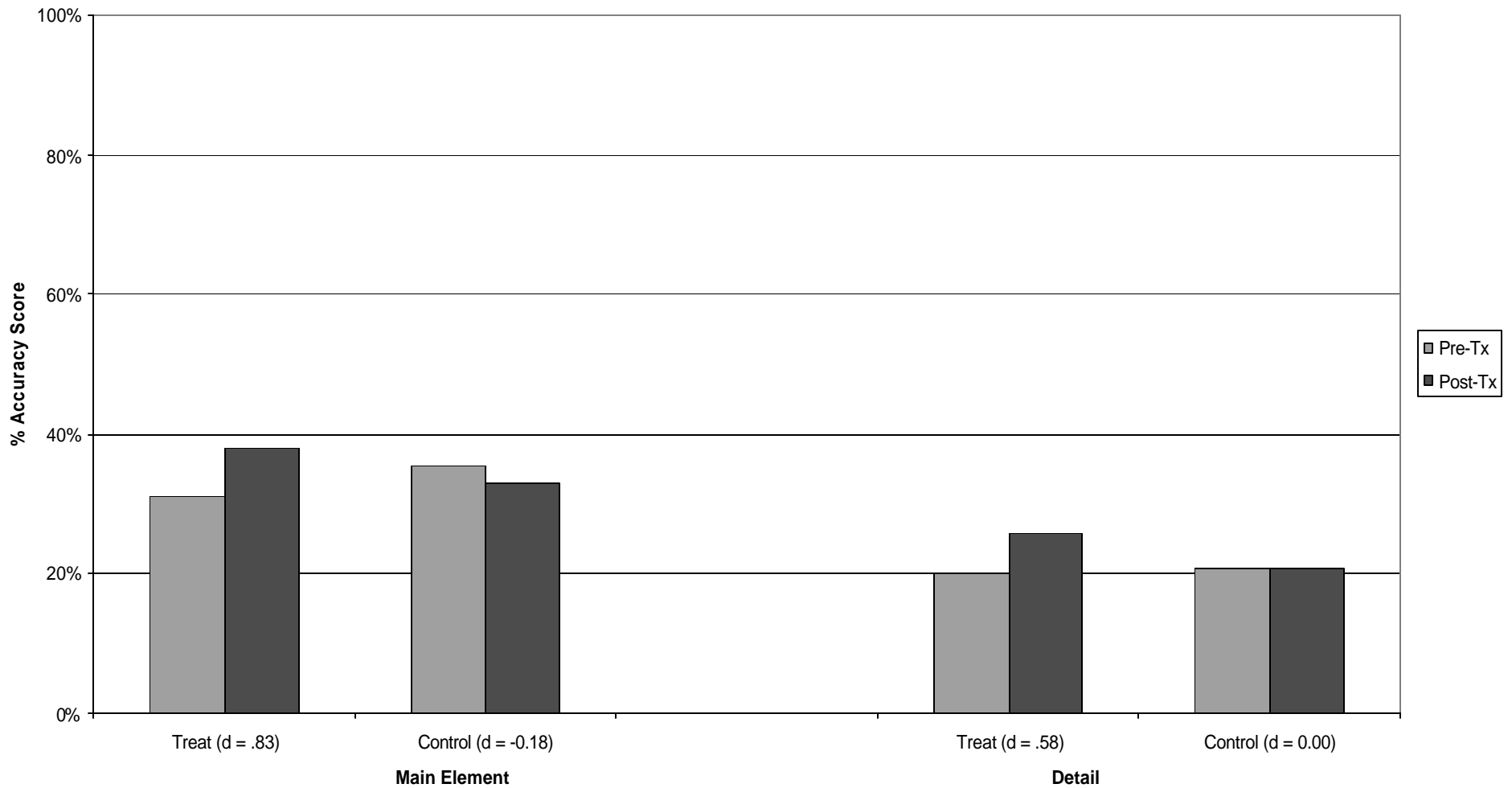
Results: Comprehension Skills

Simple Causal Narrative



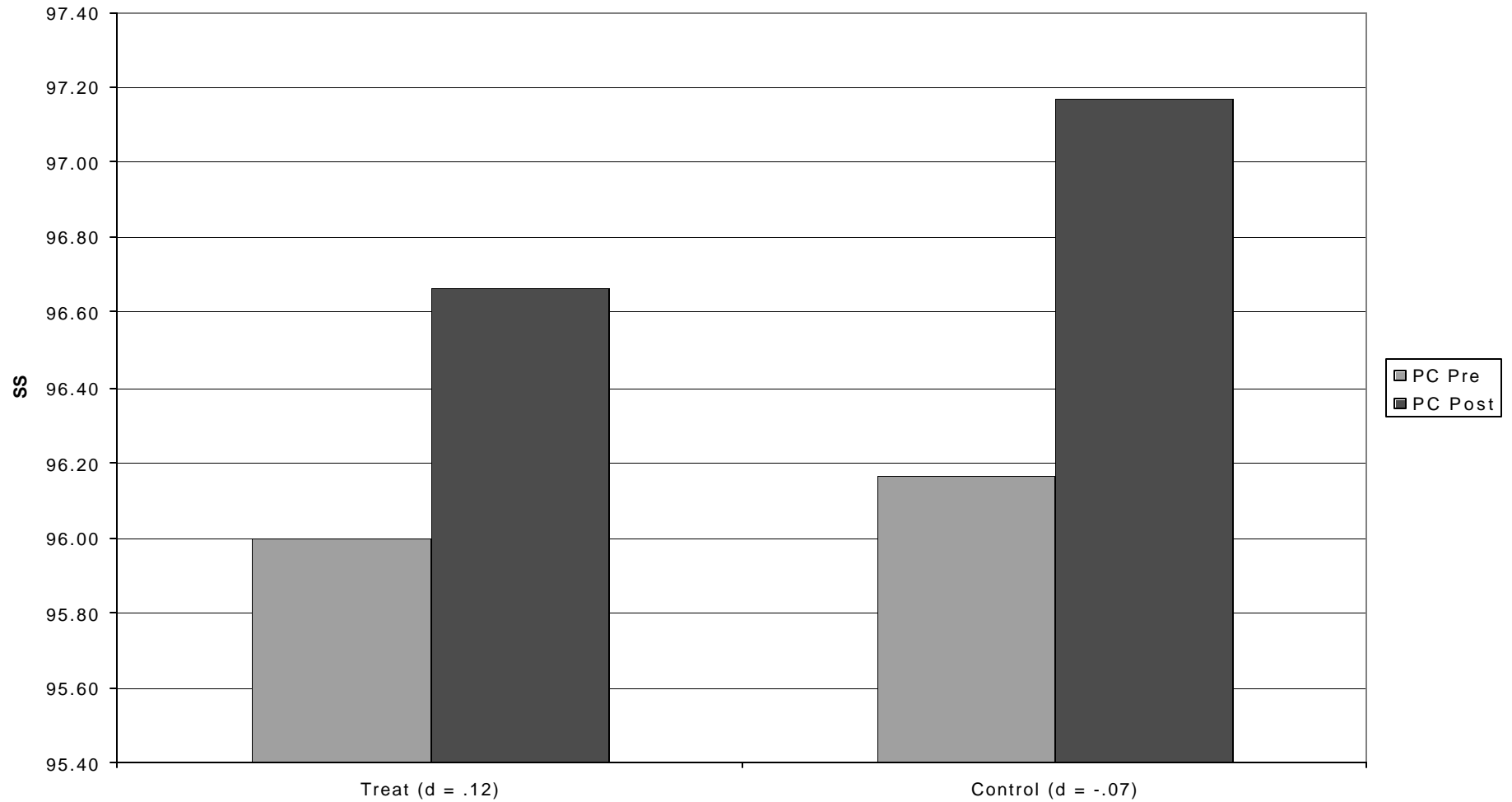
Results: Comprehension Skills

Multi-Causal Narrative



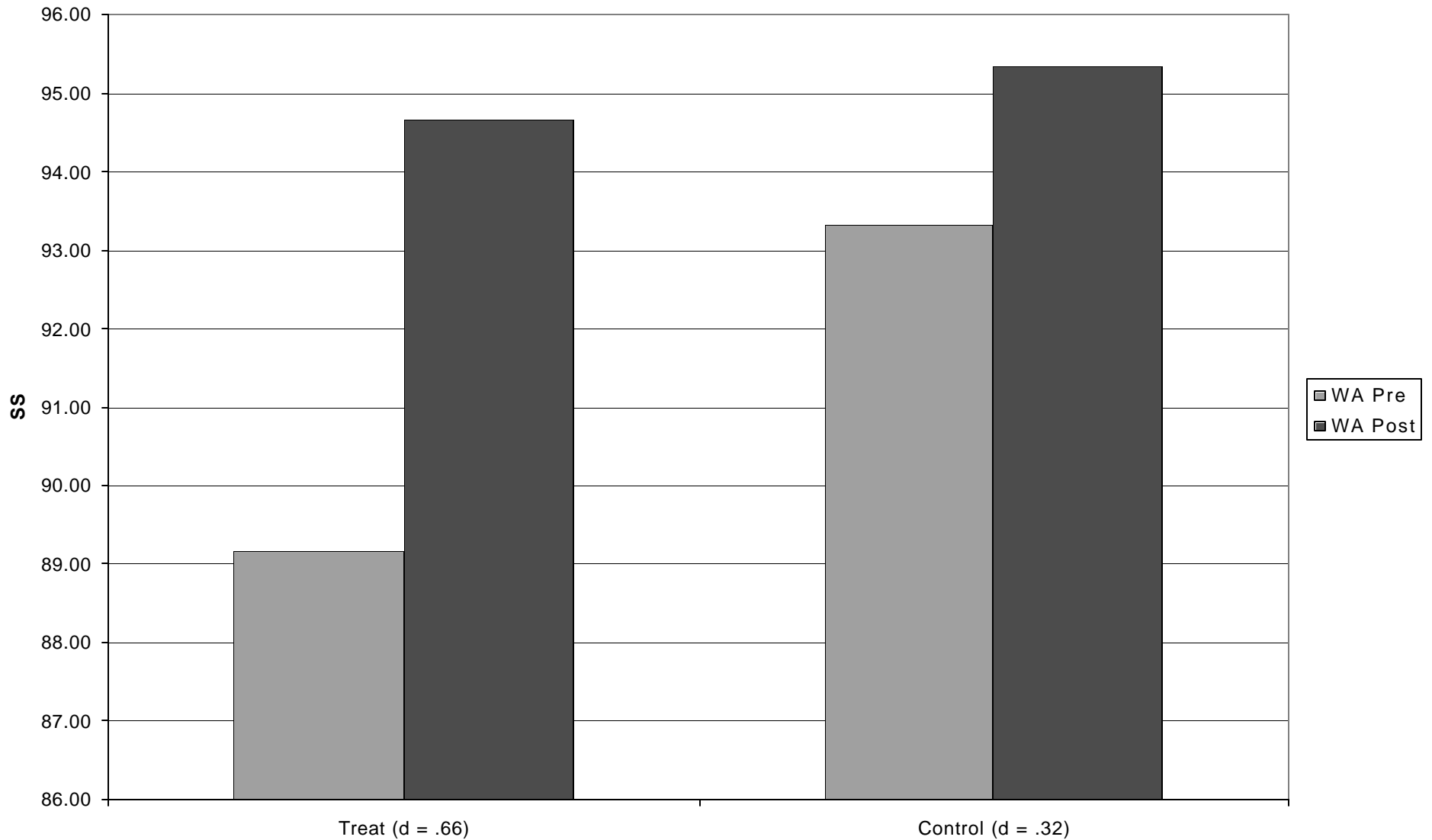
Results: Comprehension Skills

Passage Comprehension (WDRB)



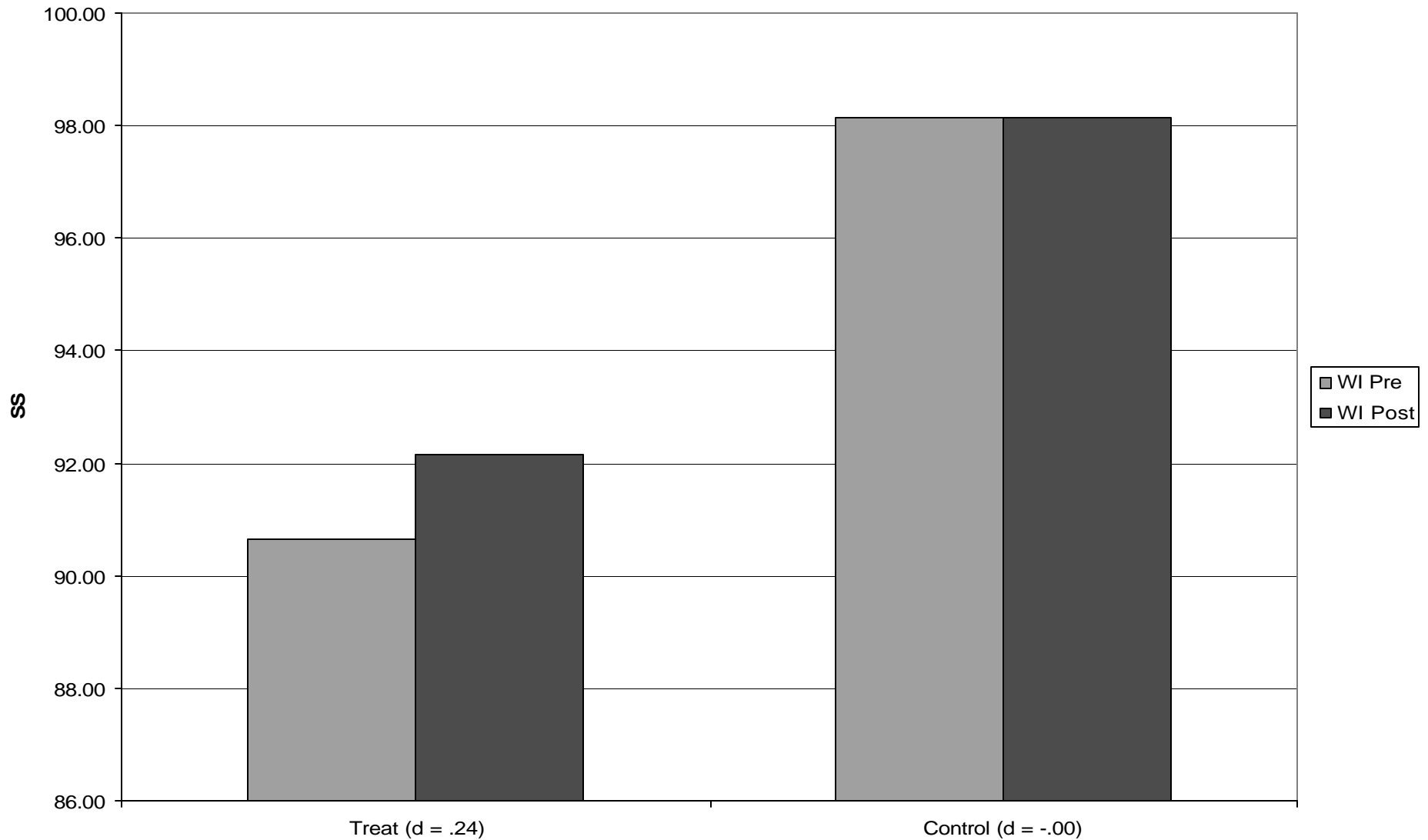
Results: Word-Level Skills

Word Attack (WDRB)



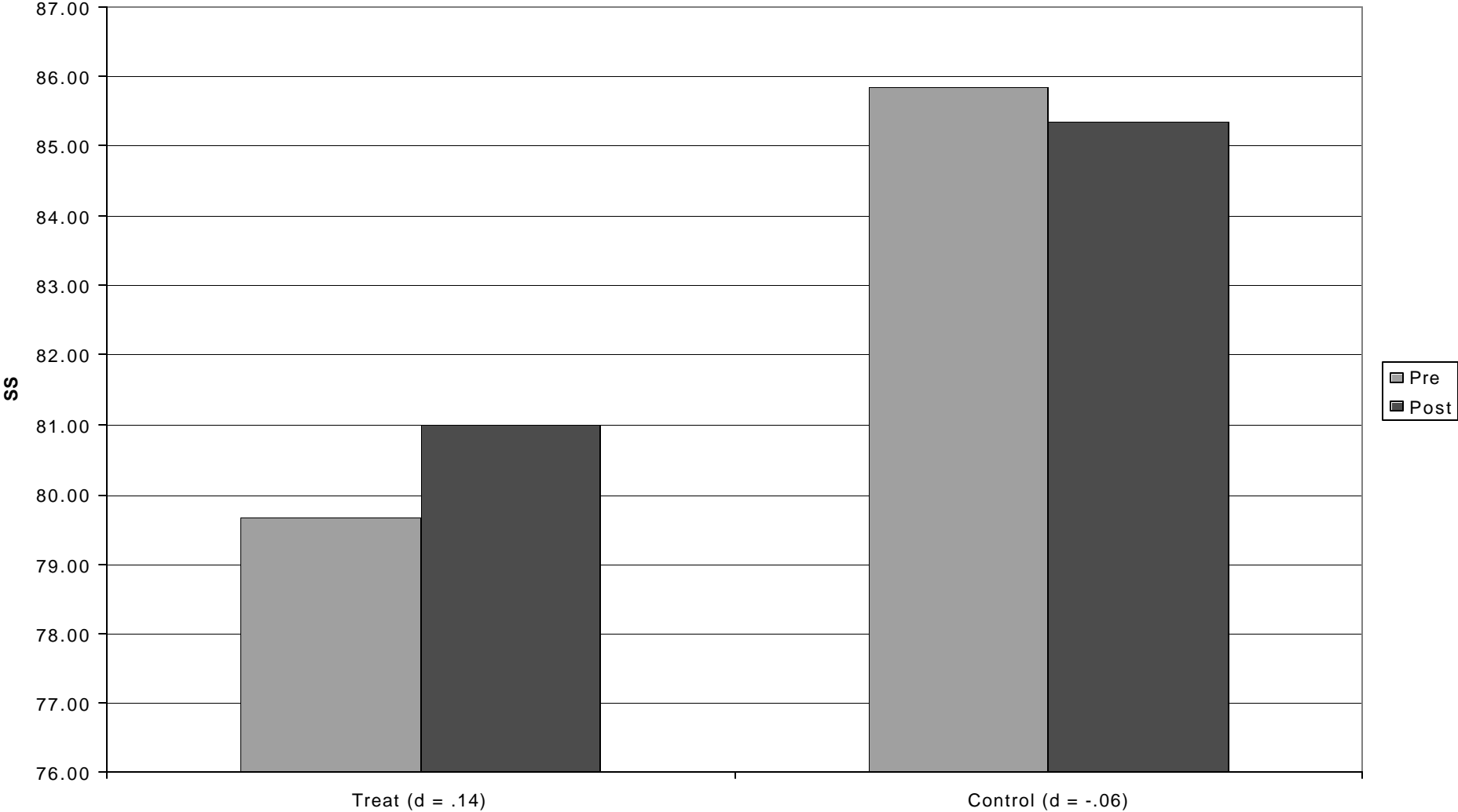
Results: Word-Level Skills

(WDRB) Word Identification



Results: Word-Level Skills

Test of Written Spelling-4



Discussion and Implications

- Positive change in treated kids relative to control kids suggests intervention promise
- Need a tailored spelling assessment to be more sensitive to gains
- Target greater independence with use of story skeleton in narrative knowledge
- Adjust treatment format to separate sessions for word study and comprehension