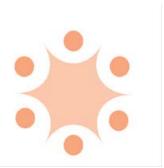
## A CHECKLIST FOR EVALUATING A SPELLING PROGRAM



## A CHECKLIST FOR EVALUATING A SPELLING CURRICULUM

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

Component	Yes	Somewhat	No	Comments or Suggestions for Supplementing
Explicitly teaches strategies for learning				
to spell regular and irregular words				
Suggests methods for peer				
collaboration or peer tutoring				
Beginning Spelling Instruction	r.	1	r.	
Provides a sequence for moving from				
easier to more difficult sound-symbol				
correspondences such as:				
Single or most common				
consonant sounds				
Short vowels				
Initial consonant blends				
Two-letter consonant digraphs				
Long vowel s				
-r controlled vowels				
Vowel pairs/teams				
Final consonant blends				
Diphthongs				
Three-letter consonant				
digraphs				
<ul> <li>Special cases (e.g., igh, ing)</li> </ul>				
Demonstrates segmenting single-				
syllable words into the initial consonant				
sound (also called the <i>onset</i> ) from the				
vowel and remaining letters in the				
syllable (referred to as the <i>rime</i> )				
Teaches position rules and phonemic				
patterns for spelling sounds in units				
(includes consonants that make more				
than one sound and variant vowel sounds that are based on the sequence				
of letters in the word)				
Introduces the six syllable types one at				
a time, emphasizing the salient features				
of each				
Includes high frequency irregular words				
Provides practice with a family of words				
sharing a pattern or rime (e.g., <i>fought</i> ,				
bought, sought)				
Spelling Instruction with Multi-syllable an	d Morph	ographically Co	omplex V	Vords
Demonstrates and provides exercises to				
illustrate how syllables are joined				
Systematically introduces morphemes				
such as:				

Component	Yes	Somewhat	No	Comments or Suggestions for Supplementing
High frequency prefixes				
Plurals and possessives				
Verb tenses				
Verb conjugations				
Derivational suffixes				
Lower frequency morphemes				
Teaches morphemic spelling rules associated with affixing words and preserving roots/base words				
Includes irregular words that are multi- syllable and/or of lower frequency				