

## Lessons for Struggling Spellers

### Lesson One: Word Dictation

#### Objective

Review sounds and spelling patterns and provide a step-by-step procedure students can use to spell words.

#### General Procedures

- Introduce a spelling pattern using only words that contain the new pattern.
- When students can successfully spell words with the new pattern, include words with previously introduced spelling patterns.
- Begin with one-syllable words.
- Teach the first two steps of the Simultaneous Oral Spelling (S.O.S.) procedure. Gradually add the other steps.

#### S.O.S. Procedure

##### Look and Listen

- Students focus on your mouth as you dictate a word.

##### Echo and Think

- Students look at their mouths in small mirrors.
  - Students repeat (or echo) the word.
  - Then they segment the word into smaller parts.  
For example, one-syllable words are segmented into phonemes and multisyllabic words are segmented into syllables.

Options: Have students raise a finger or use a counter for each sound they hear.

##### Name the Letters

- Students spell the word aloud (may use fingers or counters) and receive corrective feedback.

##### Name and Write

- Students write the word while naming each letter.

Options: If students' handwriting is not fluent, have them use plastic letters or letter tiles or watch as you model writing the word.

##### Read to Check

- After writing the word, students read the word silently to check their spelling.

Option: Have students read the word aloud and then touch and name each letter.

Adapted from Carreker, S. (1999). Teaching spelling. In J.R. Birsch (Ed.), *Multisensory teaching of basic language skills* (pp. 217-256). Baltimore: Brookes.

## Lesson Two: Sentence Dictation

### Objective

Review sounds and spelling patterns in context and provide a step-by-step procedure students can use to spell words.

### General Procedures

- Introduce sentence dictation when students' handwriting is fluent and they have achieved success with word dictation.
- Model the process and explain the nonverbal prompts you will use to signal students to repeat (or echo) the words and write them. Nonverbal prompts help students hold a sentence in memory.

### Dictation

#### Look and Listen

- Students focus on your mouth as you dictate a sentence.

#### Echo

- When given a nonverbal prompt, students repeat the sentence until it is easily recalled.

#### Write

- When given a nonverbal prompt, students write the sentence.

#### Proofread

- After writing the sentence once, students check their sentence as you dictate it three more times.
- During the first dictation, students check for missing words only; during the second, for capitalization and punctuation; and during the third, for spelling errors. Students place a checkmark at the end of the sentence each time to indicate they have checked for those items.
- On another day, students check the sentence again for spelling errors.

Adapted from Carreker, S. (1999). Teaching spelling. In J.R. Birsch (Ed.), *Multisensory teaching of basic language skills* (pp. 217-256). Baltimore: Brookes.