

A Spelling Study Strategy

Helping Students Learn Unknown Spelling Words

Graham, S., & Freeman, S. (1986). Strategy training and teacher- vs. student-controlled study conditions: Effects on LD students' spelling performance. *Learning Disability Quarterly*, 9, 15-22.

This spelling strategy is intended to help students study unknown spelling words. Students need to be trained in the study method. Training in the use of the word-study strategy involves (1) *modeling*: the student watches the teacher model the procedure; (2) *practice with assistance*: under the direction of the teacher, the student practices using the procedure with several different words; and (3) *demonstration of proficiency*: if the student is able to successfully apply the word-study strategy to two consecutive words without any assistance, they may continue independently.

1. Say the word.
2. Write and say the word.
3. Check the word
4. Trace and say the word.
5. Write the word from memory and check your spelling

If the student misspells the word in step 5, they need to repeat all the steps.