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Spelling Interventions for Students Who Show Signs of Dyslexia

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Abstract

This action research examines the impact of spelling interventions for students who show signs of dyslexia. The action research also shows how using growth mindset can help students with characteristics typical of low self-esteem. Students learned a new spelling pattern weekly and a growth mindset lesson to teach students how to have a growth mindset rather than a fixed mindset related to spelling skills. A pre-spelling inventory test and a post-spelling inventory test were compared to see that word study activities help students remember specific spelling patterns.

Keywords: Dyslexia, spelling, intervention, growth mindset

Introduction

In the 2018-2019 school year, a school counselor presented information about the new dyslexia legislation in Missouri. According to Wegner (2019):

State of Missouri is now rolling out a dyslexia law aimed at identifying and supporting students like [student name] early in their education. State-mandated dyslexia screenings for children in K-3 take effect in the 2018-19 school year in all Missouri regular public and charter schools. The law, signed in 2016, also led to the development of dyslexia training for teachers and recommendations on how best to support dyslexic students throughout the state.

The school district provided an hour-long training about dyslexia. There were still unknowns about what dyslexia was, the impact it can have on students and how to teach students with dyslexia. It was noted there were a number of students progressing through each grade level struggling with difficulties that could be dyslexia-related and not receiving early intervention for those difficulties.

This was new legislation in Missouri, but dyslexia has been around for years. “Modern understanding of SLDs, such as dyslexia, began at the end of the 19th century” (Berninger & Wolf, 2016,

p.4). Berninger and Wolf (2016) also stated, “ In an 1896 article in the *British Medical Journal*, Morgan [English doctor] described a bright student who knew his letters but was unable to read; he also spelled bizarrely.” There is a clear need for understanding dyslexia and what to do for a child who shows signs of having dyslexia. One in five students, or 15-20% of the population, has a language-based learning disability. Dyslexia is the most common of the language-based learning disabilities (Dyslexia Center of Utah, 2018). So why do teachers not know more about dyslexia in order to help these students, especially since this has been around for so long?

Review of the Literature

What is dyslexia?

Riddick, Lumsdon, and Wolfe (2003) have discussed dyslexia through a guide designed for parents and teachers. Dyslexia is more common than people think. Understanding what dyslexia is becomes the first step of supporting students. “Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the ‘word level’ and implies the problem is severe and persistent despite appropriate learning opportunities” (Riddick et al, 2003, p.1). Dyslexia is a specific learning difficulty (SpLD). Riddick et al (2003) stated, “...phonological processing difficulties are fundamental to dyslexia and are found to a greater or lesser degree in all individuals with dyslexia” (p.5). Riddick et al (2003) writes:

following are all indicators of phonological difficulties: problems in segmenting words into phonemes; problems keeping strings of sounds or letters in short-term memory; problems repeating back long non-words; problems in reading or writing non-words; slow naming of colours, numbers, letters and objects in pictures. (p.5)

Many students who have dyslexia have short-term and working memory problems.

Remembering spelling words, instructions, vocabulary words, and numbers can be difficult (Riddick et

al, 2003, p.4). In the research, it also said students have a hard time remembering words on the board to copy down, and these students have to look up frequently from the boards to paper (Riddick et al, 2003, p.4). This piece of the puzzle is wonderful to know as a teacher because even when students try so hard to memorize, it just does not click.

What does dyslexia look like?

Politt, Pollock and Walter (2004) discuss what dyslexia looks like from a day-to-day perspective in the classroom. They talk about the factors related to dyslexia and provided accommodations and interventions for teachers to use in their classrooms. Spelling was specifically looked at. Politt, et al (2004) stated, “There are people who have no visual recall for words (they may visualize in pictures or see nothing in their mind’s eye), but when confronted with words, the sight of them sparks off the recognition, and they may read fluently” (p.65). Politt et al (2004) also stated, “Many times this reading ability has led to a misguided conclusion about a child not being dyslexic, with the suggestion that poor spelling was mere laziness or his mind working too fast to allow him to give proper attention to his work” (p.65). It is important not to be quick to write off a student. With the previous example, that student is struggling with the spelling aspect and not reading. Reading is not the only factor in dyslexia. Politt et al (2004) said, “A teacher will be alerted to a dyslexic child’s spelling problem by spelling that is either bizarre (for example, wusf/must) or purely phonic (such as hipocrasy/hypocrisy), and she should not be put off track if that child can, in fact, read quite well” (p.67). Usually people assume a child with dyslexia will write their letters backwards. That is part of it, but there is so much more to it. “Students can write their letters reversed or mirrored (b/d), the outline or shape of a word can be similar to the correct word (day/dog) and letters can be written in the wrong order (hlep/help)” (Politt et al, 2004, p.67).

Politt et al, 2004 stated, “Dyslexic children will need considerable reinforcement – with no criticism of their forgetfulness, because rectifying spelling is a very difficult process for dyslexic people” (p. 85). There were ten total “guides” for teachers to use to teach spelling. A couple examples of a guide are teaching blends and digraphs. Students should practice in a mirror to watch how they are saying each of them (Politt et al, 2004, p.79). Another example is silent E. Politt et al (2004) says that if the vowels are in red it highlights how a final E lengthens the previous vowel. This provides a visual memory tag to reinforce the difference in sound (p.80). Politt et al (2004) states that teachers should ask this when reviewing a word:

How many letters are in the word?; Is there a vowel, or more than one vowel – or if vowels are in red, is there a red letter?; Are there more letters before or after the vowel/red letter?; Are there any tall/ascending letters?; Are there any descending letters?; What are the letters in the word? (Do not say spell the word because of unhappy connotations.); Can you give me the letters of the word backwards, i.e. from right to left?; Can you now write the word in joined-up writing? This will then indicate whether the child has a secure knowledge of the spelling –but reinforcement will still be needed from time to time (p.90).

This will help the student break down the word and understand it better.

What does dyslexia do to a child’s self-esteem?

Frazier (2016) discusses the different perspectives and challenges regarding dyslexia including social aspects and parent-child and teacher-student relationships. Frazier (2016) explains self-concept as “the complex image an individual holds of themselves” (p. 13) including social behavior, self-regulation, receiving energy from setting goals and having plans, and being able to pursue what is important to the individual. Frazier (2016) said, “Academic performance played a significant role in global self-esteem, and this finding was significant for people with dyslexia, making dyslexia a potential

risk factor to self-concept and global self-esteem” (Frazier, 2016, p.14). Frazier (2016) notes two areas of influence to self-esteem including the skills and abilities that an individual deems important and “social recognition received from others” that are seen as important to the person including “parents, teachers, classmates, peers” (p. 14). This is something teachers and parents should know about self-esteem. Students want reassurance from other people that they are doing their task “correctly.”

Students with dyslexia need to cope and need strategies to help them do so. “Some strategies are: concealment of poor performance and failures, thereby preventing and avoiding the negative evaluation of others, and seek alternative activities in which they can succeed and achieve positive assessment from others” (Frazier, 2016, p.14-15). Frazier, 2016, says the following:

Locus of control and self-handicapping. Some people are afraid of failure so they unconsciously protect their self-esteem by arranging things in ways so as to be able to attribute failure to a higher force. Their locus of control is external. This is the same as learned helplessness, i.e., perceived absence of control over the outcome of a situation. Dyslexia may cause dyslexic individuals to have an external locus of control (pg. 15).

This part of the chapter resembled growth mindset. Growth mindset can help with believing in yourself and boosting confidence.

How does growth mindset help a child with their self-esteem?

Dweck (2010) discusses what a growth mindset is and how it can impact students in the classroom. “Individuals with a fixed mindset believe that their intelligence is simply an inborn trait—they have a certain amount, and that’s that. In contrast, individuals with a growth mindset believe that they can develop their intelligence over time” (Dweck, 2010, p.1). Students with a growth mindset and students with a fixed mindset use different words to explain things that are going on. “Instead of thinking they [students with a growth mindset] were failing (as the students with a fixed mindset did),

they said things like ‘I love a challenge,’ ‘Mistakes are our friends,’ and ‘I was hoping this would be informative!’” (Dweck, 2010, p.2). On the other hand, students with a fixed mindset can use words like “This is dumb,” “I am dumb,” “I am a failure,” and “I cannot do this.” It is clear students with a fixed mindset can be negative and students with a growth mindset are positive. Dweck (2010) writes, “...students with a fixed mindset tend not to handle setbacks well. Because they believe that setbacks call their intelligence into question, they become discouraged or defensive when they don’t succeed right away” (p.2). When students feel this way, they get in the mindset of thinking they will never accomplish the task the teacher is giving them. “Teachers who strive to design challenging, meaningful learning tasks may find that their students respond differently depending on the students’ assumptions about intelligence” (Dweck, 2010, 2-3). It is important for students to understand it does not matter what kind of intelligence someone may have because anyone can have a growth mindset.

“One way to create such a [growth mindset] culture is by providing the right kinds of praise and encouragement” (Dweck, 2010, p.3). Dweck (2010) said, “My research has shown that praising students for the process they have engaged in—the effort they applied, the strategies they used, the choices they made, the persistence they displayed, and so on—yields more long-term benefits than telling them they are “smart” when they succeed” (p.3). Students like to be praised because it makes them feel good and they feel like they did something right. “Teachers may illustrate the concept of the growth mindset by having their students write about, and share with one another, something they used to be poor at and are now very good at” (Dweck, 2010, p.3). This is a wonderful way to start teaching growth mindset. For example, a teacher can say the student did not know how to tie their shoes before, but with practice they finally learned how and now, they are very good at it. This is something that took a little while to learn, but eventually they learned how to tie their shoes. Dweck (2010) said such discussions encourage students not to be ashamed to struggle with something before they are good at it. “Teachers can also ask

their students to choose an area in which they would like to improve and then to establish a personal goal that would be a big reach for them” (Dweck, 2010, p.3). This is a simple way students can look back and see that they did indeed accomplish something. “Another strategy is to have students write a letter to a struggling student explaining the growth mindset, telling the struggler not to label himself or herself, and giving the student advice on improvement strategies to try” (Dweck, 2010, p.4). This strategy is a great way for students to understand why growth mindset is powerful. Sometimes when students teach other students, they understand it better than they would if a teacher explained it. Dweck (2010) said this about growth mindset,

Meaningful work not only promotes learning in the immediate situation, but also promotes a love of learning and resilience in the face of obstacles. This kind of meaningful work takes place in classrooms in which teachers praise the learning process rather than the students’ ability, convey the joy of tackling challenging learning tasks, and highlight progress and effort. Students who are nurtured in such classrooms will have the values and tools that breed lifelong success (p.4).

These skills will help students with their self-esteem because when they know they can complete a task given to them it makes them feel like they can accomplish more and more. Once their self-esteem begins to build up then they will want to try more tasks with more confidence.

Purpose of Study

Based on the research and prevalence of dyslexia, the researcher found multiple students in the class showed signs of dyslexia. The study examined the use of spelling intervention word study with students who show signs of dyslexia. Using spelling interventions to support students who showed signs of dyslexia will increase their knowledge of spelling patterns to be able to spell more words correctly. From all of the research discussed above, the researcher guided the inquiry using two questions. One of the questions addresses spelling intervention and the other is based on growth mindset.

1. How well does implementing word study from *Words Their Way* (Bear et al, 2003) help students with dyslexia in spelling?
2. Does teaching growth mindset impact students' attitude toward spelling?

Methodology

The setting for this inquiry was a second-grade classroom. The school the inquiry took place in has 492 students in the grades PK-5. Sixty-one percent of the students receive Free or Reduced Lunch. The school is a Title 1 school, which means the school is a low-income school with funding for a reading specialist and resources. The second-grade classroom, in which the inquiry is occurring, has 15 students. The classroom is diverse for students learning English, students receiving special services, and students receiving Title 1 services.

The researcher conducted the inquiry in the second-grade classroom during the English Language Acquisition (ELA) block, which is about two hours long. The researcher focused on five students who show signs of dyslexia. The instruction for this group focused on strengthening their spelling abilities. Students had Jolly Phonics (Whittaker, 2013) in kindergarten and first grade. Jolly Phonics (Whittaker, 2013) uses actions to learn all 42 letter sounds. Second grade teachers use spelling lists with a new spelling rule every week. Students receive word study after reading every day using the spelling rule/ list. Students can refer to the Jolly Phonics (Whittaker, 2013) skills that they remember, but daily instruction in second grade does not include Jolly Phonics (Whittaker, 2013). The small group also showed characteristics of low self- esteem with spelling. They thought they were “failures” because they struggled with the spelling tests they were given. The group received growth mindset lessons to strengthen their self- esteem.

Students took the *Words Their Way* (Bear, Invernizzi, Templeton & Johnston, 2003) spelling inventory test, which showed the spelling stages that the student were on. Prior to the test, students

struggled with long vowel patterns. The spelling inventory test the students took at the beginning of the study reflected this as well. The researcher then used the *Words Their Way* (Bear et al, 2003) Level 2 Word List to begin implementation. Every week students received word study interventions working on specific vowel sounds with long vowel patterns like o_e, ai, i_e, ea, a_e, oa, and igh. It is important for students to know the difference between the short vowel and long vowel because it will help them with their ability to implement it in their writing. Students practiced using the long vowel patterns in a sentence. Students received growth mindset lessons on making mistakes, how people can learn from them, showing perseverance and the difference between fixed mindset and growth mindset.

Table 1

Monday	Students received a word list based on the vowel pattern.
Tuesday	Students did an activity with the words they learned on Monday.
Wednesday	Students received a growth mindset lesson.
Thursday	Students practiced dictation using the vowel pattern.
Friday	Students had ten words to spell for a formative assessment.

The resources needed for the implementation are the *Words Their Way* (Bear et al, 2003) spelling inventory test and the word study spelling lists. This guided what the researcher needed to teach the students each week. The researcher used word study activities to keep the students engaged while learning. Some of the activities are illustrating the words (to have a visual connection), rainbow words, and money words (to connect math and spelling together they find the value of their letter and add them up). These activities helped students understand the words better and have connections in different subjects. Students also had growth mindset lessons and surveys.

Pre- and post- spelling inventories with 26 words were administered to address the first action research question. The teacher looked specifically at the spelling patterns of beginning consonants, final consonants, short vowels, consonant digraphs, consonant blends, long vowel patterns, other vowel patterns and inflected endings. These depend on where students were based on spelling stages. Majority of the students received seven out of seven for beginning consonants, final consonants, short vowels, consonant digraphs and consonant blends. Most of the students received less than three out of seven for long vowel patterns. That is where the teacher wanted to start because students should know these patterns before the next patterns. Each Friday, the students received a formative assessment of ten words with the short and long vowel pattern of that week.

The teacher gave students a survey before and after spelling interventions were taught to gauge their attitudes towards spelling for the second action research question. The survey consisted of five questions and students had to say yes or no to those questions. This was based on growth mindset and how they treated tasks given to them. The teacher also collected anecdotal notes using an observation checklist on how students are responding throughout the week about their attitude and feelings towards spelling. The teacher asked them several questions about the word study activities they liked or did not like and about their spelling tests.

Results and Findings

The *Words Their Way* (Bear et al, 2003) spelling inventory test that the teacher gave the students was the pretest. There were seven total possible points for each spelling pattern. From the table below, the students had a good grasp of beginning consonants, short vowels, final consonants, consonants digraphs and consonant blends. If students missed one of these patterns, they only missed one. This could be just from mishearing the teacher or writing it down wrong. After looking further down the patterns, it is apparent long vowels, other vowels and inflected endings are where students struggled the

most. In second grade, the spelling lists includes a vowel pattern and towards the end of the year they learn about inflected endings. It was not surprising the scores for inflected endings were the lowest because they had not specifically been taught it yet. They did, however, learn some of the long and other vowel patterns in which they were tested. They had not fully been taught all the long vowel sounds.

	Spelling Inventory		Pre-Test		
	BC	FC	Short Vowel	CD	
Student 1	7	7	6	7	BC= Beginning Consonants
Student 2	7	6	7	6	FC= Final Consonants
Student 3	7	7	7	7	CD= Consonants Digraphs
Student 4	7	7	6	7	CB= Consonants Blends
Student 5	7	7	7	6	
	CB	Long Vowel	Other Vowel	Inflected Ending	BC= Beginning Consonants
Student 1	7	1	1	3	FC= Final Consonants
Student 2	7	3	2	3	CD= Consonants Digraphs
Student 3	6	1	2	2	CB= Consonants Blends
Student 4	7	2	2	1	
Student 5	6	0	1	0	

Figure 1: Spelling Inventory Pre Test

Students also received a growth mindset survey on how they felt about spelling and making mistakes. They had a lack of confidence when it comes to taking tests, specifically spelling tests. When asking question one, the teacher noticed only five students answered yes. This student got very upset when it was writing time. For question two, student two said they did not believe that they could get better the more they practice. When the teacher asked the student why they chose that, they said it was because they just could not. For question three, there were two students who said yes to feeling sad when they tried to spell. For question four, the same two students said yes to thinking people would get mad at them for making mistakes. One of the students while taking tests always asked the teacher if the teacher would get mad at them for getting things wrong or would ask if their mom would get mad. This

indicates the student was hard on himself or herself. For question five, all students said their brain was working hard and they love what it does. This shows that they had potential in learning more and that they at least knew their brain was powerful. The teacher knew where to start the group by making sure what a growth mindset and fixed mindset are and what to do when things get hard because of what the survey showed. They needed help in perseverance due to wanting to give up and feeling sad.

Questions:
Q1: I want to give up when I write.
Q2: I believe that I can get better the more I practice.
Q3: I feel sad when I try to spell.
Q4: When I make mistakes, I feel like people will get mad at me.
Q5: I know that my brain is working hard and I love what it does.

Figure 2: Growth Mindset Pre and Post Survey Statements

Pre- Growth Mindset Survey Results					
	Q1	Q2	Q3	Q4	Q5
Student 1	N	Y	Y	Y	Y
Student 2	N	N	N	N	N
Student 3	N	Y	N	N	Y
Student 4	N	Y	N	N	Y
Student 5	Y	Y	Y	Y	Y

Figure 3: Growth Mindset Pre Survey Results

Each week, the teacher gave the students a ten word spelling test based on the pattern they studied that week to see if they were truly grasping what they were learning. From looking at the results, the teacher can tell that the vowel pattern ai was harder for them to grasp. The teacher believed it was because they wanted to use a_e instead of ai. It makes the same sound, but is used differently. The sounds they scored the best were i_e and a_e. The silent e sound is something that students can understand. When looking at the other sounds, students would get confused and want to write vowel consonant vowel sounds. That is something that the students will need to keep practicing. Overall, students seemed to know the vowel pattern sound when being tested at the end of the week.

Formative Spelling Test - Long Vowel Patterns								
	Early September	Mid September	Late September	Early October	Mid October	Late October	Early November	
	o_e	ai	i_e	ea	a_e	oa	igh	
Student 1	8/10	8/10	10/10	10/10	10/10	10/10	9/10	8/10
Student 2	10/10	10/10	10/10	10/10	10/10	10/10	10/10	9/10
Student 3	9/10	9/10	10/10	9/10	10/10	10/10	9/10	9/10
Student 4	10/10	9/10	10/10	9/10	9/10	9/10	9/10	9/10
Student 5	7/10	4/10	9/10	6/10	7/10	8/10	8/10	8/10

Figure 4: Formative Spelling Test for Long Vowel Patterns

There was an observation checklist used by the teacher to monitor the students during the ELA block to see if the students are applying their growth mindset lessons in the reading and writing areas. Each time the teacher observed the student applying a growth mindset, they would receive a tally. During week one, the teacher noticed a lot of negativity and not a whole lot of positivity. Students who doubted themselves the most were students one, two and five. Student 1 required a lot of motivational support to get them through ELA. This student called it their “worst nightmare.” So seeing that this student wanted to give up did not surprise the teacher. During week two, student one and two had less time where they wanted to give up and student five went from two to zero times they wanted to give up.

The teacher also noticed that there were more times where students knew they could do it and wanted to keep trying. This showed that the students were understanding growth mindset better and applying it in their day-to-day life. Week three had the most growth. When specifically looking at student one, they were starting to see that they can do it and wanted to keep trying instead of giving up when things get hard. There were also more students who expressed that they wanted to keep trying. Many more students gave themselves a pep talk about how they could do this and to keep trying.

In a growth mindset lesson on perseverance, the students had to say something encouraging to a classmate who were saying that the lesson was too hard and they wanted to give up. The group told this classmate that they are amazing and that they can push through it. Student one said, “I believe in you and you can do this. Just take a deep breath and try again.” The teacher had the students write an encouraging note to themselves on a sticky note for an upcoming test and taped it on their desks. Student one needed their note because of a spelling test and it said, “Even if you are afraid, you can do this! Just breathe and take a short break. You can do this.” This was beneficial for that student because they showed perseverance and completed the spelling test. They really loved making notes of encouragement to the classmate, but most importantly to themselves. Students wanted to keep writing the notes and asked if the teacher could write the whole class notes for their next test.

For the post spelling inventory test, all students improved by at least one point in the long vowel, other vowel and inflected endings areas. The students all got the vowel patterns o_e and a_e correct. Half of the students got the vowel pattern ai correct. All but one student got the vowel pattern i_e correct. The direct teaching and engaging activities of the patterns had an impact on them spelling the words correctly. The vowel pattern was still an issue. Students struggled with identifying the many different ways to spell the sound. This is something that will take a lot of repetition and considerable amounts of practice to master.

	Spelling Inventory		Post-Test			
	BC	FC	Short Vowel	CD	BC= Beginning Consonants	
Student 1	7	7	7	7	FC= Final Consonants	
Student 2	7	7	7	7	CD= Consonants Digraphs	
Student 3	7	7	7	7	CB= Consonants Blends	
Student 4	7	7	7	7		
Student 5	7	7	7	7		
	CB	Long Vowel	Other Vowel	Inflected Ending	BC= Beginning Consonants	
Student 1	6	5	2	3	FC= Final Consonants	
Student 2	7	4	3	4	CD= Consonants Digraphs	
Student 3	6	4	3	4	CB= Consonants Blends	
Student 4	7	4	2	2		
Student 5	7	3	1	0		

Figure 5: Spelling Inventory Post Test

For the post growth mindset survey, students showed growth with their self-esteem. Building confidence and self-esteem takes a while depending on the student. For student one, it will take a little bit longer than other students because this student has test anxiety. However, this student made great progress. They shared that instead of getting upset every time they had to spell words they did not know; they only felt upset some of the time. When students feel like they are failures, they will not perform how you want them to.

Post Growth Mindset Survey Results					
	Q1	Q2	Q3	Q4	Q5
Student 1	N	Y	Sometimes	Y	Y
Student 2	N	Y	Y	N	Y
Student 3	N	Y	N	N	Y
Student 4	N	Y	N	N	Y
Student 5	N	Y	N	Y	Y

Figure 6: Growth Mindset Post Survey Results

Students rated each activity they did to see which one they would prefer to do again. The teacher asked them to rate each activity from one-five. The following list is in order from the highest rated activity to the least rated activity.

- Rainbow Words- Students received a word and then the students had to write the word in three different colors.
- Scrabble- Each letter had a value and students had to find the value of each letter in a word and add them up.
- Money Words- The letters had a different coin value. Students had to add the coins up to see how much the word is worth.
- Silly Sentences- Students put the words in silly sentences.
- Frame It- Students wrote the word in a box and then mad frames around it.

The researcher found students liked the more creative activities and curriculum that they have been learning in other subjects. Scrabble and Money Words are both using math, which are some of their strongest academic areas. Although Silly Sentences were rated one of the least favorite, the teacher liked this activity because it showed if the students could apply what they had been learning that week. The students said that Frame It was fun for the first couple of words, but they ran out of ideas to create more frames.

Conclusion

The research showed effective word study activities that students enjoy help keep students engaged and have a positive impact when taking spelling tests. When students just memorize words each week, they did not always remember them the next week or even apply it in their writing. Having a positive mindset will impact students in tough times. Believing in yourself is a big lesson students learn at this age and growth mindset can help them with that. Directly teaching a spelling pattern rule each

week will increase their knowledge about how to use the rule to spell and when to use that rule. There are several sounds that have multiple ways to spell, such as ur, ir, and er. Students need to know the difference and know when to use it.

Although the students in the study group show signs of dyslexia, they can still learn just like any other student. The students benefited from being in the small group and loved being with each other because they had a passion to learn and get better together. They know they struggled but throughout the weeks of being in the small group, they knew they could thrive.

Spelling intervention can be implemented whole group as well. Using the spelling lists that are already in place, teachers can use the word study activities and focus on the spelling rule that the spelling list is using. For example, a spelling list can consist of the long vowel pattern of ai. There will be several words with the same pattern. Teachers will have students do word study activities like the students in the study group used, every day to engage their students. Students will take their usual spelling tests on Friday, where teachers can see if the students fully understand that spelling pattern.

The researcher plans to take the research and continue to do word study with students. The researcher will share it with other teachers because it is important for them to know the signs of those struggling with dyslexia, strategies to intervene, and how to support them. It is important that students get the help they need because everyone learns a different way.

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