

# Skills Analysis in Reading and Spelling

## Spelling Errors

### Definitions

Recommendations for providing effective reading instruction include addressing these three spelling components:

1. Phonological knowledge—the ability to attend to, discriminate, remember, and manipulate sounds at the sentence, word, syllable, and phoneme (sound) levels
2. Orthographic knowledge—understanding or knowledge of the phoneme-grapheme correspondence system of English, and/or the written syllable patterns in English and their assembly in longer words
3. Morphological knowledge—awareness of morphemes (meaningful units of language) and the representation of morphemes in English orthography

(Ehri, 2000; Moats, 2005; Moats, Foorman, & Taylor, 2006; Snow, Griffin, & Burns, 2005)

### Examples

#### *Phonological Errors in Spelling*

- Vowel substitutions (brash/brush)
- Vowel omissions (dring/during)
- /r/ or /l/ errors (gaj/garage)
- Other consonant errors (haner/hanger, westerday/yesterday)

#### *Orthographic Errors in Spelling*

- Vowel teams (skreach/screech or thot/thought)
- Vce or Open/closed vowel confusions (hait/hate or rouls/rules)
- Vowel-r spellings (dring/during)
- Complex consonants (skool/school)
- Digraphs/trigraphs (spondge/sponge)
- Syllable juncture (sumer/summer or strapt/strapped)

#### *Morphological Errors in Spelling*

- Roots or base words/combining forms (desision/decision)
- Prefix identification (inprove/improve)
- Suffixes (classis/classes or fames/famous)

## Next Steps

### Phonological Intervention

Numerous errors in the phonological category indicate that intervention should emphasize:



explicit and systematic instruction in  
consonant and phoneme vowel identification.

### Orthographic Intervention

Numerous errors in the orthographic category indicate that intervention should emphasize:



systematic instruction in spelling patterns  
within words and between syllables.

### Morphological Intervention

Numerous errors in the morphological category indicate that intervention should emphasize:



prefixes, roots/base words, both kinds of suffixes (inflections and  
derivational suffixes), combining forms, word origin, and the relationship  
between meaning and spelling.

## Practice

### Step 1: Gather a short writing sample from a student.

Yesterday we had a party at skool. We had balones because it was almost sumer. We played a game. It had lots of rouls but I thot it was fun. It will be vakashan soon.

### Step 2: Document/count errors by error type.

Phonological: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Orthographic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Morphological: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Step 3: Decide next steps for intervention.

Given the numerous errors in the \_\_\_\_\_ category, intervention should emphasize:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## References

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