

## ANALYZING SPELLING ERRORS

Type of Spelling Error	Examples	What Does It Mean?	What Can You Do?
<b>Phonological</b>	<i>mush</i> for <i>much</i> <i>rig</i> for <i>ring</i> <i>spen</i> for <i>spin</i> <i>set</i> for <i>sent</i>	<ul style="list-style-type: none"> <li>Students are not matching the sounds, or phonemes, and the letters, or graphemes, correctly.</li> <li>Students may not hear all the sounds in a word correctly.</li> <li>Students may be producing the phonemes using an English language variant or a different home language.</li> </ul>	<ul style="list-style-type: none"> <li>Continue explicit instruction on phonemic awareness.</li> <li>Segment words to ensure students are hearing all the sounds in a word.</li> <li>Use mirrors to help students see how to make different sounds.</li> </ul>
<b>Orthographic</b>	<i>skool</i> for <i>school</i> <i>pik</i> for <i>pick</i> <i>rede</i> for <i>ready</i> <i>throate</i> for <i>throat</i>	<ul style="list-style-type: none"> <li>Students are correctly identifying all the sounds in a word, but they do not know the phoneme-grapheme correspondence for the spelling of the word.</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly teach additional phoneme-grapheme correspondences that represent a sound (e.g., /k/ can be spelled with <i>k</i>, <i>ck</i>, <i>ch</i>, etc.).</li> </ul>
<b>Morphological</b>	<i>washt</i> for <i>washed</i> <i>hatsz</i> for <i>hats</i> <i>faver</i> for <i>favor</i> <i>moshun</i> for <i>motion</i>	<ul style="list-style-type: none"> <li>Students are incorrectly spelling meaningful parts of words, or morphemes.</li> </ul>	<ul style="list-style-type: none"> <li>Focus instruction on morphemes, including prefixes, roots, suffixes, word origins, etc.</li> <li>Introduce and practice spelling, pronunciation, and meaning of common morphemes.</li> </ul>

(Adapted from Literacy Through Language)