

Subject Area: English Language Arts, (Spelling Approaches)

Grade Levels: K-5

Title of Instructional Method: Class wide Peer Tutoring (CWPT) using the SPELLER Strategy.

Keller, Cassandra L. (2002). A new twist on spelling instruction for elementary school teachers. *Intervention in School and Clinic*. 38, 3-7.

Description:

General and special educators are frequently confronted with the problem of how to provide spelling instruction that meets the needs of all their students, especially their student with mild disabilities. The purpose of this article/ Approach is to combine two effective instructional methods (Class wide Peer Tutoring and the “SPELLER” strategy) to help students acquire and maintain spelling competence both inside and outside of the classroom.

References:

Arreaga-Mayer, C. (1998). Increasing active student responding and improving academic performance through class wide peer tutoring. *Intervention in School and Clinic*. 34, 89-94, 117.

Delquadri, J., Greenwood, C. R., Whorton, D., Carta, J. J., & Hall, R. V. (1986). Class wide peer tutoring. *Exceptional Children*, 52(6), 535-542.

Mortweet, S. L., Utley, C. A., Walker, D., Dawson, H. L., Delquadri, J. C., Reddy, S. S., et al. (1999). Class wide peer tutoring: Teaching students with mild mental retardation in inclusive classrooms. *Exceptional Children*, 65, 524-536.

“How-To” Information:

Teachers have many different methods of providing instruction in spelling. Some of these methods include writing the words a number of times, rainbow writing (tracing words with different color crayons), using words in a sentence, and putting the words in alphabetical order. This article poses a new way to teach spelling in the classroom with the use of a spelling strategy incorporated into a Class wide Peer Tutoring procedure. CWPT is an effective delivery technique in which all students in the classroom participate simultaneously. The spelling instruction involves the entire class in tutoring 20 minutes per day, at least 3 days per week. This tutoring occurs simultaneously for all tutor-tutee pairs, which gives the teacher the freedom to roam the classroom to monitor students’ performance and provide feedback.

On the first day, give students their spelling words for the week, either individually or as a class assignment, depending on your usual classroom procedures. Have the students write the spelling words on flashcards so that they have their own sets

of cards. During the second, third, and fourth days, you will facilitate the CWPT procedure. Test students on the last day.

Before starting the CWPT, you will want to pair the student in to groups using three methods: random, personality, or ability.

Lastly, teach the SPELLER strategy to the children. This is the strategy that will be used by the students while working with each other as tutors and tutees. The strategy has 7 steps:

- 1.) The tutor will hold up a spelling word flash-card and say, "Spot the word, and say it."
- 2.) The Tutee will look at it and pronounce it.
- 3.) Then the tutor will say, "Close your eyes, and picture how the word should be spelled with your eyes closed.
- 4.) Still holding up the card, the tutor should say, "Look to see if you pictured the word right." The tutee should open their eyes and reply, "yes" or "no."
- 5.) Have the tutor turn the flash-card away from the tutee and say, "Now write the word." The tutee will write the word on the SPELLER practice sheet without seeing the word.
- 6.) Have the tutor examine the spelling of the word to see if it was done correctly.
- 7.) If the word is spelled correctly, the tutor should offer praise as a reward, and then repeat the process with a new word. If the word is spelled incorrectly, they should start the process over until the word is spelled right.

Implications for Practice:

- CWPT procedures increase academic results such as mastery, accuracy, and fluency in almost all academic areas, including spelling.
- Pairing the students randomly ensures that all students eventually get a chance to work together. However, random pairing can create problems for students who don't work well together; interaction difficulties may interfere with tutor session effectiveness.
- Assigning students into pairs by personality ensures smooth tutoring sessions but may limit the choice of partners available each week.

EIU Candidates:

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