

DESCRIPTIVE CATEGORIES OF CHALLENGED SPELLERS

<p>Category One: full literacy lives</p> <ul style="list-style-type: none">• exhibits strong reader behaviors; enjoys specific types of books• exhibits strong writer behaviors; writes for a variety of purposes; writes outside of school• exhibits a strong sense of personal control over reading and writing; knows own strengths/weaknesses• uses multiple self-correction strategies, both internally and externally-based• sees spelling as secondary to meaning and as an editing issue• impact of visual memory unclear• enjoys language• actively uses and advocates multiple drafts in writing	<p>Category Two: literacy at arms length</p> <ul style="list-style-type: none">• exhibits average reader behaviors; can read but often chooses not to• exhibits average writer behaviors; does school assignments but little personal writing outside of school• demonstrates little sense of personal control over language• uses few strategies for spelling; relies mostly on external resources like spell checkers, peers, or mom• tends to spell known words correctly; has few strategies for spelling unknown words• exhibits many gaps in learning about spelling rules, patterns, and generalizations.• exhibits weak visual memory recall and very weak delayed visual memory recall• seeks assistance with editing
<p>Category Three: literacy resistance</p> <ul style="list-style-type: none">• exhibits reluctant reader behaviors; reads when told to• exhibits weak writer behaviors; does not write outside of school• demonstrates minimal sense of control over language or learning• uses external spelling strategies like spell checkers, peer, or adult editors• seeks editing help from external sources• exhibits little personal ownership for own writing/spelling• demonstrates minimal motivation to achieve in spelling• exhibits weak visual memory• demonstrates over-reliance on phonics	<p>Category Four: literacy avoidance</p> <ul style="list-style-type: none">• exhibits weak reader behaviors; actively doesn't like reading• exhibits weak writer behaviors; does no writing out of school; may not complete school writing• demonstrates no sense of personal control over language or learning• uses few spelling strategies: spelling happens or it doesn't• identifies self as "bad" at spelling; does not appear to have any ideas on how to improve spelling• views spelling is important only for grades• demonstrates over-reliance on phonics• equates poor spelling with being poor at writing and at English

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