

# Supporting Challenged Spellers

**W**e've all worked with challenged spellers. Some of us *are* challenged spellers. In each case, one thing is certain: Difficulties with spelling can be frustrating and embarrassing, potentially causing those who struggle to avoid tasks that lead to these feelings—tasks like writing. For many, challenges with spelling translate to an invisible handicap that is carefully hidden and that affects many routine daily tasks.

For those of us who have not struggled with spelling, it may be easy to underestimate the challenges faced by poor spellers. As a result, we may harbor over-simplified notions about how to address their problems. For many years, I encouraged my students to save their concerns about spelling until their final draft. “Don’t sweat the small stuff!” I cajoled. “Wait until it’s time to clean up the sloppy copy.” It was my son Justin—and other writers like him—who helped me understand that spelling can be far more than “small stuff.”

Justin is a challenged speller. With a certainty, writing completed under pressure and without adequate tools creates a recipe for frustration and, potentially, for failure. As a young adult, Justin’s writing is thoughtful, well organized, and filled with voice. Still, when reading his first drafts, many readers may never get beyond his chaotic spelling.

Justin’s struggle typifies that of many of our students. A story from Tracy’s classroom may help to sharpen the focus on the impact of poor spelling on writing. She describes crouching down next to Lacie’s desk so they could talk at eye level. The

room was quiet as students read their free choice books. The paper she handed Lacie was filled with comments and circled words. One look at the paper and Lacie sank deeper into her chair. Tracy meant for her comments and suggestions to be helpful, and she emphasized this by stressing the quality of the story. For Lacie, however, her poor spelling led to a very different generalization: “Just look at all those errors. I just can’t write.” For the students who struggle with spelling, poor spelling too often translates to a sense of hopelessness about their writing.

Karen, Jennifer, Tracy, Dawn, and I believe that spelling is a sub-skill of writing and that concerns about spelling are generally best addressed as we edit pieces destined for a public audience. We were drawn together by a common question: How can we help our students grow in competence and confidence as writers as we address their spelling difficulties? To help us understand their spelling dilemmas, we invited challenged spellers from our classrooms to work with us in a research project. Over a three-year period, we have studied instructional histories, analyzed results of spelling and visual memory inventories, and mapped the strategies and habits our challenged spellers used as well as those they lacked. What we found has profoundly altered our approach to spelling by allowing us to be more strategic in our teaching.

## Learning from Spelling Histories

Here’s the words, here’s some worksheets, learn ’em.  
—Ann, grade 8

Generally, early in the year we ask students to write about their own backgrounds as spellers. These first drafts may include early memories about

spelling, recollections about how they learned to spell or about how spelling was taught, as well as any thoughts or reactions they might have about spelling. What do we learn from our students' spelling histories? Students describe remarkably similar—and traditional—experiences with spelling in school that focus overwhelmingly on the use of spelling textbooks featuring lists, exercises,

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and tests. Students tell stories about spelling words being posted on the refrigerator door for the week, of moms or dads or grandparents spending time drilling them on the words for the Friday test, and of time spent writing words over and over to commit them to memory.

Unfortunately, students also relate unexpected things emerging from these practices. Repeatedly, we hear about the overwhelming complexity of spelling illustrated by student beliefs that every single word in the language has to be memorized individually! Despite the fact that lists are generally constructed to teach common features or patterns, challenged spellers often fail to either recognize the feature or to be able to assimilate the pattern well enough to generalize it to other words. As Nicole reminds us,

... the lists had some common things, but each week there was a different one so there was never any time to do much more than memorize the list. And after a while, they all sort of ran together.

Weekly lists tend to over-teach narrowly defined applications of a principle but don't provide enough depth of knowledge or situate that knowledge in a context large enough to be really useful. The pacing of early spelling instruction also proves to be problematic for challenged spellers. Erica reports, "We were really rushed. There were different things to remember every week, so we couldn't really learn to use the rules with other words in writing."

The result? Volumes of half-learned and inaccessible information leading many students to

believe that English spelling is far too complicated for them to figure out. Perhaps most important, however, are the stories we hear about the emotional toll associated with weekly spelling lists and tests. Ann shares,

I *didn't* like spelling in school. My teachers taught it by giving tests. It was a very *negative* experience for me. I hate them. I *studied* by reading them and then having some sort of spelling bee against my stepdad. I learn best by spelling out loud with someone. The worst was 4th grade. I had a spelling test every Friday. It had 20 words and 2 really hard big words. I *usally* did bad. I would study and *foget*.

Jennifer, an excellent speller herself, began teaching spelling the way she had been taught. She describes her frustration emerging from years of teaching formalized spelling programs. Not only did these programs take up a great deal of valuable instructional time, they also failed to provide the results she wanted for her students. Now Jennifer starts each year by asking her students to write about themselves as learners. Not only do these rough drafts help her get to know the students better, they also give her a chance to immediately identify her most challenged spellers and informally catalog the types of errors most prevalent in their writing. From the categories she identifies, she is able to begin thinking of minilessons that will address the specific needs of her students.

## Understanding the Errors They Make

In her very powerful piece entitled "Summer of '99," Erica describes the emotional struggle she experienced surrounding the divorce of her parents. In her five-page handwritten draft, Erica uses a total of 657 words. Of these, 19 different words are misspelled consistently throughout the piece. The fact that some words are misspelled repeatedly creates the appearance of more widespread spelling problems than actually exist in the composition.

Mina Shaughnessy (1977) reminds us that writers seldom misspell words at random. Modeling her error analysis charts, we looked at rough drafts and later at a final draft. We were able to

analyze the types of errors we found in student papers to help us determine specific strengths and weaknesses in our students' writing (see Figure 1). With the error analysis of Erica's work, for example, we are able to see that her mistakes fall primarily into three categories: choosing wrong words, not knowing rules for adding suffixes, and not knowing certain vowel or consonant letter-sound patterns, what we call a "letter-sound" error.

As we look closely at each of the categories, we see that some errors may result from inattention and could likely be caught by Erica if she read her piece aloud to herself and listened for sound cues. For example, at one point she wrote, "*We* I woke up she was still there." She probably means "*When* I woke up . . ." This error is one of proofreading, not spelling. Other wrong words indicate different teaching needs. For example, when Erica writes "...without them I couldn't *of* made it this far . . .," she is confusing a preposition with a verb, indicating a need for simple clarification.

In general, we found that most students, like Erica, have spelling problems in three major categories: interchanging homophones, struggling with adding suffixes, and making letter-sound errors. Though these categories did not account for all the errors students made, they helped us identify the types of errors we needed to concentrate on in whole-class minilessons.

To focus student attention on homophones, Jennifer gives each student a 1" binder ring and a 3" x 5" card with a hole punched in the corner. She begins with *their*, *there*, and *they're*, the three most troublesome homophones for her students. Each student writes the words, short definitions, and example sentences on their cards. They then string their cards onto their binder ring and close it around a ring of their language arts binder. One card focusing on different homophones is added each week or two. Students are expected to use the cards as a quick reference tool, and Jennifer insists that they not mix up the homophones again in their writing.

Wrong words were equally problematic for some students. In final draft papers, heavy reli-

ance on spell checkers opens the door to many homophone and wrong word errors. To focus student attention on the words they have written, we encourage them to read their work aloud and be sure they are only reading the words that are on the page. Doing so and listening to the sound of the piece will generally help them hear when an incorrect substitution—like choose for chose or pubic for public—has occurred. Students need to know that spell checkers are wonderful tools, but without proofreading, they can lead to trouble. For particularly bothersome words, we encourage students to create visual images or mnemonic devices to help them remember words. For example, we look for *here* as in *here* and *there* or think of the *principal* as our *pal*.

Inadequate learning of rules that govern letter patterns and use of suffixes (and occasionally prefixes) were also problems for many. Most rules in English work about 70% of the time, so it is important that we talk about applications that fit the rules and applications that do not. (Also see Jay Richards's article on p. 15.)

Finally, we found that many misspellings occurred when students lacked knowledge of letter-

<b>Student Name:</b>	Erica		
<b>Writing Sample:</b>	Summer of '99		
<b>Evaluator:</b>	JW		
<b>Homophones</b>	<b>Wrong Word</b>	<b>Prefixes</b>	
meating (meeting)	we (when)	expecially (especially)	
balling (bawling)	of (have)		
herd (heard)	he (her)		
	its (it's)		
<b>Suffixes</b>	<b>Letter reversals</b>	<b>Letter-sound errors</b>	
imagine (imagined)		tought (taught)	
begining (beginning)			
happend (happened)			
deserver (deserve)			
answers (answers)			
<b>Other</b>			
thank-ful (thankful)			
breakdowns (breakdown)			
eachother (each other)			

Figure 1. Preliminary error analysis

sound patterns, especially when the letter–sound correspondence was low. Thus, *scholorship* (scholarship), *resteraunt* (restaurant), *potium* (podium), and *frend* (friend) are misspelled. In these cases, we looked first for the child’s spelling strengths and then worked on what he was confusing.

When offering instruction in spelling rules, Karen reminds us that less is better. We now focus on only five rules (see Figure 2). And remember, as Jennifer stresses, teaching rules is slow! After all, students told us repeatedly that they were unsuccessful when bombarded with too much too fast. Jennifer displays rules prominently on a bulletin board so students are constantly surrounded by them. She keeps a word wall in the back of the room as well, and it is covered with all the words they have worked on. Word cards and posters fill her room. Karen’s classroom is filled with word walls that illustrate particular spelling patterns or rules. The idea is to immerse our students in language, to intrigue and tease them with words!

Regardless of what category an error falls into or which rule applies, there’s no getting around the role of visual memory. About one-half of our challenged spellers demonstrate substantial difficulty with short- and long-term visual memory. Students who demonstrate the most pronounced difficulty also tend to place at the fifth- or sixth-grade level in spelling mastery (Gentry, 1997). Interestingly, visual memory skill does not appear

to be a deciding factor in determining a student’s ability to edit for spelling. In fact, some students who demonstrate the most pronounced difficulty with visual memory create a plethora of strategies to accommodate their weaknesses when given the opportunity to use resources for editing. On the other hand, some other students who demonstrate minimal difficulty with visual memory tend to have a sense of overwhelming confusion about spelling.

Unfortunately, traditional spelling practices like writing words over and over, writing words into blanks, searching for words in word-finds, writing words in shape-boxes, and matching words and definitions all rely on visual-based strategies and are prevalent in basal spellers, a circumstance that strongly suggests the need to include strategies that are auditory, kinesthetic, and meaning-based.

## Profiles of Challenged Spellers

Challenged spellers demonstrate tremendous variation in their enthusiasm for and investment in reading and writing. Figure 3 describes four categories of challenged spellers and reflects a continuum of literacy investment and sense of personal literacy power.

These categories, like the descriptive categories of readers developed by Beers (1998), suggest the importance of literacy investment to a student’s ability to compensate for spelling difficulties. Those students who express a sense of being in charge of their own literacy are generally able to see spelling as a small part of the writing process. Students who reflect a lack of control over their own literacy carry that sense of helplessness into their spelling. When students are invested in literacy—whether demonstrated by playing with language, writing stories or letters or journals, or luxuriating in a good book—they are generally able to compensate for severe difficulties with spelling by drawing on multiple spelling strategies. When they do not have this investment, spelling becomes overwhelming.

Challenged spellers in Category One are capable of self-correction and have thought about their spelling problems and decided to take action.

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### Spelling Rules

- Write *i* before *e* except after *c* or when sounded like *a* as in *neighbor* and *weigh*.
- When a one-syllable word (run) ends in a consonant preceded by one vowel, double the final consonant before adding a suffix that begins with a vowel.
- If a word ends with a silent *e*, drop the *e* before adding a suffix that begins with a vowel.
- When *y* is the last letter in a word and the *y* is preceded by a consonant, change the *y* to *i* before adding any suffix except those beginning with *i*.
- When forming the plural of a word that ends with a *y* that is preceded by a vowel, add *s*.

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**Figure 2.** Rules that work

Their strategies are numerous and range from the use of spell checkers to setting problematic words to music. Many of these students describe a fascination with language and enjoy playing with words. They appear to be in control of their language, their literacy, and their lives. They speak freely of the fact that spelling is a problem for them and identify ways they will contain the problem, including using multiple drafts when correctness matters. Though sometimes embarrassed about their limitations with spelling, none of these students tended to feel that spelling would be a major factor in deciding upon classes to take or careers to consider.

In Category Four, by contrast, we find students who reflect no sense of personal control over language and who maintain little or no investment in their own literacy. Associating reading and writing with pain, not pleasure, they avoid the activities that are most apt to support growth in spelling—and literacy—skills. Constant spelling errors yield a sense of defeatism. These students cling to “sound it out” strategies and lament that “long” words or “hard” words leave them blank. Their strategies—editors and spell checkers—place responsibility on the shoulders of others, if responsibility is placed at all. Most express the belief that spelling is unnecessary in the modern

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#### Category One: Full literacy lives

- 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

#### Category Three: Literacy resistance

- 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, peers, 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

#### Category Two: Literacy at arm's length

- 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

#### Category Four: Literacy avoidance

- 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 as important only for grades
- demonstrates over-reliance on phonics
- equates poor spelling with being poor at writing and at English

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**Figure 3.** Challenged spellers: Descriptive categories

world and certainly not worth the trouble and frustration it has offered them.

Between these two extremes we find students who draw upon the limited strategies they have available but are often awash in a muddle of rules and patterns that were poorly learned and remain minimally effective. The two middle categories reflect an erosion of literacy investment and sense of personal power. These students haven't given up on spelling—yet. Still, they clearly do not have the skills they need to be able to work from a position of strength.

## So What Do Challenged Spellers Need?

Too much . . . too fast . . . too shallow: As we reorient our approach to teaching spelling, we do so with the realization that weekly lists and tests are not effective tools for addressing the challenges faced by students who struggle with spelling. Further, we realize that spelling instruction—even poor instruction—has tended to stop at the elementary exit door. Middle school students need spelling instruction that addresses their demonstrated needs.

A number of *core understandings* that now guide our classroom practice have emerged from our work.

- Students need strategies that promote reflection about spelling within the broader context of language study.
- Spelling instruction should generalize to larger groups of words so students begin to see order and logic in the language.
- Students need resources like spell checkers, dictionaries, mnemonic devices, and editors as well as instruction on when and how to use them to promote independence and ownership.
- Since a mere 500 words make up about the bulk of the words used in routine communication, high-frequency words should be stressed and emphasized through personal dictionaries, wall charts, and frequent

discussion. (For a list of these words, go to [www.chapman.edu/soe/faculty/piper/resource/top500.htm](http://www.chapman.edu/soe/faculty/piper/resource/top500.htm).)

- Students should always have opportunities for multiple drafts when correctness matters.
- Students should be given opportunities to play with words and develop investment in literacy—through rich oral and written language interactions.

These practices are not add-ons. They provide a platform for instruction. Whether we are reading short stories or writing expository papers, these strategies are woven throughout that curriculum in whole-class minilessons and small-group and/or individual conferences. As Jennifer says, our goal is “to *marinate our students in language*.” Here is a sampling of the strategies we are using to implement our core understandings.

## Building Reflection

Helping students to become more reflective about their spelling—learning to notice quirks in their own spelling and to think about why they struggle on certain words—offers them an opportunity to develop their own sense of power with language.

Spelling Log		
Misspelled Word	Correct Spelling	Error Analysis
to	two	homophones
Strategy to try: mnemonic device		
if you are talking about more than one thing then it has the extra letter (w).		
Misspelled Word	Correct Spelling	Error Analysis
priority	priority	spelled the way it sounds instead of real way
Strategy to try: visualization		
Misspelled Word	Correct Spelling	Error Analysis
occured	occurred	double letter
Strategy to try: have a go		

Figure 4. Student's spelling log from Jennifer's class

In the fall, Jennifer makes sure her students have a section in their language arts binder devoted to spelling. Using a Spelling Log (see Figure 4), students think about the words they misspelled and why they misspelled them.

After each final draft (and sometimes after a rough draft), she lists words students misspelled, focusing on one or two words at a time. The first thing students do when a draft is returned is look in the lower left-hand corner to note the words they misspelled. Then, in their Spelling Log, they have a place to write the correct spelling, the way they misspelled it, and a reflection on why they misspelled it (error analysis). By doing this, they are thinking about their spelling process. Following this reflection, she asks them to think about characteristics of the words they misspelled: For example, was the word a homophone? Was it an “*i* before *e* except after *c*” word? Students maintain their logs through the year and revisit them often.

Spelling Log		
Misspelled Word	Correct Spelling	Error Analysis
strot	straight	homophones
Strategy to try <u>Have a go</u>		
Misspelled Word	Correct Spelling	Error Analysis
write	right	homophones
Strategy to try <u>mnemonic devices</u>		
if <u>you have a will to write then spell it w/ a <u>w</u>!</u>		
Misspelled Word	Correct Spelling	Error Analysis
then	Than	homophone
Strategy to try <u>mnemonic devices</u>		
Misspelled Word	Correct Spelling	Error Analysis
inappropriate	inappropriate	double letter
Strategy to try <u>have a go</u>		

Figure 5. Student's reflective spelling log from Dawn's class

Dawn's Spelling Log is slightly different from Jennifer's (see Figure 5). When Dawn returns a final draft, she asks, “What mistakes were made? Do you see any patterns in your mistakes? What can you do to avoid these mistakes the next time?” By using reflective strategies over time, students establish the habit of thinking about their spelling rather than just filing the paper away hoping for better results next time. They become strategic—as do we as teachers—in thinking about the types of errors they make and ways of reversing those errors.

### Strategic Word Study That Generalizes

The middle school day is filled to overflowing with important things to do. For strategies to be worth instructional time, they must be ones that generalize to many applications. The types of strategies we use are ones that help students to internalize patterns or rules and apply them in many different ways. In so doing, we can focus not only on those situations where the rules and patterns hold, but on the exceptions as well.

Both Karen and Jennifer work with deductive strategies in their classes. Karen notes that students find it liberating when they can figure out the rules that make words work and are able to own and transfer those rules to new words. She gives small groups of students stacks of words on 3" x 5" cards. Each stack represents one spelling rule or pattern. Students are instructed to examine the words and investigate how they are spelled and what makes them similar. Groups are asked to compose a rule that explains the common feature of the words and, of course, their rule must be written in a complete sentence!

For example, one stack of cards might contain words like [hate–hateful], [gentle–gentleness], and [state–statement]. These words are ones where the silent *e* is kept when a suffix beginning with a consonant is added. After the groups have determined the rule, they put the rules and sample words on poster paper to display on the wall. This way, the students are surrounded by words and the logic behind their spelling.

Jennifer notes that it's "imperative to give middle school students the same information about 50 times and in 50 ways." As mentioned earlier, she teaches spelling rules slowly, sometimes covering no more than two rules by Thanksgiving. After teaching a rule, she will ask students to help create "human words." For example, after teaching the silent *e* rule, she distributes letter cards to each student in the class. Letter cards are pieces of construction paper with an individual letter written on each sheet. She calls out a word and tells students who have the letters in the word to stand at the front of the classroom and arrange themselves in the proper word order to spell the word correctly. If she calls out *slide*, all students with one of those letters come to the front of the room to spell S-L-I-D-E. Then she calls out *sliding* and the students, particularly the one holding the silent *e*, must decide whether to stay or to go when the suffix is added.

Karen, Jennifer, Tracy, and Dawn all work with roots, suffixes, and prefixes. They each use word webs to help students understand how different words can be built from one root.

Jennifer describes how the root *lumos* came to interest her students after reading *Harry Potter*. From *lumos* as a root, students generated *luminous*, *illuminate*, *illuminated*, and finally, *luminosity*. Karen finds students comforted by the knowledge that words build on each other, that if they know one root, it will help them know and spell many words. She presented *aud* (to hear) and sent students on a search for words that reflected this base. They found words like *auditorium*, *audible*, *audience*, and *audio*, which were clustered on poster paper by individuals or small groups. The posters were hung around the room to be used as tools for spelling and for support in trying out new vocabulary in their writing.

## Resources to Promote Ownership and Independence

Students who struggle with spelling need to understand that thousands of excellent writers rely on external resources like dictionaries, personal spelling lists, spell checkers, and editors to address

spelling concerns. Moreover, students also need to know that most spellers rely on internal strategies to help them remember the look, sound, feel, or rhythm of a word. Tracy tells about seeking the support of her students to help her conquer two of her spelling demons. For some reason, she tended to look up the words *decide* and *no one* constantly—and she was sick of it! The class brainstormed different ways she could remember these two words. One student pointed out that if *no one* is one word, it would sound like *noon-e*. Another suggested that she remember that "only I have to decide" as a tool to remember the *i* in the middle of the word *decide*. Two simple mnemonic devices created by playful reflection solved these troublesome spelling problems for her—forever.

Some students put words to cheerleading rhythms. Others trace words in the palm of one hand with a finger from the other. Helping students recognize an array of possible strategies and teaching them how to use a host of tools build confidence and independence.

## Getting Real about Written Vocabulary

The last time I taught from a spelling text, I was teaching seventh grade in Anchorage. One of the words on our weekly list was *mezzanine*. I remember it well because none of my students knew what the word meant. After all, there was only one mezzanine in the state at that time, and the word was not one they would use. For spelling instruction to transfer to improvement of writing, we need to focus on words students are apt to use.

For routine writing, it is often helpful for students to know that a very few words make up the core of our written vocabulary. High-frequency lists were developed as early as 1926 (Horn) and have remained remarkably stable across the years. Lists of the most frequently used—not misspelled—words provide good resources for students. If we use a word frequently, we save time and effort when we know how to spell it.

Clearly there is a connection between spelling and vocabulary. Building words through word webs and using word walls are two ways we show

students those connections. One of the things we have to remember is that students will tend to make more errors in spelling when they are trying out new and exciting vocabulary words.

## Building Strategies in Workshop and Traditional Settings

Regardless of the way we organize our instruction, writing—and spelling—will improve when we give students opportunities to receive feedback that supports revising and editing of final drafts. Challenged spellers in Category 1 were adamant about their need for multiple drafts. For others, awareness of this importance may need to be developed. The more students think about words, play with words, reflect on their use of words, and use words in their writing, the more invested they will be in learning strategies to support their spelling in situations where correctness counts.

Spelling is a writing skill. Not only do middle and high school students need a continued emphasis on spelling, they need strategic instruction to help them develop a deeper understanding of the logics and rules that govern correct spelling. The *core understandings* described create a platform for approaching spelling in the classroom. The ways these core understandings are implemented

may vary from classroom to classroom. Surely, they fit perfectly into a workshop setting—just as they would fit into a more traditional classroom environment. Even though we may not be able to erase all challenges with spelling, we can equip all students with the strategies and resources to become successful writers.

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## Spelling Demons: Old News

If your students have trouble spelling some of those words often called “spelling demons,” take heart. These words have been troublesome words for quite some time, as you’ll see by this list of spelling demons that was published in 1917! Almost 100 years later, we’re still trying to figure out how to help students spell *forty* and *friend* correctly!

### One Hundred Spelling Demons

By Dr. W. Franklin Jones of the University of South Dakota

(taken from *The Merrill Speller, Book One* [1917])

Charles E. Merrill Company, New York)

ache	any	break	can't
again	been	built	choose
always	beginning	business	color
among	believe	busy	coming
answer	blue	buy	cough
could	here	read	too
country	hoarse	ready	trouble
dear	hour	said	truly
doctor	instead	says	Tuesday
does	just	seems	two
done	knew	separate	used
don't	know	shoes	very
early	laid	since	wear
easy	loose	some	Wednesday
enough	lose	straight	week
every	making	sugar	where
February	many	sure	whether
forty	meant	tear	which
friend	minute	their	whole
grammar	much	there	women
guess	none	they	won't
half	often	though	would
having	once	through	write
hear	piece	tired	writing
heard	raise	tonight	wrote

[EDITOR'S NOTE: Many thanks to Bob Leslie for posting this list on the NCTE middle grade listserv and then to Gloria Pipkin for helping me find it once my bookmark disappeared!]

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