

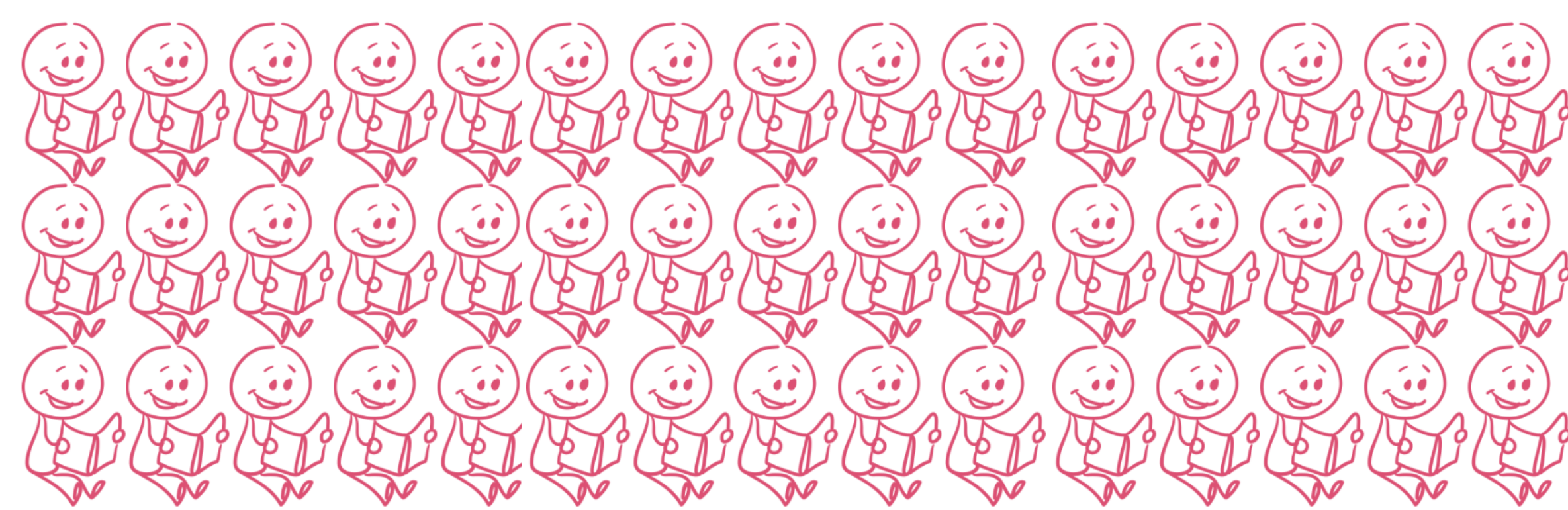
Examining the Contributions of Oral Language and Literacy Skills to Spelling Performance in Young Learners

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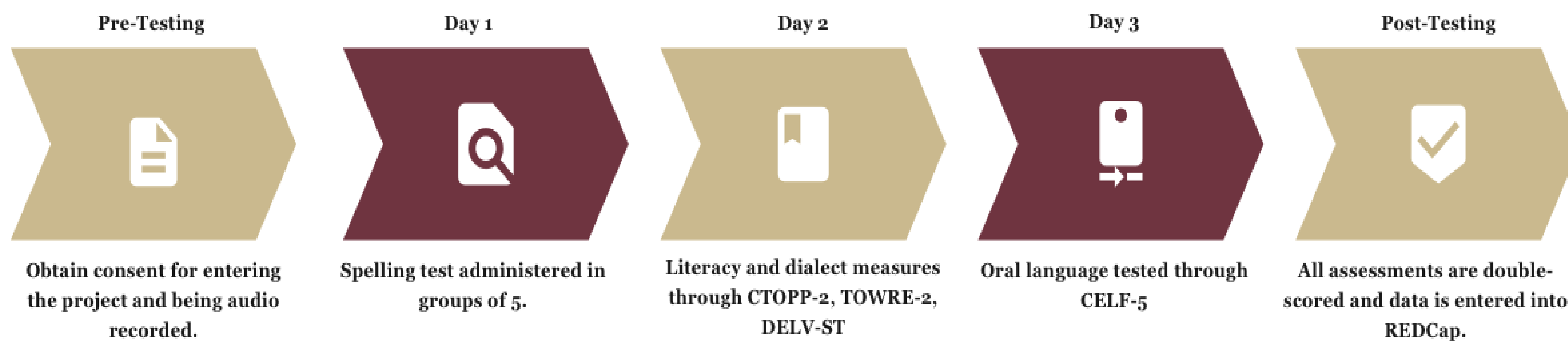
Introduction

- Spelling is important for academic success
- African American English (AAE) is a systematic, rule governed variety of American English (Washington & Seidenberg, 2021).
- Previous studies indicate there is a negative relationship between the amount of dialect, or dialect density, in language and literacy outcomes (Gatlin & Wanzek, 2015)
- Few studies have investigated the impact of child and item level factors on spelling in child-speakers of AAE
- This study will examine the word-level components and child-level aspects that contribute to spelling during the early elementary school years and offer novel insights for literacy research by considering how multiple aspects of children’s abilities and word features inform spelling within child-speakers of AAE.

Methodology



- 75 first and second grade students in public schools in a mid-size city in northern Florida
- Students completed a 3-day assessment battery with various tests to measure spelling, phonological awareness, word reading, language variation, and oral language
- All data will be managed using REDCap (Harris et al., 2009)



Results

- Data collection is ongoing
- We plan to examine how child and item-level factors contribute to spelling words with regular past tense endings. Specifically, we will utilize item-level analyses to examine how spelling is influenced by oral language skills, phonological awareness, word reading, dialect density, and word-level features.
- We will also examine if word-level features interact with child-level skills to impact spelling

Child-level	Word-level
Oral language	Phonological structure
Dialect density	
Phonological awareness	
Word reading	

Conclusion

- This research will provide deeper insights into the relationship between a child’s oral language skills and their literacy development
- We expect to gain a better understanding of how individual child-level factors and specific word-level aspects impact spelling of words with regular past-tense endings for first and second grade students
- The findings from this study can inform the field of speech-language pathology and education by illustrating how various aspects of language, literacy, and item characteristics inform spelling within child speakers of AAE. Findings may support the development of educational practices and intervention for children.

References

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