

**The Effects of Copy-Cover-Compare Intervention on Students' Spelling
Abilities in a 3rd Grade, General Education Classroom Setting**

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Abstract (50)

This research will observe the effects of the copy-cover-compare (CCC) intervention on students' spelling accuracy as it is implemented in an elementary classroom setting. The study focuses on the students working below grade level and failing their weekly spelling assessments.

Keywords: copy-cover-compare, intervention, elementary, spelling

Supporting Summary

The purpose of this study is to implement the copy-cover-compare (CCC) intervention, which will be used to measure and analyze the effects it has upon students' spelling accuracy as observed by weekly spelling assessments. This intervention has been chosen because, currently, a third grade, general education classroom is struggling with spelling proficiency as observed by regularly insufficient grades on weekly spelling assessments. CCC is a research-based intervention that currently yields positive results in previous studies. In the hope of increasing spelling proficiency, CCC will be implemented weekly during differentiated instruction (DI) to determine whether or not this intervention has a positive effect upon these third grade students' spelling grades. Data will be collected, analyzed and displayed in graphs to show the results of the conducted research.

Though spelling is integrated into the language arts curriculum, it is practically an independent subject in most elementary classrooms and assessed weekly. Once students progress beyond basic phonemic spelling rules, learning the English language can be tricky. With so many exceptions to traditional spelling rules taught, students often begin to struggle with their spelling proficiency when the spelling of words no longer follow these rules. Repeated practice is important for academic success in spelling. Research indicates that repeated practice lead to higher fluency and long-term retention rates. CCC is an intervention that thrives off repeated practice, self-monitoring, and self-correction (Moser, Fishley, Konrad & Hessler, 2012). For best results, explicit spelling instruction must be paired with multiple practice opportunities and immediate feedback for corrections. CCC is a simple, self-managed intervention that contains each of these components and can be implemented to improve fluency, accuracy, and retention across students (Erion, Davenport, Rodax, Scholl, & Hardy, 2009). For those teachers who

structure their reading and language arts block with centers (differentiated instruction), CCC can be one of the centers used. CCC is a research-based strategy that yields successful results in elementary students, with or without learning disabilities. This strategy is time efficient and provides students multiple practice attempts. It can be individualized and allows each student to work at his own pace. The immediate corrective feedback on spelling performance has been shown to be more effective than typical spelling practice that lacks the review component to check whether practice was done correctly (Jaspers, Williams, Skinner, Cihak, McCallum, & Ciancio, 2012).

This action research report will use a mixed-methods approach. Those students struggling with spelling proficiency will be participants for this action research proposal. A baseline will be determined by recording students' spelling assessment grades for two weeks prior to beginning the intervention. Next, participating students will be given a questionnaire to determine how they feel about their own spelling capabilities. Once the surveys are completed, CCC will be explicitly taught to students and implanted on a weekly basis during time designated for differentiated instruction, also known as centers. Students will work independently on dry-erase boards and monitor their own progress throughout the intervention. Then, by the use of weekly spelling assessments, data will be collected, observed, analyzed, and recorded to measure the effect CCC has on students' spelling proficiency. This data will be collected over a minimum of eight weeks. By the end of this action research report, students will complete a second questionnaire to determine whether or not the students personally believed this intervention was successful. The results of this survey will be compared to the participants original survey responses to observe the differences between their initial feelings towards spelling proficiency and how they feel after the action research has ended. The data collected will consist of both

questionnaires and the results of each weekly spelling assessment grade. Finally, this data will be evaluated to conclude whether or not CCC was a successful intervention for these students struggling with spelling proficiency.

Based upon the success of previous research-based studies where CCC has been implemented, the hope is that the findings of this research will yield similar successful results. I expect to observe immediate improvements in students' grades once this intervention has been put to use. However, I also expect the students to maintain these improvements over time. Therefore, by the end of this study, students will not only have improved their spelling scores, but they will have continued to demonstrate spelling proficiency over time.

This research will impact the elementary education field by providing data that demonstrates the use of an intervention in spelling proficiency. If the data determines this intervention is successful, then future educators can implement this strategy for their own students struggling with spelling proficiency. However, if the data determines the intervention was not a success, then future educators may decide whether or not they also wish to implement this intervention based upon the research conducted in this study. Overall, this research will either encourage or discourage future teachers to use CCC as an intervention within their own classrooms. Regardless of whether or not this intervention will be successful in this study, the findings will help educators in the future.

References

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