

PHONOLOGY

CORE

PHONETIC SPELLING INVENTORY

WHAT?

The Developmental Spelling Inventory is a screening instrument designed to measure the child's:

- Application of the alphabetic principle to spelling words
- Utilization of conventional spelling
- Developmental stage

WHY?

In order to be an effective reader and writer, the child needs to understand how to use the alphabetic code and apply this knowledge to spelling. The child's writing samples are another indication of spelling development. By identifying a student's developmental stage, teachers are able to provide word study at an appropriate level.

HOW?

Teacher administers to whole class.

Inventory Level	Development Stage	Grade Level	Appropriate Level
Level I	Letter name	Core Grade 1	
Level II	Within Word pattern	Core Grade 2-3	
Level III	Syllables and Affixes	Core Grade 3-5	
Level IV	Derivational Constancy	6 and above	

Place a \checkmark next to each correct feature and circle each incorrect feature. Figure totals as needed.

Spelling Stages

A. **Preliteraterate:** The child has incomplete knowledge of the alphabet. Characteristics are:

- marks on the page
- scribbling in conventional direction
- symbols or known letters represented in "pretend writing"

1. **Letter Name:**

At the beginning of this stage students use the actual names of the letters of the alphabet to spell. The use of consonants dominates the beginning of this stage. Characteristics of beginning letter name stage spellers:

- syllabic writing - key sounds are spelling (*p* for *stop*)
- letters are recorded that represent the beginnings of words; may begin to use letters to stand for ending sounds as well.

Further characteristics within this stage are:

- child relies on how sounds are made in the mouth (jrv for drive)
- a vowel in each word
- consonant blends and digraphs used
- short vowels used
- subtle, embedded consonants are recorded (i.e., the *m* in *bump* is recorded correctly and not omitted)

2. **Within Word Pattern:** Students begin to examine long vowel patterns of single syllable words in detail and begin to understand the infrequent vowel patterns and complex consonant patterns. Characteristics are:
 - long vowels (*trane* for *train/bote* for *boat*) used and confused
 - many single syllable long vowels spelled correctly (*drive, train, chase*)
 - consonant blends and digraphs integrated correctly in words
 - low frequency consonant blends and digraphs spelling correctly (*caught*)
3. **Syllables & Affixes:** Children begin to apply the knowledge they have for single-syllable patterns in multi-syllable words. Characteristics are:
 - consonant doubling when short vowel is present (*popping*)
 - using plurals and other endings correctly (*-es; -ing*)
 - using less frequent affixes (*pre-; con-; op-*) and suffixes (*-ure; -ar: -ent*)
4. **Derivational Relations:** Children explore the spelling/meaning relationships of words and discover that words related in meaning are often related in spelling as well, despite changes in sounds. Characteristics are:
 - knowledge of derived spelling (*pleasure, confide, opposition*)

Phonetic Spelling Inventory

Student Response Form

Level _____

Total
Score

Student: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

PHONETIC SPELLING INVENTORY WORD LIST - LEVEL I

Instructions: Let the students know that you are administering this inventory to learn about how they spell. Let them know that this is not a test, but that they will be helping you be a better teacher by doing their best. **Students are not to study these words.** That would invalidate the purpose of this inventory, which is to find out what they truly know.

Call the words as you would for any test. Use the words in a sentence to be sure the students know the exact word.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can.

Have students check their papers for their names and the date.

Set One

1. fan I am a baseball fan. *fan*
2. pet I have a pet cat. *pet*
3. dig He will dig a hole. *dig*
4. mop He said he will use a mop to clean up the mess. *mop*
5. rope The rope was used to tie the box to the top of the car. *rope*

6. wait You will need to wait for a letter. *wait*
7. chunk A chunk of ice fell off the roof. *chunk*
8. sled The dog sled was pulled by huskies. *sled*
9. stick I used a stick to pole in the hole. *stick*
10. shine He rubbed to coin to make it shine. *shine*

11. dream Do you ever dream of being an astronaut? *dream*
12. blade He bought a new blade for his skates. *blade*
13. coach The coach called the team over to the bench. *coach*
14. fright She was a fright in her Halloween costume. *fright*
15. snowing It would be snowing if it were a little colder. *snowing*

16. talked They talked all day about their trip. *talked*
17. camping Shirley said that her family went camping. *camping*
18. thorn The thorn from the rose bush stuck in his finger. *thorn*
19. shouted They shouted at the driver as he ran through a red light. *shouted*
20. spoil The food will spoil if it sits out too long. *spoil*

21. grow The plant will grow six inches in the summer. *grow*
22. chirp The baby birds will chirp when they are hungry. *chirp*
23. clapped The magician clapped her hands twice and the alligator vanished. *clapped*
24. tries In basketball, the center tries to block the shot. *tries*
25. hiking They started hiking up the mountain this morning. *hiking*

Adapted from Words Their Way 2000

CORE

PHONETIC SPELLING INVENTORY WORD LIST - LEVEL II

This is a short spelling inventory to help you learn about your students' orthographic knowledge. The results of the spelling inventories will have implications for reading, writing, vocabulary, and spelling instruction. **Students are not to study these words.** That would invalidate the purpose of this inventory which is to find out what they truly know.

Instructions: Let the students know that you are administering this inventory to learn about how they spell. Let them know that this is not a test, but that they will be helping you be a better teacher by doing their best.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can.

Have students check their papers for their names and the date.

Set One

1. bed I hopped out of bed this morning. *bed*
2. ship The ship sailed around the island. *ship*
3. when When will you come back? *when*
4. lump He had a lump on his head after he fell. *lump*
5. float I can float on the water with my new raft. *float*

6. train I rode the train to the next town. *train*
7. place I found a new place to put my books. *place*
8. drive I learned to drive a car. *drive*
9. bright The light is very bright. *bright*
10. shopping Mother went shopping at the grocery store. *shopping*

11. spoil The food will spoil if it is not kept cool. *spoil*
12. serving The restaurant is serving dinner tonight. *serving*
13. chewed The dog chewed up my favorite sweater yesterday. *chewed*
14. carries She carries apples in her basket. *carries*
15. marched We marched in the parade. *marched*

16. shower The shower in the bathroom was very hot. *shower*
17. cattle The cowboy rounded up the cattle. *cattle*
18. favor He did his brother a favor by taking out the trash. *favor*
19. ripen The fruit will ripen over the next few days. *ripen*
20. cellar I went down to the cellar for the can of paint. *cellar*

21. pleasure It was a pleasure to listen to the choir sing. *pleasure*
22. fortunate It was fortunate that the driver had snow tires during the snowstorm. *fortunate*
23. confident I am confident that we can win the game. *confident*
24. civilize They had the idea that they could civilize the forest people. *civilize*
25. opposition The coach said the opposition would give us a tough game. *opposition*

Adapted from Words Their Way 2000

PHONETIC SPELLING INVENTORY WORD LIST - LEVEL III

This is a short spelling inventory to help you learn about your students' orthographic knowledge. The results of the spelling inventories will have implications for reading, writing, vocabulary, and spelling instruction. **Students are not to study these words.** That would invalidate the purpose of this inventory which is to find out what they truly know.

Instructions: Let the students know that you are administering this inventory to learn about how they spell. Let them know that this is not a test, but that they will be helping you be a better teacher by doing their best.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can.

Have students check their papers for their names and the date.

Set One

1. speck There was a speck of mud on his windshield. *speck*
2. switch The light switch was turned on. *switch*
3. throat The doctor said the baby had a sore throat. *throat*
4. nurse The nurse told the patient that her fever was high. *nurse*
5. scrape The carpenter will scrape the paint off of the desk. *scrape*

Set Two

6. charge What will you charge for this coat? *charge*
7. phone Please use the phone to call home. *phone*
8. smudge You could see the smudge of chocolate on the paper. *smudge*
9. point The point of the knife was sharp. *point*
10. squirt The clown had a flower to squirt water. *squirt*

Set Three

11. drawing The drawing of the horse was done in charcoal. *drawing*
12. trapped The miners were trapped in the tunnel for two days. *trapped*
13. waving The crowd was waving to the senator as the train left the station. *waving*
14. powerful The jaws were powerful for chewing food. *powerful*
15. battle They won the battle but lost the war. *battle*

Set Four

16. fever A high fever can be dangerous. *fever*
17. lesson The music lesson was last Tuesday. *lesson*
18. pennies They danced for pennies at the fair. *pennies*
19. fraction One-half is a fraction. *fraction*
20. sailor To be a sailor on the high seas was his dream. *sailor*

Set Five

21. distance What is the distance from here to there? *distance*
22. confusion There was some confusion about who would drive to the movie. *confusion*
23. discovery The scientist made a discovery after many hours in the lab. *discovery*
24. resident How long have you been a resident of this state? *resident*
25. visible The star was visible with a telescope. *visible*

Adapted from Words Their Way 2000

PHONETIC SPELLING INVENTORY WORD LIST - LEVEL IV

This is a short spelling inventory to help you learn about your students' orthographic knowledge. The results of the spelling inventories will have implications for reading, writing, vocabulary, and spelling instruction. **Students are not to study these words.** That would invalidate the purpose of this inventory which is to find out what they truly know.

Instructions: Let the students know that you are administering this inventory to learn about how they spell. Let them know that this is not a test, but that they will be helping you be a better teacher by doing their best.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can.

Have students check their papers for their names and the date.

- | | |
|---------------|--|
| 1. confusion | There was confusion when there was a power failure. <i>confusion</i> |
| 2. pleasure | It was our pleasure to have you come over. <i>pleasure</i> |
| 3. resident | Mr. Squires has been a resident of this town for over forth years. <i>resident</i> |
| 4. confidence | I have confidence in Donna. <i>confidence</i> |
| 5. fortunate | We were fortunate to have gotten back safely. <i>fortunate</i> |
| 6. opposition | The coach said the opposition would give us a touch game. <i>opposition</i> |
| 7. prosperity | During this period of prosperity, our income increased dramatically. <i>prosperity</i> |
| 8. succession | He fired several shots in rapid succession. <i>succession</i> |

If you wish, stop here, check papers, discontinue, or go to Spelling Inventory - Level III if a student misspells five out of the first eight words.

- | | |
|----------------|--|
| 9. emphasize | In conclusion, I want to emphasize the most important points. <i>emphasize</i> |
| 10. correspond | The president must correspond with many people each day. <i>correspond</i> |
| 11. commotion | The audience heard the commotion backstage. <i>commotion</i> |
| 12. propellant | The booster rocket is fueled by a liquid propellant. <i>propellant</i> |
| 13. hilarious | John thought the comedian was absolutely hilarious. <i>hilarious</i> |
| 14. criticize | The boss will criticize you for your work. <i>criticize</i> |
| 15. reversible | Terry wears a reversible coat in the winter. <i>reversible</i> |
| 16. category | I will put the bottles in one category and the can in another. <i>category</i> |
| 17. adjourn | The meeting will adjourn at five o'clock. <i>adjourn</i> |
| 18. excerpt | I am going to read one excerpt from this chapter. <i>excerpt</i> |
| 19. indictment | The attorney general made the indictment based on the grand jury's findings. <i>indictment</i> |
| 20. camouflage | The soldier wore camouflage to avoid detection. <i>camouflage</i> |

No Excuses Words



WHAT are No Excuses words?

No Excuses words are words that are most often used in writing. The attached word lists are sequenced in order from most (#1) to least (#100) commonly used. Many of these words are among the oldest words in our language and therefore have archaic etymologies.

WHERE did the words come from?

Numerous studies have identified these words. (See references.) The list of PUSD No Excuses words is derived from looking at word frequency in the contexts of children's writing, content area books and children's literature.

WHY teach No Excuses words?

The 100 most frequently used words in writing comprise 50% of all words used in adult writing! Knowing these words quickly, effortlessly and automatically gives students opportunities to think about the content of their writing rather than struggle over the spelling of a word.

Spelling is used as a "literacy yardstick" and we want our students to "measure up" as literate communicators. A word spelled incorrectly in a written piece sends a message that the writer is illiterate or careless, and the message being conveyed is compromised.

HOW are No Excuses (high frequency) words different from the words I teach in Houghton Mifflin?

All of the No Excuses words appear SOMEWHERE in the Houghton Mifflin program, though they do not appear in order of frequency. Rather, they appear whenever they happen to fit in with the linguistic element being featured. No Excuses words also appear as "Words for Writing" or "blue elephant" words. Since the focus of the Houghton Mifflin program is teaching children linguistic features and patterns, memorization, as a learning /teaching strategy, is not emphasized. In other words,

**Houghton Mifflin words, features, and patterns are GENERALIZED,
whereas "No Excuses" words are MEMORIZED!**

If you think of the No Excuses words like you think of math facts you will have a clear understanding of how these words fit into the overall spelling competence of our students. We expect children to simply know these words automatically, regardless of their developmental stage. Even a very poor speller should have at least the first 100 (grades 3-8) words memorized and used correctly in all of their written work all of the time!

No Excuses Words Grade Level Expectations (by end of the year)

Grade Level	Words to be Learned from the No Excuses List
Kindergarten	Words # 1 – 10
First	Words # 1 – 50 (#11-50 instructional)
Second	Words # 1 – 100 (#51-100 instructional)
Third – Eighth	Words # 1 – 100 Reinforce Only

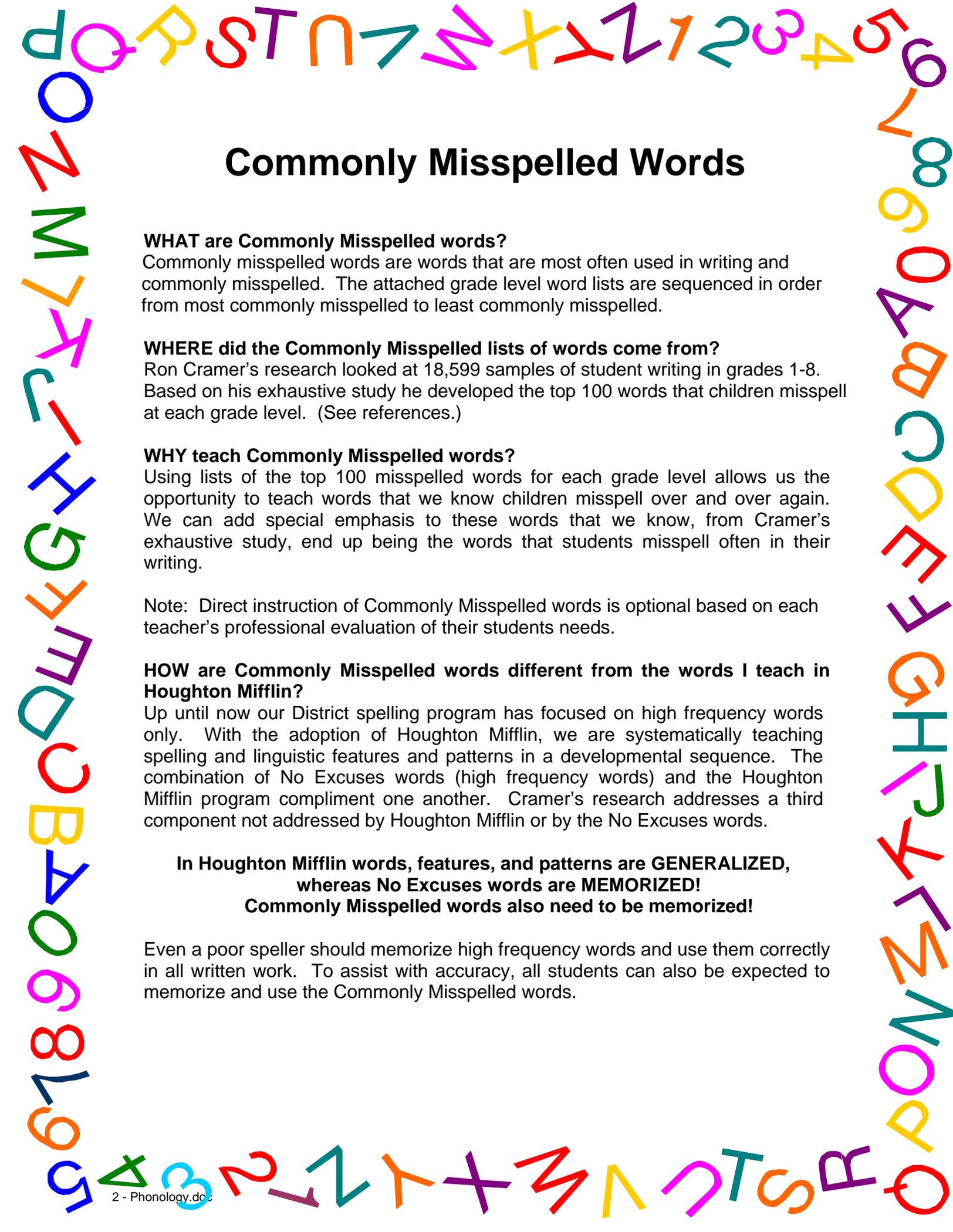
The words are found on the attached list of No Excuses Words.

NO EXCUSES WORDS

THIRD GRADE



a	has	my	these
about	have	no	they
after	he	not	this
all	her	now	time
an	him	of	to
and	his	on	two
are	how	one	up
as	I	only	use
at	if	or	very
be	in	other	was
been	into	out	water
but	is	over	way
by	it	people	we
called	its	said	were
can	just	see	what
could	know	she	when
did	like	so	where
do	little	some	which
down	long	than	who
each	made	that	will
find	make	the	with
first	many	their	words
for	may	them	would
from	more	then	you
had	most	there	your



Commonly Misspelled Words

WHAT are Commonly Misspelled words?

Commonly misspelled words are words that are most often used in writing and commonly misspelled. The attached grade level word lists are sequenced in order from most commonly misspelled to least commonly misspelled.

WHERE did the Commonly Misspelled lists of words come from?

Ron Cramer's research looked at 18,599 samples of student writing in grades 1-8. Based on his exhaustive study he developed the top 100 words that children misspell at each grade level. (See references.)

WHY teach Commonly Misspelled words?

Using lists of the top 100 misspelled words for each grade level allows us the opportunity to teach words that we know children misspell over and over again. We can add special emphasis to these words that we know, from Cramer's exhaustive study, end up being the words that students misspell often in their writing.

Note: Direct instruction of Commonly Misspelled words is optional based on each teacher's professional evaluation of their students needs.

HOW are Commonly Misspelled words different from the words I teach in Houghton Mifflin?

Up until now our District spelling program has focused on high frequency words only. With the adoption of Houghton Mifflin, we are systematically teaching spelling and linguistic features and patterns in a developmental sequence. The combination of No Excuses words (high frequency words) and the Houghton Mifflin program compliment one another. Cramer's research addresses a third component not addressed by Houghton Mifflin or by the No Excuses words.

**In Houghton Mifflin words, features, and patterns are GENERALIZED,
whereas No Excuses words are MEMORIZED!
Commonly Misspelled words also need to be memorized!**

Even a poor speller should memorize high frequency words and use them correctly in all written work. To assist with accuracy, all students can also be expected to memorize and use the Commonly Misspelled words.

100 Most Commonly Misspelled Words

GRADE 3

too
because
there
their
a lot
Christmas
were
said
went
they
favorite
when
friend
know
that's
upon
with
our
really
friends
then
I
always
finally
again

different
they're
once
until
where
before
presents
we're
and
another
sometimes
didn't
heard
little
through
off
outside
something
thought
Halloween
people
everybody
want
house
one

would
brother
could
pretty
caught
whole
morning
took
believe
his
it's
started
beautiful
two
almost
clothes
cousin
everything
getting
I'm
scared
was
what
everyone
found

swimming
very
who
back
first
into
school
stopped
animals
brought
family
let's
Mom
about
around
bought
friend's
happily
teacher
told
coming
happened
tried
are
girl

Teaching No Excuses and Commonly Misspelled Words

The Focus is on Memorization.

Word Sorting activities are ineffective for memorizing words. Sorts are for learning to generalize!

Teach students to MEMORIZE by using:

Flashcards	Dictate and Write (timed)
Partner Checks	“Mad Minute”
Dry Erase Boards	Writing in the Air
Rainbow Writing	Ghost Writing on the Board
Magnetic Letters	Copy-cover-write and check

Assessment and Accountability for No Excuses and Commonly Misspelled Words:

1. Check accuracy in student writing, not just on a spelling test. With these words in particular students very often will spell them correctly in isolation on a spelling test. However, in the context of writing they misspell the “No Excuses” words. Check these words in the context of their writing by counting down the first 10 lines of a piece of student writing. Check for accuracy of No Excuses Words and Commonly Misspelled Words.
2. Option Pre-Test at the beginning of the year.
3. Random inclusion of these words on other spelling tests.
4. Issue “Spelling Tickets” for spelling “violations” of the No Excuses and Commonly Misspelled Words.
5. Have students “sign-in” in a spelling log every time they miss one of the No Excuses or Frequently Misspelled Words. Set up the spelling log in alphabetical order with one page for each of the words. Students sign in on the page of the word they missed.

THE NAMES TEST

WHAT?

The Names Test is an assessment that measure decoding ability. The names listed in the Names Test contain all the major phonetic elements.

WHY?

Proficient readers have many strategies for decoding unfamiliar-in-print words. The Names Test allows students to demonstrate their ability to apply their decoding strategies.

HOW?

Ask the student to look at the student names sheet. Read the directions to the student: *“Pretend you are the teacher who is taking attendance on the first day of school. Please read your new students’ names form the list.”* Record student responses on score sheet

Using the Teacher Score sheet, place a check above each name that the student read correctly. If a name is misread, record the student’s response as closely as possible above the name on the scoring sheet.

tally up the errors for each phonics category. Using the scoring matrix, look for categories in which the student has multiple errors. Multiple miscues in a category indicate the need for further instruction in this area.

Names

Student Sheet

Directions: Pretend you are a teacher who is taking attendance on the first day of school. Please read your students' names from this list.

Jay Conway

Grace Brewster

Tim Cornell

Ned Westmoreland

Chuck Hoke

Ron Smitherman

Yolanda Clark

Troy Whitlock

Kimberly Blake

Vance Middleton

Roberta Slade

Zane Anderson

Homer Preston

Bernard Pendergraph

Gus Quincy

Shane Fletcher

Cindy Sampson

Floyd Sheldon

Chester Wright

Dean Bateman

Ginger Yale

Austin Shepherd

Patrick Tweed

Bertha Dale

Stanley Shaw

Neal Wade

Wendy Swain

Jake Murphy

Glen Spencer

Joan Brooks

Fred Sherwood

Gene Loomis

Flo Thornton

Thelma Rinehart

Dee Skidmore

From Cunningham, Pat. (1990, October). The names Test: A quick assessment of decoding ability *The Reading Teacher*, 44 (2), 124-129

Decoding Ability Assessment: The Names Test

Developed by Dr. Patricia Cunningham

Teacher Score Sheet

Name: _____ Grade: _____ Date of Birth: _____ Teacher: _____

Jay Conway	Tim Cornell	Chuck Hoke	Yoland Clark
Kimberly Blake	Roberta Slade	Homer Preston	Gus Quincy
Cindy Sampson	Chester Wright	Ginger Yale	Patrick Tweed
Stanley Shaw	Wendy Swain	Glen Spencer	Fred Sherwood
Flo Thornton	Dee Skidmore	Grace Brewster	Ned Westmoreland
Ron Smitherman	Troy Whitlock	Vance Middleton	Zane Anderson
Bernard Pendergraph	Shane Fletcher	Floyd Sheldon	Dean Bateman
Austin Shepherd	Bertha Dale	Neal Wade	Jake Murphy
Joan Brooks	Gene Loomis	Thelma Rinehart	

Phonics Category	Errors
Initial consonants	_____/37
Initial consonant blends	_____/19
Consonant Digraphs	_____/15
Short vowels	_____/36
Long vowel/VC-final e	_____/23
Vowel digraphs	_____/15
Controlled vowels	_____/25
Schwa	_____/15

From Cunningham, Pat (1990, October). The Names Test: A quick assessment of decoding ability *The Reading Teacher*, 44 (2), 124-129

Scoring Matrix for The Names Test

Developed by Dr. Patricia Cunningham

Name	Initial Conson.	Initial Conson. Blends	Conso. Diagraph	Short Vowels	Long Vowels/ VC-e	Vowel Digraph	R Control Vowels	Schwa
Anderson				A			er	o
Austin						Au		i
Bateman	B				ate			a
Bernard	B						er, ar	
Bertha	B		th				er	a
Blake		Bl			ake			
Brewster		Br					ew, er	
Brooks		Br				oo		
Chester			Ch	e			er	
Chuck			Ch	u				
Cindy	C			i	v			
Clark		Cl					ar	
Conway	C			o		av		
Cornell	C			e			or	
Dale	D				ale			
Dean	D					ea		
Dee	D					ee		
Fletcher		Fl	ch	e			er	
Flo		Fl			o			
Floyd		Fl				oy		
Fred		Fr		e				
Gene	G				ene			
Ginger	G			i			er	
Glen		Gl		e				
Grace		Gr			ace			
Gus	G			u				
Hoke	H				oke			
Homer	H				o		er	
Jake	J				ake			
Jay	J					ay		
Joan	J					oa		
Kimberly	K			i	y		er	
Loomis	L					oo		i
Middleton	M			i				o
Murphy	M		ph		y		ur	

(continued on next page)

From Cunningham, Pat (1990, October). The Names Test: A quick assessment of decoding ability *The Reading Teacher*, 44 (2), 124-129

Scoring Matrix (continued)

for The Names Test

Developed by Dr. Patricia Cunningham

Name	Initial Conson.	Initial Conson. Blends	Conso. Diagraph	Short Vowels	Long Vowels/ VC-e	Vowel Digraph	R Control Vowels	Schwa
Neal	N					ea		
Ned	N			e				
Patrick	P			a, i				
Pendergraph	P		ph	e,a			er	
Preston		Pr		e				o
Quincy	Qu			i	y			
Rinehart	R				ine		ar	
Roberta	R				o		er	a
Ron	R			o				
Sampson	S			a				o
Shane			Sh		ane			
Shaw			Sh				aw	
Sheldon			Sh	e				
Sheperd			Sh	e			er	
Sherwood			Sh			oo	er	
Skidmore		Sk		i			oe	
Slade		Sl			ade			
Smitherman		Sm	th	i			er	a
Spencer		Sp		e			er	
Stanley		St		a		ey		
Swain		Sw				ai		
Thelma			Th	e				a
Thornton			Th				or	o
Tim	T			i				
Troy		Tr				oy		
Tweed		Tw				ee		
Vance	V			a				
Wade	W				ade			
Wendy	W			e	y			
Westmoreland	W			e			or	a
Whitlock			Wh	i, o				
Wright					i			
Yale	Y				ale			
Yolanda	Y			a	o			a
Zane	Z				ane			

From Cunningham, Pat (1990, October). The Names Test: A quick assessment of decoding ability *The Reading Teacher*, 44 (2), 124-129