

cal awareness and early literacy proven to be a powerful predictor of third grade (Invernizzi & Meier, 2007).

in both kindergarten and first grade, and has a strong correlation with success on the state literacy test at the end of third grade.



To find out more about Virginia's state literacy assessment, visit the companion website from the Weblinks on page 300.

For more information on the Virginia State Literacy Assessment and Literacy Screening, visit the companion website at [www.prenhall.com/bear](http://www.prenhall.com/bear).

## Primary Spelling Inventory

The Primary Spelling Inventory (see Appendix page 300) is recommended for kindergarten through third grade, because it assesses features found from the emergent stage to the syllables and affixes stage. This inventory has been popular, and used widely along with the accompanying feature guide.

For kindergarten or early first grade you may only need to call out the first five words. In a first-grade classroom, call out 15 words; and use the entire list of 25 words for second and third grades. If any students spell more than 20 words correctly, you may want to use the Elementary Spelling Inventory. Feature and error guides are available for this inventory, and the classroom composite chart on page 327 can be used for a classroom profile.

## Elementary Spelling Inventory-1

The Elementary Spelling Inventory presented in the Appendix on page 304 taps a wide range of features throughout the elementary grades (K through 6). The inventory is divided into groups of five words, and you can consider discontinuing the spelling when students miss three or more of the words. Variations of this inventory have been used in a number of studies to show the relationship between spelling and reading levels. There is a strong relationship between the words spelled correctly, as well as the stage analysis, and standardized reading test scores.

Kindergartners can take the first five words of inventory, and by October, every first grader can attempt the first 10 words. By second grade, nearly all students can try to spell all 25 words. The same inventory can be used several times during the year as long as these words are not taught directly or assigned in spelling tests (Bear, Templeton, & Warner, 1991).

## Intermediate Spelling Inventory

The Intermediate Spelling assesses features found from the late letter name-alphabetic to early derivational relations stage. The words are grouped by stage and most are ranked from easy to most difficult to spell. For example, the first word, *speck*, was spelled correctly by 86% of a large group of fourth graders; and the twentieth word, *sailor*, was spelled correctly by 30% of the students.

## Upper Level Spelling Inventory

The Upper Level Spelling Inventory is used in upper elementary, middle, and high school, through postsecondary classrooms. The words in this list were chosen because they help identify, more specifically than the elementary inventory, what students in the syllables and affixes and derivational relations stages are doing in their spelling. These words are arranged in order of difficulty, and the directions presented with the

work with a partner. In addition, the teacher should look for other ways to allow these students more practice through individual tutoring and work with a literacy specialist.

In addition to the homogeneous groups that work with the teacher in circle or small group sessions, and the word-sorting partners in word study centers, at times students will work together in word study workshops or whole-class word study sessions. While students work on different feature sorts and with different words, they can still work side by side during word study sessions. This is a good time for teachers to observe students sorting, and for students to show each other how they sort. Different schemes for managing class, group, and individual sorts are discussed in Chapter 3.

## MORE INFORMATION ABOUT INVENTORIES

The basic steps for selecting, administering, and analyzing students' spelling have been discussed in the previous sections. This chapter and the Appendix pages 296–327 include a variety of spelling inventories from which to choose. It would be useful to know something more about each of these inventories so that you can choose the one that will work best for you.

### Qualitative Spelling Checklist

When we look at students' writing in their journals or at the first drafts of their reports and stories, we use the Qualitative Spelling Checklist (see Appendix) to verify what types of orthographic features students have mastered and what types of features they misspell. This checklist on page 296 walks you through the types of spelling errors students make and matches these errors to stages of spelling. Through a series of 20 questions, you check off the student's progress through the stages. Consider what features are used consistently, often, or not at all. The examples of misspellings drawn from the Elementary Spelling Inventory Error Guide are a point of reference when the checklist is used to assess a sample from student writing. We compare the spelling of the inventories with the spelling in students' writing to see if they perform at similar levels.

### Emergent Class Record

The Emergent Class Record (see Appendix page 297) is used to assess daily writing or the spelling of Pre-K or kindergartners (or other emergent spellers) on a primary or elementary spelling inventory. The Class Record presents the progression from emergent through letter name–alphabetic spelling. A space is provided on this record sheet for a whole class, and the detailed checklist for emergent spelling captures the prephonetic writing progression (from random marks to letters) that is missing on other qualitative guides.

### Kindergarten Spelling Inventory

The Kindergarten Spelling Inventory has been used widely and is part of Virginia's Phonological Assessment and Literacy Screening (PALS) (Invernizzi & Meier, 2002). This statewide screening test is used throughout Virginia as part of its early intervention reading initiative. This inventory has been studied intensively with very large numbers of children. Five (three-phoneme) words have been carefully chosen after extensive research. Each of the five words is scored for the number of phonemes represented in the students' spelling. You will want to take a closer look at any kindergartners who after 6 weeks of school score below the benchmark score. This spelling task has consistently been a reliable discriminator of children in need of additional instruction in phonologi-



## KINDERGARTEN SPELLING INVENTORY

### Directions

From the Phonological Awareness Literacy Screening (PALS), Fall 2002 (Invernizzi & Meier).

### Instructions

1. Tell the student that you want him or her to spell some words. First, demonstrate the procedure by "spelling" a word aloud, on a blackboard, or on chart paper. Say, "We're going to spell some words. I'll go first. The word I want to spell is *mat*. I am going to begin by saying the word slowly. MMM-AAA-TTT. Now I'm going to think about each sound I hear. Listen. MMM. I hear a /m/ sound so I will write down the letter *m*. MMM-AAA. After the /m/, I hear an /a/ sound so I will write down the letter *a*. MMM-AAA-TTT. At the end of the word, I hear a /t/ sound, so I will write down the letter *t*."
2. Say, "Now I want you to spell some words. Put down a letter for each sound you hear. You can use the alphabet strip at the top of your sheet if you forget how to make a letter. Ready?" (Note: Children should not have studied these before tests and they should not be posted in the room.)
3. Ask the student to spell the following words in this order: If it helps your students, use the word in a simple sentence (i.e., I ran to the *top* of the hill). Do not demonstrate the sounding and process except for the example word *mat*. You may prompt the student by saying "What else do you hear?"
4. Look over the students' writing as they work to be sure you can determine what letters they are using. Probe letter-formation by asking each student what letter he or she intended to use by naming it or pointing to it on an alphabet strip.
  1. top
  2. lid
  3. wag
  4. bet
  5. run

### Scoring

Please note that spelling is scored based on phonetically acceptable letter-sound matches. Therefore, you may see more than one possible phonetic representation for each sound.

1. Compare students' spelling to the boxes on the Student Summary Sheet.
2. Reading the grid for each word vertically, column by column, left to right, place one check per column in the box that matches the student's spelling. Each check is worth one point. **Only one check per column is possible.**
3. Leave each box blank if there are no matches and proceed to the next column.
4. Count the number of boxes checked and record on the line marked "# Checked."
5. One bonus point per word is awarded for perfect spelling. If the word is spelled correctly, record a 1 on the line marked "Bonus Point."
6. Add all points (# Checked and Bonus Points). Record this total on the line marked "Score."

### Scoring Notes

- Static reversals, where the student writes a mirror image of a single letter (e.g.,  $\text{R}$  for R) and self-corrections are **not** counted as errors. Spellings that contain static reversals are still eligible for the bonus point.
- Kinetic reversals are errors of order, as in writing *net* for *ten*. These may be scored for the presence or absence of phonemic letter-sound matches by reading and scoring the sample from right to left. Spellings that contain kinetic reversals are **not** eligible for the bonus point.
- *Note:* Scoring examples may be found on the following page. You can find more scoring samples on the PALS website at <http://curry.edschool.virginia.edu/centers/pals/home.html>

### Spelling

1. top 

t	o	p
d	i	b

 # Checked          Bonus Point         

2. lid 

l	i	d
	e	t

 # Checked          Bonus Point         

3. wag 

w	a	g
r		k
y		c

 # Checked          Bonus Point         

4. bet 

b	e	t
p	a	d
	i	

 # Checked          Bonus Point         

5. run 

r	u	n
w	o	
y		

 # Checked          Bonus Point         

### Scoring Examples

• **Spelling Example 1: Beginning and Ending Consonants**

The sample has been scored left to right, with a check mark placed on the score sheet in each correct box. The check marks have been added together, resulting in a final word score of 2 for this child.

1. top tp

t✓	o	p✓
d	i	b

 # Checked 2  
Bonus Point 0

• **Spelling Example 2: Random Letter String**

This is an example of a child writing a random string of letters. Although some of the letters listed might be correct, they are obviously within a random string, so they are given no credit. The score for this example is 0.

2. lid agct

l	i	d
	e	t

 # Checked 0  
Bonus Point 0

• **Spelling Example 3: Phonetically Correct Letters Out of Order**

This is an example of a child writing letters that are phonetically correct, yet placed out of order in the word. This sample should be scored left to right, with credit given for the consonants and the vowels. The bonus point is not awarded.

3. wag yga

w	a✓	g✓
r	e	k
y✓		c

 # Checked 3  
Bonus Point 0

• **Spelling Example 4: Correct Initial Letter Followed by a Random String of Letters**

The child has correctly indicated the initial consonant sound, but followed it with a random string. Credit should be given for the first letter, but not the following letters because they are part of a random string.

4. bet bmzy

b✓	e	t
p	a	d

 # Checked 1  
Bonus Point 0

• **Spelling Example 5: Additional Letters with Correct Surrounding Letters**

Here, the child has included additional letters with the correct letters. Count the most correct letter in each column, according to the scoring guide, and ignore other phonetic substitutions. Score the other appropriate representations. No bonus point is awarded.

5. run wrrn

r✓	u	n✓
w	o	
y		

 # Checked 2  
Bonus Point 0

## PRIMARY SPELLING INVENTORY

This inventory is designed to assess the word knowledge students bring to their reading and spelling. Students are not to study these words because that would invalidate the purpose of the inventory, which is to find out what they truly know. You can administer this same list of words three times (September, January, and May) to measure students' progress.

The words are ordered by their difficulty for grade levels K through 3 and sample the features students are to master during these years. Have students spell enough words to give a sense of the range of ability in your class. For kindergarten, students spell the first 5 to 8 words. First graders spell at least 15 words and second and third graders spell all of the words on this list. Students who spell nearly all of the words correctly can be asked to spell words from the Elementary Spelling Inventory.

### Instructions

Administer the spelling inventory the same way you would a spelling test, but assure the students that this is not for a grade but to help you plan for their needs. Call the word aloud and use it in a sentence to be sure students know the exact word. Copy a Feature or Error Guide for each student and staple it to the student's paper.

**Directions for Using the Feature Guide.** For each word, check the features spelled correctly that are noted in the columns at the top of the Feature Guide on page 302. Add an additional point in the "correct" column if the word is spelled correctly. Do not count reversed letters as errors but note them in the boxes. If unnecessary letters are added, give them credit for what is correct but do not give them credit for a correct spelling (e.g., if *fan* is spelled FANE, the student still gets credit for representing the short vowel).

Total the number of points under each feature and across each word, allowing you to double-check your numbers. The total score can be compared over time, but the most useful information will be the feature analysis. Look down each feature column to determine the needs of individual students. For example, a student who spells 6 of 7 short vowels correctly on the primary inventory is knowledgeable about short vowels although some review work might be in order. A student who spells only 2 or 3 of the 7 short vowels needs to be involved in word study around this feature. If a student did not get any points for a feature, then earlier features need to be studied first. To determine a stage of development note where errors fall under the stages listed at the top of the Feature Guide.

Arrange students' papers in order from highest total points to lowest total points before transferring the numbers across the bottom row of each student's Feature Guide to the Classroom Composite on page 322. For a sense of your groups' needs and to form groups for instruction, *highlight* students who make *two or more errors* on a particular feature. If you call out less than the total list, *adjust the totals* on the Classroom Composite.

**Directions for Using the Error Guide.** Using the Error Guide on page 303, circle each error or write in the student's spelling by the error that is most similar. When a word is spelled correctly, circle the spelling at the end of the string of errors. After all words have been scored, determine where most circled words lie and look at the top row of the table for the developmental spelling level for this student. Total the words spelled correctly and note where the student is within the stage: *early* in the stage, in the *middle*, or *late* in the stage. Use the Spelling-by-Stage Classroom Organization Chart on page 327 to organize word study groups and to find the developmental levels, the types of features, and the chapter in *Words Their Way* to turn to for activities.

Sei



1

2

3

4

5

6

7

8

(Y)



9

10

11

12

13

14

15

(Y)



16

17

18

19

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22

23

24

25

26

## Sentences to Use with the Primary Spelling Inventory

Set One	
1. fan	I could use a fan on a hot day. <i>fan</i>
2. pet	I have a pet cat who likes to play. <i>pet</i>
3. dig	He will dig a hole in the sand. <i>dig</i>
4. rob	A raccoon will rob a bird's nest for eggs. <i>rob</i>
5. hope	I hope you will do well on this test. <i>hope</i>
6. wait	You will need to wait for the letter. <i>wait</i>
7. gum	I stepped on some bubble gum. <i>gum</i>
8. sled	The dog sled was pulled by huskies. <i>sled</i>
(You may stop here for kindergarten unless a child has spelled 5 correctly.)	
Set Two	
9. stick	I used a stick to poke in the hole. <i>stick</i>
10. shine	He rubbed the coin to make it shine. <i>shine</i>
11. dream	I had a funny dream last night. <i>dream</i>
12. blade	The blade of the knife was very sharp. <i>blade</i>
13. coach	The coach called the team off the field. <i>coach</i>
14. fright	She was a fright in her Halloween costume. <i>fright</i>
15. chewing	Don't talk until you finish chewing your food. <i>chewing</i>
(You may stop here for first grade unless a child has spelled 10 correct.)	
Set Three	
16. crawl	You will get dirty if you crawl under the bed. <i>crawl</i>
17. wishes	In fairy tales wishes often come true. <i>wishes</i>
18. thorn	The thorn from the rose bush stuck me. <i>thorn</i>
19. shouted	They shouted at the barking dog. <i>shouted</i>
20. spoil	The food will spoil if it sits out too long. <i>spoil</i>
21. growl	The dog will growl if you bother him. <i>growl</i>
22. third	I was the third person in line. <i>third</i>
23. camped	We camped down by the river last weekend. <i>camped</i>
24. tries	He tries hard every day to finish his work. <i>tries</i>
25. clapping	The audience was clapping after the program. <i>clapping</i>
26. riding	They are riding their bikes to the park today. <i>riding</i>

# Feature Guide for Primary Spelling Inventory

Directions: Check the features that are present in each student's spelling. In the bottom row, total features used correctly. Check the spelling stage that summarizes the student's development. Begin instruction at that stage with a focus on the types of features where the student missed two or more features in a column.

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC		WITHIN WORD-PATTERN		SYLLABLES & AFFIXES		Words Spelled Correctly
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	EARLY	MIDDLE	
Features →	Beginning Consonants	Final Consonants	Short Vowels	Consonant Digraphs	Consonant Blends	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings	Feature Points
1. fan	f	n	a						
2. pet	p	t	e						
3. dig	d	g	i						
4. rob	r	b	o						
5. hope	h	p				o-e			
6. wait	w	t				ai			
7. gum	g	m	u						
8. sled			e		sl				
9. stick			i		st				
10. shine				sh		i-e			
11. dream					dr	ea			
12. blade					bl	a-e			
13. coach				ch		oa			
14. fright					fr	igh			
15. chewing				ch			ew	ing	
16. crawl					cr		aw		
17. wishes				sh				es	
18. thorn				th			or		
19. shouted				sh			ou	ed	
20. spoil					sp		oi		
21. growl							ow		
22. third				th			ir		
23. camped								ed	
24. tries								ies	
25. clapping								pping	
26. riding								dng	
Cells with 2 or more errors	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(56)
									(26)

**SPELLING STAGES:**  
 EARLY  MIDDLE  LATE  
 LETTER NAME-ALPHABETIC  
 WITHIN WORD-PATTERN  
 SYLLABLES & AFFIXES  
 DERIVATIONAL RELATIONS

Words Spelled Correctly:      /26  
 Feature Points:      /56  
 Total:      /82

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# Error Guide for Primary Spelling Inventory

Directions: Circle student's spelling attempts below. If a spelling is not listed, write it in.



# Error Guide for Primary Spelling Inventory

Directions: Circle student's spelling attempts below. If a spelling is not listed, write it in where it belongs on the developmental continuum. Determine a spelling stage that summarizes the student's development. Begin instruction at that level with a focus on features characteristic of that stage.

Student's Name \_\_\_\_\_

Teacher \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

SPELLING STAGES →	EMERGENT LATE		LETTER NAME-ALPHABETIC MIDDLE		WITHIN WORD PATTERN MIDDLE		SYLLABLES & AFFIXES EARLY MIDDLE	
	Consonants Beginning Final	Short Vowels	Consonant Digraphs & Blends	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings		
1. fan	v f	fn	f(o,i,e)n	fan				
2. pet	p	pt	pa(o,i)t	pet				
3. dig	d	dk dg	deg	dig				
4. rob	w r	rb	rib	rub rob				
5. hope	h	hp	hop	hope				
6. wait	y w yt	wt	wat	wate wei(e)ght wait				
7. gum	k g km	gm	gom	gum				
8. sled	s	sd	sad	slad sled				
9. stick	s	sk	stek	stik stick				
10. shine	s	sn	sin shin	shai(y)ne shien shine				
11. dream	j g	grm jrm	g(j)rem	drem dream				
12. blade	b	bd	bad blad	blaid blade				
13. coach	ch kh	ch kh	coc koch coch	coche coach				
14. fright			fit frit	frite fright				
15. chewing		chon	chun	chooing chewing				
16. crawl		kd krl	crol cral	crool crall crawl				
17. wishes		wechz	weshs	wishs wishes				
18. thorn		trn	thrn	thurn thorne thorn				
19. shouted	st cht sht	sht	shoid	showted shouted				
20. spoil		spl	spol	spole spollo spoyl spoil				
21. growl		gral	grall	grille groul growl				
22. third			thrd	thurd third				
23. camped	capt	camt	campd	campd camped				
24. tries	chrs		chris tris	trise tryse tries				
25. clapping			clapn	cklaping clapping				
26. riding		redn	ridn	wriding riding				

### SPELLING STAGES:

- EARLY  MIDDLE  LATE
- LETTER NAME-ALPHABETIC
- WITHIN WORD PATTERN
- SYLLABLES & AFFIXES
- DERIVATIONAL RELATIONS

Words Spelled Correctly:      /26

## ELEMENTARY SPELLING INVENTORY-1

This short spelling inventory will assess the word knowledge students bring to their reading and spelling. You can administer this same list of words three times (September, January, and May) to measure students' progress.

### *Instructions*

Let 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 can help you plan your teaching if they do their best. Students are not to study these words beforehand.

*Possible script:* "I am going to ask you to spell some words. Spell them the best you can. Some of the words will be easy to spell; some may be difficult. When you do not know how to spell a word, spell it the best you can; write down all the sounds you feel and hear."

Say the word once, read the sentence if the meaning is unclear, and then say the word again. Work with groups of 5 words. You may want to stop testing when students miss 3 of 5 words. Have students check their papers for their name and the date. See Chapter 2 for further instructions on administration and interpretation. Copy a Feature or Error Guide for each student, and staple it to the student's paper.

*Directions for Using the Feature Guide.* For each word, check the features that are noted in the columns at the top of the Feature Guide on page 306. Add an additional point in the "correct" column if the word is spelled correctly. Do not count reversed letters as errors but note them in the boxes.

Total the number of points under each feature and across each word; this is a way to check your addition. The total score can be compared over time but the most useful information will be the feature analysis. Look down each feature column to determine the needs of individual students. For example, a student who spells 5 of 6 long vowels correctly is knowledgeable about long vowels although some review work might be in order. A student who spells only 2 or 3 of the 6 long vowels needs to be involved in word study around this feature. If a student did not get any points for a feature, then the feature is beyond the student's instructional range and earlier features need to be studied first. You can determine a student's stage of development by noting where errors fall under the stages listed at the top of the Feature Guide.

Arrange students' papers in order from highest total points to lowest total points before transferring the numbers across the bottom row of each student's Feature Guide to the Classroom Composite on page 323. For a sense of your groups' needs and to form groups for instruction, *highlight* students who make 2 or more errors on a particular feature. If you call out less than the total list *adjust the totals* on the Classroom Composite.

*Directions for Using the Error Guide.* Using the Error Guide on page 307, circle each error or write in the student's spelling by the error that is most similar. When a word is spelled correctly, circle the spelling at the end of the string of errors. After all words have been scored, determine where most circled words lie and look at the top row of the table for the developmental spelling level for this student. Total the words spelled correctly and note where the student is within the stage: *early* in the stage, in the *middle*, or *late* in the stage. Use the Spelling-by-Stage Classroom Organization Chart on page 327 to organize word study groups and to find the developmental levels, the types of features, and the chapter in *Words Their Way* to turn to for activities.

Set One	
1. bed	I hopped out of bed this morning. <i>bed</i>
2. ship	The ship sailed around the island. <i>ship</i>
3. when	When will you come back? <i>when</i>
4. lump	He had a lump on his head after he fell. <i>lump</i>
5. float	I can float on the water with my new raft. <i>float</i>
Set Two	
6. train	I rode the train to the next town. <i>train</i>
7. place	I found a new place to put my books. <i>place</i>
8. drive	I learned to drive a car. <i>drive</i>
9. bright	The light is very bright. <i>bright</i>
10. throat	She had a sore throat. <i>throat</i>
Set Three	
11. spoil	The food will spoil if it is not kept cool. <i>spoil</i>
12. serving	The restaurant is serving dinner tonight. <i>serving</i>
13. chewed	The dog chewed up my favorite sweater yesterday. <i>chewed</i>
14. carries	She carries apples in her basket. <i>carries</i>
15. marched	We marched in the parade. <i>marched</i>
Set Four	
16. shower	The shower in the bathroom was very hot. <i>shower</i>
17. bottle	The cowboy fed the calf through a bottle. <i>bottle</i>
18. favor	He did his brother a favor by taking out the trash. <i>favor</i>
19. ripen	The fruit will ripen over the next few days. <i>ripen</i>
20. cellar	I went down to the cellar for the can of paint. <i>cellar</i>
Set Five	
21. pleasure	It was a pleasure to listen to the choir sing. <i>pleasure</i>
22. fortunate	It was fortunate that the driver had snow tires during the snowstorm. <i>fortunate</i>
23. confident	I am confident that we can win the game. <i>confident</i>
24. civilize	They had the idea that they could civilize the forest people. <i>civilize</i>
25. opposition	The coach said the opposition would give us a tough game. <i>opposition</i>

# Feature Guide for Elementary Spelling Inventory-1

Directions: Check the features that are present in each student's spelling. In the bottom row, total features used correctly. Check the spelling stage that summarizes the student's development. Begin instruction at that stage with a focus on the types of features where the student missed two or more features in a column.

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN		SYLLABLES & AFFIXES		DERIVATIONAL RELATIONS		Words Spelled Correctly
	LATE	EARLY	LATE	MIDDLE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	
Features →	Consonants Beginning Final	Short Vowels	Digraphs & Blends	Long-Vowel Patterns	Other Vowel Patterns	Syllable Junctures & Easy Prefixes & Suffixes	Harder Prefixes, Suffixes, & Unaccented Final Syllables	Reduced & Altered Vowels, Bases, Roots, & Derivatives	Feature Points		
<b>Late Emergent to Letter Name-Alphabetic</b>											
1. bed	b	d	e								
2. ship	p	i	sh								
3. when	n	e	wh								
4. lump	l	u	mp								
<b>Within Word Pattern</b>											
5. float			fl	oa							
6. train	n		tr	ai							
7. place				a-e							
8. drive	v		dr	i-e							
9. bright				igh							
10. throat				oa							
11. spoil				oi							
<b>Syllables &amp; Affixes</b>											
12. serving					er						
13. chewed					ew						
14. carries					ch						
15. marched					ch						
16. shower					ow						
17. bottle											
18. favor											
19. ripen											
20. cellar											
<b>Middle Syllables &amp; Affixes to Middle Derivational Relations</b>											
21. pleasure											
22. fortunate					or						
23. confident											
24. civilize											
25. opposition											
Totals →	(2)	(5)	(4)	(8)	(6)	(6)	(9)	(8)	(5)	(53)	(25)

**SPELLING STAGES:**

EARLY  MIDDLE  LATE

LETTER NAME-ALPHABETIC

WITHIN WORD PATTERN

SYLLABLES & AFFIXES

DERIVATIONAL RELATIONS

Words Spelled Correctly:        /25

Feature Points:        /53

Total:        /78

# Error Guide for Elementary Spelling Inventory-1

Student's Name \_\_\_\_\_

Teacher \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

SPELLING STAGES →	EMERGENT		LETTER NAME--ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS				
	LATE	EARLY	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE		
Features →	Consonants Beginning Final		Short Vowels		Consonant Digraphs & Blends		Long-Vowel Patterns		Other Vowel Patterns		Syllable Junctures & Easy Prefixes & Suffixes		Harder Prefixes & Suffixes, & Unaccented Final Syllables		Reduced & Altered Vowels, Bases, Roots, & Derivatives	
<b>Late EMERGENT - Letter Name-Alphabetic</b>																
1. bed	b	bd	bad	bed												
2. ship	s	sp	shp	sep	shep	ship										
3. when	w	yn	wan	when	when											
4. lump	l	lp	lmp	lop	lomp	lump										
<b>Within Word Pattern</b>																
5. float	f	ft	vt	fit	fot	flott	flowt	float	flote	float						
6. train	j	t	trn	iran	chran	tan	tran	traen	trane	train						
7. place	p	ps	pls	pas	palac	plac	plac	plase	plais	place						
8. drive	d	j	drv	dfr	griv	jriv	driv	jrive	drieve	draive	drive					
9. bright	b	bt	brt	bit	brit		bite	brite	briete	bright						
10. throat			trot	thro	thro	thro	thro	thro	thro	thro	thro					
11. spoil			spol	soo	soo	soo	soo	soo	soo	soo	soo					
<b>Syllables &amp; Affixes</b>																
12. serving			sefng	srng	srng	sefng	sefng	sefng	sefng	sefng	sefng					
13. chewed			cud	chud	coed	chood	cued	c(h)ued	chewd	chewed						
14. carries			keres	cares	carres	carise	carys	cairries	carrys	carries						
15. marched			much	march	marchet	marc	marc	marc	marc	marc	marc					
16. shower			shewr	shour	shour	shower	shoer	shoor	shouer	shower						
17. bottle			badl	badol	bâtel	bâtel	bâtel	bâtel	bâtel	bâtel	bâtel					
18. favor			favr	favir	faver	favir	favir	favir	favir	favir	favir					
19. ripen			ribn	ripen	ripan	ripan	ripan	ripan	ripan	ripan	ripan					
20. cellar			salr	selr	celr	salar	selar	seller	seller	seller	seller					
<b>Late SYLLABLES &amp; AFFIXES - Middle Derivational Relations</b>																
21. pleasure			plastr	plager	pleser	plejer	plesher	plesour	plesure	pleasure						
22. fortunate			forhnat	frehnit	fohnit	forchenut	fochiminte	fortunet	fortunate							
23. confident						confa(e)de(j)nt	confia(e)dent	confodent	confident							
24. civilize						sivils	sevelies	sivilisce	cifillazas	sivilize	civa(j)liz(s)e	civilize				
25. opposition						opasishan	opasion	opozcison	opasitian	oposition	oposition	oposition				

**SPELLING STAGES:**

EARLY  MIDDLE  LATE

LETTER NAME--ALPHABETIC

WITHIN WORD PATTERN

SYLLABLES & AFFIXES

DERIVATIONAL RELATIONS

Words Spelled Correctly:      /25

## INTERMEDIATE SPELLING INVENTORY

This inventory will help you assess the orthographic knowledge elementary students bring to reading and spelling. This inventory begins with the middle of the letter name–alphabetic stage and continues to the middle of the derivational relations stage of spelling. The results of the spelling inventories will have implications for reading, writing, vocabulary, and spelling instruction.

### *Instructions*

Let 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 to teach by doing their best. Students are not to study this inventory beforehand.

*Possible script:* "I am going to ask you to spell some words. 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."

Say the word once, read the sentence if the meaning is unclear, and then say the word again. Work with groups of words. Have students check their papers for their name and the date. You may want to stop administering the inventory when students miss most of the words and you can clearly determine a spelling stage. Consider using the Upper Level Spelling Inventory if students spell most of these words correctly.

Use either the Feature Guide on page 309 or the Error Guide on page 310. See Chapter 2 for further instructions on administration and interpretation.

Letter Name–Alphabetic and Within-Word Pattern	
1. speck	The well-dressed man brushed away a <b>speck</b> of lint from his jacket. <i>speck</i>
2. charge	She bought new clothes with a <b>charge</b> card. <i>charge</i>
3. switch	The sick boy could <b>switch</b> television channels from his bed. <i>switch</i>
4. scrape	The fall caused her to <b>scrape</b> her knee. <i>scrape</i>
5. nurse	The <b>nurse</b> checked her blood pressure. <i>nurse</i>
6. flown	It was the first time he'd <b>flown</b> in a helicopter. <i>flown</i>
7. squirt	She squeezed the bottle to <b>squirt</b> ketchup on her hamburger. <i>squirt</i>
8. pounce	The cat was ready to <b>pounce</b> on the mouse. <i>pounce</i>
9. throat	The doctor gave him medicine for his sore <b>throat</b> . <i>throat</i>
10. smudge	The big <b>smudge</b> on the mirror made it difficult to see. <i>smudge</i>
Syllables & Affixes	
11. shaving	The teenager looked forward to <b>shaving</b> . <i>shaving</i>
12. chewed	They <b>chewed</b> slowly as they listened to the dinner speaker. <i>chewed</i>
13. pennies	The children threw <b>pennies</b> in the fountain. <i>pennies</i>
14. fraction	The team was disappointed to get only a <b>fraction</b> of the credit for the job. <i>fraction</i>
15. bottle	The <b>bottle</b> of shampoo fell from his slippery hands. <i>bottle</i>
16. discovery	The <b>discovery</b> of the gold made many people rich. <i>discovery</i>
17. lesson	She arrived at the <b>lesson</b> with a notebook and pencil. <i>lesson</i>
18. distance	The boys measured the <b>distance</b> between their houses. <i>distance</i>
19. trapped	The new graduate felt <b>trapped</b> by a low-paying job. <i>trapped</i>
20. sailor	He wanted to go to sea as a <b>sailor</b> . <i>sailor</i>
Early–Middle Derivational Relations	
21. resident	Mr. Squires has been a <b>resident</b> of this town for over 40 years. <i>resident</i>
22. confusion	There was <b>confusion</b> when there was a power failure. <i>confusion</i>
23. visible	The singer was <b>visible</b> to everyone in the room. <i>visible</i>
24. category	I will put the bottles in one <b>category</b> and the cans in another. <i>category</i>
25. criticize	The boss will <b>criticize</b> you for your work. <i>criticize</i>

## Feature Guide for Intermediate Spelling Inventory

Directions: Check the features that are present in each student's spelling. In the bottom row, total features used correctly. Check the spelling stage that summarizes the student's development. Begin instruction at that stage with a focus on the types of features where the student missed two or more features in a column.

Student's Name \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

SPELLING STAGES →	LETTER NAME-ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS			Words Spelled Correctly
	MIDDLE	LATE	EARLY	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	
Features →	Short Vowels	Consonant Digraphs & Blends	Long Vowel Patterns	Other Vowel Patterns	Complex Consonants	Syllable Junctures & Easy Prefixes & Suffixes	Harder Prefixes, Suffixes, & Unaccented Final Syllables	Reduced Vowels, Bases & Roots	Feature Points	Words Spelled Correctly			
<b>LETTER NAME-ALPHABETIC &amp; WITHIN WORD PATTERNS</b>													
1. speck	e				ck								
2. charge		ch		ar									
3. switch	i	sw			tch								
4. scrape		scr	a-e										
5. nurse			ow	ur									
6. flown													
7. squirt				ir	squ								
8. pounce				ou									
9. throat		thr	oa		dge								
10. smudge	u												
<b>SYLLABLES &amp; AFFIXES</b>													
11. shaving						e-drop	ing						
12. chewed				ew			ed						
13. pennies						nn	ies						
14. fraction							tion	fra					
15. bottle	o					le							
16. discovery						dis	y	cover					
17. lesson						on							
18. distance						ance		dis					
19. trapped						pp	dd						
20. sailor			ai				or						
<b>EARLY-MIDDLE DERIVATIONAL RELATIONS</b>													
21. resident							ent	i					
22. confusion							con	sion	fus				
23. visible							ible	vis					
24. category							ize	e	critic				
25. criticize													
Highlight cells with 2 or more errors	(4)	(4)	(4)	(4)	(4)	(5)	(4)	(9)	(12)	(8)	(50)	(25)	

**SPELLING STAGES:**

EARLY  MIDDLE  LATE

LETTER NAME-ALPHABETIC

WITHIN WORD PATTERN

SYLLABLES & AFFIXES

DERIVATIONAL RELATIONS

Words Spelled Correctly:      /25

Feature Points:      /50

Total:      /75

# Error Guide for Intermediate Spelling Inventory

Directions: Circle student's spelling attempts below. If a spelling is not listed, write it in where it belongs on the developmental continuum. Determine a spelling stage that summarizes the student's development. Begin instruction at that level with a focus on features characteristic of that stage.

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

SPELLING STAGES →	LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN		SYLLABLES AND AFFIXES		DERIVATIONAL RELATIONS		Words Spelled Correctly
	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	EARLY	
Features →	Short Vowels	Consonant Digraphs & Blends	Long Vowel Patterns	Other Vowel Patterns	Complex Consonants	Syllable Junctures & Easy Prefixes & Suffixes	Harder Prefixes & Suffixes, & Unaccented Final Syllables	Reduced Vowels Bases & Roots	
<b>LETTER NAME-ALPHABETIC &amp; WITHIN WORD PATTERN</b>									
1. speak	spak	spic	spak	spick	speck				
2. charge	carq	chorq	charge	charge					
3. switch	swet	swech	swaitch	switch					
4. scrape	strap	sakraap	skrap	scrap	scrape				
5. nurse	ners	neras	nurs	nerce	nerse	nurse	nurse		
6. flown	flon		flone	floan	flown				
7. squirt	skurt	skort	skwert	skwirt	squart	squert	squirt		
8. pounce	pos	pons	ponc	pouns	pounce	pounce	pounce		
9. throat	trot	throt		throate	throat				
10. smudge	smug	smuch	smach	smud	smudge				
<b>SYLLABLES &amp; AFFIXES</b>									
11. shaving		safng	shavin	saving	saveing	shaveing	shaving		
12. chewed	cud	chud	coed	chood	cued	c(h)ued	choud	chewed	
13. pennies			panes	penes	pennes	penies	pennies		
14. fraction			frackshun	frackshun	fraksion	frackshun	fraksion	fraction	
15. bottle	badl	badl		battel	batle	battel	battel	bottle	
16. discovery			discofry	di(e)scovy	disco(a)vary	discovery	discovery		
17. lesson			lasun	lesen	lessen	leson	leson		
18. distance			destns	destase	destens	deste(a)na(c)e	distense	distance	
19. trapped			chrapt	trapt	chraped	teraped	trapt	traped	trapped
20. sailor				selar	saler	saleor	sialer	sailer	sailor
<b>Early-Middle DERIVATIONAL RELATIONS</b>									
21. resident			resatint	reserdent	reseadent	resudint	res(e)(a)dent	residant	resident
22. confusion			confushon	confushon	confution	confusion	confusion	confusion	
23. visible			visbel	visbel	visble	visabal	visabel	visabel	visible
24. category			cadagoure	catagory	cadigore	catagore	category	category	category
25. criticize			critise	critise	critise	critasise	critize	critize	criticize

**SPELLING STAGES:**  
 EARLY  MIDDLE  LATE  
 LETTER NAME-ALPHABETIC  
 WITHIN WORD PATTERN  
 SYLLABLES & AFFIXES  
 DERIVATIONAL RELATIONS

Words Spelled Correctly: 25



## UPPER LEVEL SPELLING INVENTORY

This inventory will help you assess the orthographic knowledge students bring to reading and spelling. The inventory begins with single-syllable word knowledge and stretches to students' knowledge of roots.

### *Instructions*

Let 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 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; write down all the sounds you feel and hear."

Say the word once, use the word in a sentence, and then say the word a second time.

Consider students' spelling of the first 7 words before continuing. Students who miss 2 or more of these words could be given either the elementary or upper elementary inventory. You may want to stop testing when students miss 5 of 8 words. Use either the Feature Guide on page 313 or the Error Guide on page 315. See Chapter 2 for further instructions on administration and interpretation. Have students check their papers for their name and the date.

Within-Word Patterns	
1. speck	The well-dressed man brushed away a <b>speck</b> of lint from his jacket. <i>speck</i>
2. switch	The sick boy could <b>switch</b> television channels from his bed. <i>switch</i>
3. smudge	The big <b>smudge</b> on the mirror made it difficult to see. <i>smudge</i>
4. scrape	The fall caused her to <b>scrape</b> her knee. <i>scrape</i>
5. flown	It was the first time he'd <b>flown</b> in a helicopter. <i>flown</i>
6. nurse	The <b>nurse</b> checked her blood pressure. <i>nurse</i>
7. throat	The doctor gave him medicine for his sore <b>throat</b> . <i>throat</i>
Syllables & Affixes	
8. powerful	He was a <b>powerful</b> force on the team. <i>powerful</i>
9. shaving	The teenager looked forward to <b>shaving</b> . <i>shaving</i>
10. bottle	The <b>bottle</b> of shampoo fell from his slippery hands. <i>bottle</i>
11. discovery	The <b>discovery</b> of the gold made many people rich. <i>discovery</i>
12. lesson	She arrived at the <b>lesson</b> with a notebook and pencil. <i>lesson</i>
13. fever	The boy was sick in bed with a high <b>fever</b> . <i>fever</i>
14. trapped	The new graduate felt <b>trapped</b> by a low-paying job. <i>trapped</i>
15. sailor	He wanted to go to sea as a <b>sailor</b> . <i>sailor</i>
Derivational Relations	
16. resident	Mr. Squires has been a <b>resident</b> of this town for over 40 years. <i>resident</i>
17. puncture	Joan saw the <b>puncture</b> in her bicycle tire. <i>puncture</i>
18. confidence	Her <b>confidence</b> grew with her success. <i>confidence</i>
19. confusion	There was <b>confusion</b> when there was a power failure. <i>confusion</i>
20. fortunate	It was <b>fortunate</b> that the driver had snow tires in the snowstorm. <i>fortunate</i>
21. dominance	<b>Dominance</b> was established by the stronger lion. <i>dominance</i>
22. prosperity	During this period of <b>prosperity</b> , our income increased dramatically. <i>prosperity</i>
23. decorator	She hired a <b>decorator</b> to design the living room. <i>decorator</i>
24. opposition	The coach said the <b>opposition</b> would give us a tough game. <i>opposition</i>
25. visible	The singer was <b>visible</b> to everyone in the room. <i>visible</i>
26. correspond	The student decided to <b>correspond</b> with the instructor. <i>correspond</i>
27. voluminous	The volunteers counted the <b>voluminous</b> votes on Tuesday. <i>voluminous</i>
28. succession	He fired several shots in rapid <b>succession</b> . <i>succession</i>
29. emphasize	In conclusion, I want to <b>emphasize</b> the most important points. <i>emphasize</i>
30. category	I will put the bottles in one <b>category</b> and the cans in another. <i>category</i>
31. hilarious	John thought the comedian was absolutely <b>hilarious</b> . <i>hilarious</i>
32. commotion	The audience heard the <b>commotion</b> backstage. <i>commotion</i>
33. inheritable	She had an <b>inheritable</b> disease that was passed from one generation to another. <i>inheritable</i>
34. criticize	The boss will <b>criticize</b> you for your work. <i>criticize</i>
35. excerpt	I am going to read one <b>excerpt</b> from this chapter. <i>excerpt</i>
36. reversible	Terry wears a <b>reversible</b> coat in the winter. <i>reversible</i>
37. chlorophyll	<b>Chlorophyll</b> is a green pigment essential to photosynthesis. <i>chlorophyll</i>
38. adjourn	The meeting will <b>adjourn</b> at five o'clock. <i>adjourn</i>
39. camouflage	The soldier wore <b>camouflage</b> to avoid detection. <i>camouflage</i>
40. indictment	The <b>indictment</b> from the grand jury was delivered to the suspect. <i>indictment</i>

## Feature Guide for Upper Level Spelling Inventory

*Directions: Check the features that are present in each student's spelling. In the bottom rows, total features used correctly in each category. Check the stage that summarizes the student's development. Begin instruction at that stage with a focus on the types of features where the student began to miss two or more features in a column.*

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

SPELLING STAGES →	LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS			Words Spelled Correctly			
	Short Vowels	Consonant Digraphs & Blends	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE		LATE	Reduced & Altered Vowels	Bases, Roots, & Derivatives
<b>LETTER NAME-ALPHABETIC &amp; WITHIN WORD PATTERN</b>															
1. speak	e	sp ck													
2. switch	i	sw			tch										
3. smudge	u	sm			dge										
4. scrape		scr		a-e	scr										
5. flown		fl		ow											
6. nurse				ur											
7. throat				oa	thr										
<b>SYLLABLES &amp; AFFIXES</b>															
8. powerful				ow			ful								
9. shaving		sh				(e-drop)	ing								
10. bottle						tt		le							
11. discovery						dis	y								
12. lesson						ss		on							
13. fever								er							
14. trapped		tr		pp	ed										
15. sailor				ai		or									
<b>Late SYLLABLES &amp; AFFIXES through EARLY DERIVATIONAL RELATIONS</b>															
16. resident								ent							
17. puncture								ure					punct		
18. confidence							con	ence							
19. confusion								sion					fus		
20. fortunate								ate					fortun		
Subtotals	(3)	(8)	(8)	(6)	(4)	(11)	(8)	(2)	(3)	(45)	(20)				

**SPELLING STAGES:**

EARLY  MIDDLE  LATE

LETTER NAME-ALPHABETIC

WITHIN WORD PATTERN

SYLLABLES & AFFIXES

DERIVATIONAL RELATIONS

Words Spelled Correctly:      /40

Feature Points:      /86

Total:      /126

Feature Guide for Upper Level Spelling Inventory—Continued

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

SPELLING STAGES →	LETTER NAME—ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS		
	Short Vowels	Consonant Digraphs & Blends	Long & Other Vowel Patterns	Complex Consonants	Syllable Junctures & Easy Prefixes & Suffixes	Harder Prefixes, Suffixes, & Unaccented Final Syllables	Reduced & Altered Vowels	Bases, Roots, & Derivatives	Feature Points	Words Spelled Correctly		
<b>Late SYLLABLES &amp; AFFIXES &amp; DERIVATIONAL RELATIONS</b>												
21. dominance						ance	i					
22. prosperity					ity		er					
23. decorator					(e-drop) or			decor				
24. opposition						op		position				
25. visible							i(ble)	vis				
26. correspond						cor	e					
27. voluminous						ous	i	volum				
28. succession								success				
29. emphasize					ize	em		phas				
30. category							e					
<b>DERIVATIONAL RELATIONS</b>												
31. hilarious						ious		hilar				
32. commotion					com	tion		motion				
33. inheritable						able		inherit				
34. criticize						ize	i					
35. excerpt						ex		cerpt				
36. reversible						ible						
37. chlorophyll							o	chlor phyll				
38. adjourn						ad		ourn				
39. camouflage						age		camouff				
40. indictment								indict				
Subtotals →					(5)	(13)	(8)	(15)	(41)	(20)		
Totals →	(3)	(8)	(6)	(4)	(16)	(21)	(10)	(18)	(86)	(40)		

## Error Guide for Upper Level Spelling Inventory

Directions: Circle student's spelling attempts below. If a spelling is not listed, write it in where it belongs on the developmental continuum. Determine a spelling stage that summarizes the student's development. Begin instruction at that level with a focus on features characteristic of that stage.

Student's Name \_\_\_\_\_

Teacher \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

SPELLING STAGES →	LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS			Words Spelled Correctly
	Short Vowels	Consonant Digraphs & Blends	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	
1. speck												
2. switch												
3. smudge												
4. scrape												
5. flown												
6. nurse												
7. throat												
<b>LETTER NAME-ALPHABETIC AND WITHIN WORD PATTERN</b>												
1. speck												
2. switch												
3. smudge												
4. scrape												
5. flown												
6. nurse												
7. throat												
<b>Early to MIDDLE SYLLABLES &amp; AFFIXES</b>												
8. powerful												
9. shaving												
10. bottle												
11. discovery												
12. lesson												
13. fever												
14. trapped												
15. sailor												
<b>Late SYLLABLES &amp; AFFIXES through EARLY DERIVATIONAL RELATIONS</b>												
16. resident												
17. puncture												
18. confidence												
19. confusion												
20. fortunate												

**SPELLING STAGES:**

EARLY    MIDDLE    LATE

LETTER NAME-ALPHABETIC

WITHIN WORD PATTERN

SYLLABLES & AFFIXES

DERIVATIONAL RELATIONS

*Words Spelled Correctly:     /40*

**Error Guide for Upper Level Spelling Inventory—Continued**

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

SPELLING STAGES →	LETTER NAME—ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS							
	Short Vowels	Consonant Digraphs & Blends	LATE	Long & Other Vowel Patterns	EARLY	MIDDLE	LATE	Syllable Junctures & Easy Prefixes & Suffixes	EARLY	MIDDLE	LATE	Reduced & Altered Vowels	EARLY	MIDDLE	LATE	Bases, Roots & Derivatives	Words Spelled Correctly
21. dominance																	
22. prosperity																	
23. decorator																	
24. opposition																	
25. visible																	
26. correspond																	
27. voluminous																	
28. succession																	
29. emphasize																	
30. category																	
<b>DERIVATIONAL RELATIONS</b>																	
31. hilarious																	
32. commotion																	
33. inheritable																	
34. criticize																	
35. excerpt																	
36. reversible																	
37. chlorophyll																	
38. adjourn																	
39. camouflage																	
40. indictment																	

# Classroom Composite to Feature Guide for Primary Spelling Inventory

Directions: Record students' scores beginning with the student with the highest total feature points. Identify students who missed 2 or more of any of the features in a category. In the bottom row, total the number of students in each category who missed 2 or more features.

Teacher _____	School _____	Grade _____	Date _____	CLASSROOM COMPOSITES FOR FEATURE GUIDES											
				EMERGENT			LETTER NAME-ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES & AFFIXES		
				LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE
↓ Students' Names	Total Feature Points and Words	Beginning Consonants	Final Consonants	Short Vowels	Consonant Digraphs	Consonant & Blends	Long-Vowel Patterns	Other Vowel Patterns	Inflected Endings						
Possible points →	82	7	7	7	7	7	7	7	7						
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26.															
Number who missed two or more features ≥ 2 →															

# Classroom Composite to Feature Guide for Elementary Spelling Inventory-1

Directions: Record students' scores beginning with the student with the highest total feature points. Identify students who missed 2 or more of any of the features in a category. In the bottom row, total the number of students in each category who missed 2 or more features.

Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

SPELLING STAGES →	Total Feature Points and Words	EMERGENT			LETTER NAME--ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS		
		LATE	EARLY	MIDDLE	LATE	MIDDLE	EARLY	LATE	MIDDLE	EARLY	LATE	MIDDLE	EARLY	MIDDLE	EARLY	
↓ Students' Names	78	2	5	4	8	6	6	6	6	9	8	5				
Possible points →																
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Number who missed two or more features ≥ 2 →																



# Classroom Composite to Feature Guide for Intermediate 5, Spelling Inventory-1

Directions: Record students' scores beginning with the student with the highest total feature points. Identify students who missed 2 or more of any of the features in a category. In the bottom row, total the number of students in each category who missed 2 or more features.

Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS		
	LATE	EARLY	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE
↓ Students' Names														
Possible points →	75	4	4	4	4	5	4	4	9	12	8			
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25.														
26.														
Number who missed two or more features ≥ 2 →														

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# Classroom Composite for Upper Level Spelling Inventory

Directions: Record students' scores beginning with the student with the highest total feature points. Identify students who missed 2 or more of any of the features in a category. In the bottom row, total the number of students in each category who missed 2 or more features.

SPELLING STAGES →	LETTER NAME—ALPHABETIC			WITHIN-WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS			
	Total Features and Words	Short Vowels	Easy Digraphs & Blends	Long Vowels & Other Vowels	Complex Digraphs & Blends	Syllable Junctures & Easy Prefixes & Suffixes	Harder Prefixes, Suffixes, & Unaccented Final Syllables	Reduced and Altered Vowels	Bases Roots & Derivatives	MIDDLE		LATE	
										EARLY	MIDDLE	LATE	EARLY
↓ Students' Names	120	3	8	6	4	16	21	10	18				
Possible points →													
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25.													
26.													
Number who missed two or more features ≥ 2 →													

Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

ANWSU

K-6 Spelling Inventory Targets using Words Their Way, 2004

Aligned with GLEs

Grade	Fall Stage#	Fall Stage Name	Spring Stage #	Spring Stage Name
Kindergarten			3	Late emergent
1 Primary form	3	Late emergent	6	Late letter-name alphabetic
2 Primary form	6	Late letter-name alphabetic	7	Early within word
3 Elementary form	7	Early Within word	9-10	Late Within Word/Early syllable and affixes
4 Elementary form	9-10	Late Within Word/Early syllable affixes	11	Middle syllable and affixes
5 Intermediate Form	11	Middle syllable and affixes	12	Late syllable and affixes
6 Intermediate Form	12	Late syllable and affixes	13-14	Early-Middle Derivational Relations

Stage #s refer to:

- 3-Late emergent
- 4-Early Letter Name
- 5-Middle Letter Name
- 6-Late Letter Name
- 7-Early Within Word
- 8-Middle Within Word
- 9-Late Within Word
- 10-Early Syllables & Affixes
- 11-Middle Syllables & Affixes
- 12-Late Syllables & Affixes
- 13-Early Derivational Relations
- 14-Middle Derivational Relations
- 15-Late Derivational Relations