

Spelling Developmental Continuum

Emergent Stage

Pre-K - First Grade

Category	Typical Examples (not comprehensive)	Typically Mastered
Development of Concepts & Vocabulary: sorting activities which compare, contrast, & expand existing concepts & labels. Draw and label	fruits vs. vegetables; forms of transportation; furniture vs. appliances; healthy food vs. junk food	Pre-K Kindergarten
Phonological Awareness: Listening for beginning sounds, and rhyme	sound picture sorts and games rhyming books, games, songs	Kindergarten
Knowledge of the Alphabet: letter names, visual characteristics, fine motor skills	recognize letters by name and shape, print letters	Kindergarten
Letter-Sound Knowledge: connection between letters and the sounds they make	picture sorting by beginning sound	Kindergarten - Beginning First Grade
Concept of Printed Word: Focus on individual words	focus on individual words from picture captions, dictated accounts, poems, songs, pattern books, cut-up sentences, finger point reading	Beginning First Grade

Stage Transition — the ability to match letter names with phonemes is a real marker to literacy. To emerge into Letter Name Alphabetic Stage, students must: 1) see their own spoken language transcribed into print. 2) be supported in making the speech-to-print match by choral recitation and finger point memory reading, 3) be encouraged to write, 4) given many opportunities to practice.

Adapted from Words Their Way, Bear, Invernizzi, Templeton and Johnston. 2000 2nd Edition. Merrill/Prentice Hall.

Literacy First Process Professional Development Institute
 3109 150th Place Southeast, Mill Creek, Washington 98012 425 745-3029

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Letter Name - Alphabetic Stage

Kindergarten - Second Grade

Category	Typical Examples (not comprehensive)	* Typically Mastered
Blends and Digraphs Use picture sorts to introduce	ch, sh, th, wh, sn, sm, st br, cr, dr, bl, cl, pl, fl	First Grade
Short vowels in word families. Introduce phonograms	-at, -am, -ad, -ag, -it, -ig, -in -ot, -op, -ut, -ug, -un, -et, -eg	First Grade
Basic CVC pattern for short vowel (3 letters, 3 sounds)	cat, fit, pot, nut, bet	First Grade
Consonant Blends and Digraphs in word families.	(4 sounds, 4 letters) clap, mast, flip, sift, plot, slug, (3 sounds, 4 letters) chin, much, shop, bush	First Grade
Preconsonantal nasals Consonant, m or n, occurring In front of another consonant	bump, bring, stump, stamp, stand, drink, mend, rent	Second Grade

Stage Transition - when students are able to spell basic short vowel patterns (CVC, CCVC, CVCC, etc.) with regularity, and they begin to experiment with long vowel patterns, they enter the Within Word Pattern Stage.

***note:** there will begin to be a difference in "typically mastered" for the phonics and spelling continuum. At about second grade, students can master the same skills in reading sooner than they can master the same skills in spelling.

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Within Word Pattern Stage

First – Mid-Fourth Grade

Category	Typical Examples (not comprehensive)	* Typically Mastered
Long Vowel Patterns:	CVVC: nail, wheat, road, feet CVCe: pile, tale, hole, rule, those, brake CVV: pay, ray, clay, stay, stray	Mid-first to Second Grade
Vowel Digraph Patterns which create long vowel sounds	long a: take, main, play, break, vein, they long e: peel, leap, chief, either long i: like, high, my tie, eye long o: pole, coal, cold, roll, snow, comb long u: use, cute, mule, cue	Mid-first to Third Grade
R – Controlled Vowels	deer, for, her, girl, more, fear	Second Grade
Diphthongs and Vowel Digraphs	clown/cloud, toil/toy, claw/caught tough, book, moo, shoe, chew, suit	Third to Mid-Fourth
Complex Consonant and Vowel Patterns	hard/soft c: cut/cent hard/soft g: goat/gym ck /k /ke: luck/leak/like	Third to Mid-Fourth
Complex Consonant Clusters	scr, squ, str, spr, kn, wr, gn, spl, thr	Fourth Grade

Stage Transition – students are able to accurately spell one- syllable words with long vowel patterns, and less frequent patterns such as diphthongs and r-influenced vowels. When students experiment with the addition of inflectional endings (-s, -es, -ing, -ed) and discuss the differences in spelling and pronunciation caused by the endings, they are moving into the Syllables and Affixes Stage.

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Spelling Developmental Continuum

Syllables and Affixes Stage

Third - Mid-Eighth Grade

Category	Typical Examples (not comprehensive)	Typically Mastered
Base Words With Endings/Suffixes <u>no spelling changes:</u> -s, -es, -ed, -ing, -er, -y, -ful -ship -ness, -less, -ly, -ment	pills, boxes, spilled, walking player, handy, handfuls, friendship greatness, airless, sadly, payment	Third Grade
Base Words With Endings/Suffixes <u>spelling changes:</u> plural -es consonant doubling drop e change y to i	knives, halves quizzes, planned, planning, planner divided, dividing, argument busier, busied, business, hurries	Fourth Grade
Compound Words	somehow, baseball, earthquake anywhere, outline, background	Third Grade
Multisyllabic Words: <u>Open Syllable</u> (most end with long vowel) <u>Closed Syllable</u> (most end with short vowel)	basic, silent, robot, prefer, music lumber, market, kitten, robber	Third Mid-Fourth Grade
Homophones: Different spelling but pronounced the same	there / their / they're guessed / guest	Fourth Grade
Accented/Unaccented Syllables	PREsent, presENT, MEDicine reDUction	Fifth-Sixth Grade
Schwa Patterns schwa + r schwa + n schwa + l	beggar / barber / actor captain / human / apron angel / able / central / civil	Fifth-Sixth Grade

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Spelling Developmental Continuum
Syllables and Affixes Stage
Third – Mid-Eighth Grade

Category	Typical Examples (not comprehensive)	Typically Mastered
Base Words With Simple Prefixes: Suffixes:	un, re, dis, non, mis, bi, tri ful, ly, less, ness, tion	Fifth - Eighth Grade

Transition Stage – students are ready to move out of the Syllables and Affixes Stage, when they accurately spell and pronounce multi-syllabic words, and when they begin to examine the meaning of bases and roots. Words that are related in meaning are often related in spelling as well, despite changes in sound (please/pleasant).

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