

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 since that would invalidate the purpose of this inventory which is to find out what they truly know. You can administer this same list of words three times: in September, January and May to measure students' progress.

The words are ordered by their difficulty for grade levels K - 5. For this reason, have students spell words that sample the features students are to master during the year. Have students spell enough words to give a sense of the range of ability in your class. For Kindergarten, students spell the first five to eight words. First graders spell at least 15 words and 2nd and 3rd grader 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.

Administration. Administer the spelling inventory the same way you would a spelling test. Use the words in a sentence to be sure students know the exact word. Assure them that this is not for a grade but to help you plan for their needs. Seat students to minimize copying, or test students in small groups, particularly for Kindergarten and early first grade students.

Analyze students' papers. Copy a Feature or Error Guide for each student. Do not count reversed letters as errors. Staple each student's paper to the Feature or Error Guide.

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 XXX. Add an additional point in the "correct" column if the word is spelled correctly. Note that not all orthographic features are scored for all words, and the number of feature points varies.

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 the feature is beyond the student's instructional range and earlier features need to be studied first.

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 Class Composite on page XXX. 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 Class Composite.

Directions for using the Error Guide. Using the Error Guide on page XXX, 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 xxx 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.

Sentences to use with the Primary Spelling Inventory

1. fan	I could use a fan on a hot day.	fan
2. pet	I have a pet cat who likes to play.	pet
3. dig	He will dig a hole in the sand.	dig
4. rob	A raccoon will rob a bird's nest for eggs.	rob
5. hope	I hope you will do well on this test.	hope
6. wait	You will need to wait for the letter.	wait
7. gum	I stepped on some bubble gum.	gum
8. sled	The dog sled was pulled by huskies.	sled

(You may stop here for Kindergarten unless a child has spelled 5 correctly.)

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|-------------|---|----------------|
| 9. stick | <i>I used a stick to poke in the hole.</i> | <i>stick</i> |
| 10. shine | <i>He rubbed the coin to make it shine.</i> | <i>shine</i> |
| 11. dream | <i>I had a funny dream last night.</i> | <i>dream</i> |
| 12. blade | <i>The blade of the knife was very sharp.</i> | <i>blade</i> |
| 13. coach | <i>The coach called the team off the field.</i> | <i>coach</i> |
| 14. fright | <i>She was a fright in her Halloween costume.</i> | <i>fright</i> |
| 15. chewing | <i>Don't talk until you finish chewing your food.</i> | <i>chewing</i> |

(You may stop here for First Grade unless a child has spelled 10 correct.)

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|--------------|---|-----------------|
| 16. crawl | <i>You will get dirty if you crawl under the bed.</i> | <i>crawl</i> |
| 17. wishes | <i>In fairy tales wishes often come true.</i> | <i>wishes</i> |
| 18. thorn | <i>The thorn from the rose bush stuck me.</i> | <i>thorn</i> |
| 19. shouted | <i>They shouted at the barking dog.</i> | <i>shouted</i> |
| 20. spoil | <i>The food will spoil if it sits out too long.</i> | <i>spoil</i> |
| 21. growl | <i>The dog will growl if you bother him.</i> | <i>growl</i> |
| 22. third | <i>I was the third person in line.</i> | <i>third</i> |
| 23. camped | <i>We camped down by the river last weekend.</i> | <i>camped</i> |
| 24. tries | <i>He tries hard every day to finish his work.</i> | <i>tries</i> |
| 25. clapping | <i>The audience was clapping after the program.</i> | <i>clapping</i> |
| 26. riding | <i>They are riding their bikes to the park today.</i> | <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

Student's Name _____ Teacher _____ Grade _____ Date _____

SPELLING STAGES: (EARLY MIDDLE LATE) LETTER-NAME -ALPHABETIC WITHIN WORD PATTERN SYLLABLES & AFFIXES

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

SPELLING STAGES ?	EMERGENT		LETTER NAME -		ALPHABETIC		WITHIN WORD PATTERN			SYLLABLES & AFFIXES		Words Spelled Correctly
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE			
Features ?	Beginning Consonants	Final Consonants	Short Vowels	Consonant Digraphs	Consonant Blends	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings	Feature Points			
<i>Late EMERGENT - Early WITHIN WORD PATTERN</i>												
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						
<i>WITHIN WORD PATTERN</i>												
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					
<i>Late WITHIN WORD PATTERN - Early SYLLABLES AND AFFIXES</i>												
21 growl							ow					
22 third				th			ir					
23 camped								ed				
24 tries								ies				
25 clapping								pping				
26 riding								ding				

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** _____

EARLY **MIDDLE** **LATE** **EMERGENT** **LETTER-NAME -ALPHABETIC** **WITHIN WORD PATTERN** **SYLLABLES & AFFIXES**

Words Spelled Correctly: ____ / 26 **Feature Points:** ____ / 56 **Total:** _____ / 82

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

25 clapping	clapn	cklaping	claping	<u>clapping</u>			
26 riding	redn	ridn	wriding	rieding	rideing	<u>riding</u>	

