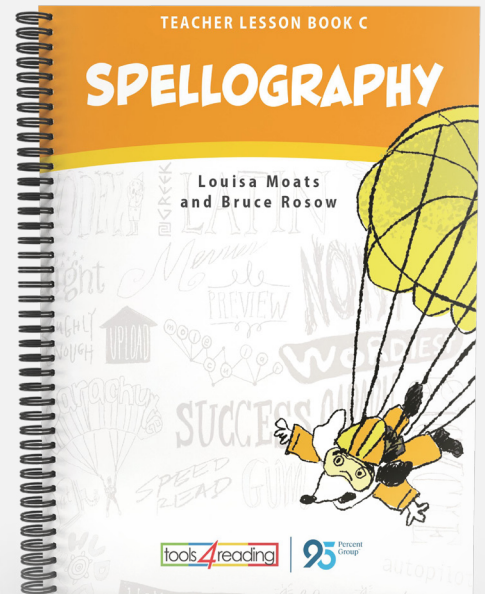
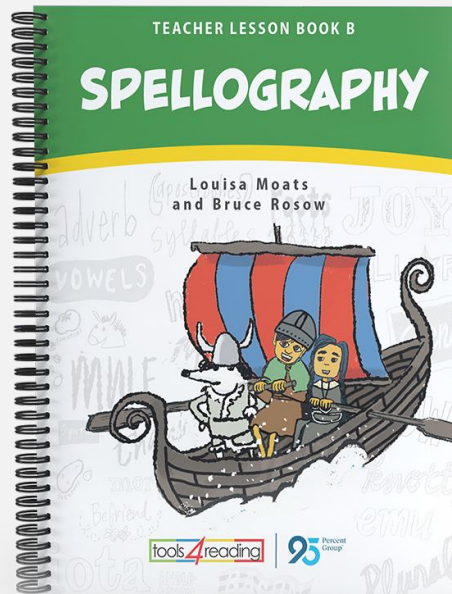
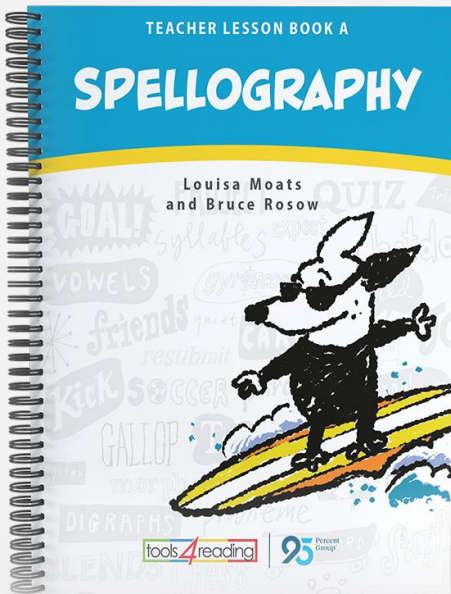


Using the Spellography Surveys: Books A-C



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Using the Spellography Surveys: Book A

Each *Spellography* book includes a survey of the concepts taught. Give the survey by dictating the word list BEFORE you start each *Spellography* book to evaluate students' understanding of spelling concepts. Give the survey AFTER each book has been completed to evaluate what students have learned.

The survey is designed to test the students' knowledge of sound-symbol (or phoneme-grapheme) correspondences, spelling patterns governed by the position of sounds in words, syllable combinations, spelling rules about adding endings, and awareness of meaningful parts of words or morphemes.

Each word on the list contains correspondences or patterns that are taught in the book. Important correspondences or patterns are labeled across the top row of the chart. By tallying how many correspondences or patterns students write correctly, the teacher can identify what aspects of English spelling students know and what they still need to learn.

Book A Pre-Testing: DO NOT GIVE STUDENTS THE WORD LIST IN ADVANCE.

1. Dictate the words.

Pronounce each word. Use it in a phrase or sentence. Have students say the word and then write it. Ask students to do their best but assure them that this survey does not affect their grade.

2. Monitor the class.

As you dictate the words, watch what students are doing. If they are struggling (and many will), you do not have to give the whole list. Dictate the first 15 words and pause to check the results. If most students have spelled at least 10 words correctly, give them the rest of the list so that you can assess the full range of their knowledge.

3. Score the results.

Fill out a Book A *Spellography* Survey for each student. Circle each element spelled correctly. Note elements in each column that are giving students difficulty. Unless students have mastered

a linguistic feature or element (such as short vowels, consonant doubling, or the drop *e* rule), they need more instruction and practice with that aspect of spelling.

Book A Post-Testing: DO NOT ASK STUDENTS TO MEMORIZE THIS LIST.

1. Dictate the same list of words on the Book A survey.

After students have completed the Book A review, dictate the list of words on the Book A survey. The point of the survey is to see what the students have internalized about spelling patterns and word structure, not what they can memorize by rote over the short term.

2. Compare pre-test and post-test results.

Score the survey and compare each student's pre-test and post-test results. Students who can spell 20 of the 25 words correctly are ready to move on to Book B.

Students who can spell 15 to 19 words correctly may need ongoing review of the concepts taught in Book A, even if they move to Book B.

For students spelling less than 15 words correctly, use the survey to evaluate what specific concepts are giving them difficulty. Provide additional practice by using the appropriate exercises from the Book A units before moving on to Book B.

3. Evaluate student progress.

An important criterion for evaluating student progress is whether students understand the spelling concepts and can apply them when spelling. When students are progressing, they will make closer and closer approximations to accurate spelling, even if they are not totally accurate. Close approximations will be helpful to students for using spellcheckers and recognizing correct words.

	Word list	Short vls.	VCe, long vls.	Cons. di-graphs	Beg. cons. blends	Final cons. blends	j/g, ge/dge	Cons. dbling	Drope rule	Inflect. suffix	Roots	Pre-fixes	Deriv. suffix
1	shell	e		sh				ll					
2	thing	i		th, ng									
3	chomp	o		ch		mp							
4	slack	a		ck	sl								
5	clunk	u			cl	nk							
6	broke		o_e		br								
7	quite		i_e		qu								
8	plunge	u			pl		(n)ge						
9	dredge	e			dr		dge						
10	trapped	a			tr			pp		ed			
11	quizzes	i			qu			zz		es			
12	skidded				sk			dd		ed			
13	scatter				sc			tt					
14	confused		u_e						fus(e)	ed	fuse	con	
15	waving		a_e						wav(e)	ing			
16	tongs	o		ng						s			
17	flecks			ck	fl					s			
18	reflexes				fl					es	flex	re	
19	extended					nd				ed	tend	ex	
20	begrudge						dge					be	
21	jolted					lt	j			ed			
22	ginger						g						
23	hugely		u_e				ge						ly
24	injects					ct				s	ject	in	
25	submerged						ge		merg(e)	ed	merge	sub	
	TOTALS	/10	/5	/7	/12	/5	/7	/5	/3	/12	/5	/6	/1

Using the Spellography Surveys: Book B

Each *Spellography* book includes a survey of the concepts taught. Give the survey by dictating the word list BEFORE you start each *Spellography* book to evaluate students' understanding of spelling concepts. Give the survey AFTER each book has been completed to evaluate what students have learned.

The survey is designed to test the students' knowledge of sound-symbol (or phoneme-grapheme) correspondences, spelling patterns governed by the position of sounds in words, syllable combinations, spelling rules about adding endings, and awareness of meaningful parts of words or morphemes.

Each word on the list contains correspondences or patterns that are taught in the book. Important correspondences or patterns are labeled across the top row of the chart. By tallying how many correspondences or patterns students write correctly, the teacher can identify what aspects of English spelling students know and what they still need to learn.

Book B Pre-Testing: DO NOT GIVE STUDENTS THE WORD LIST IN ADVANCE.

1. Dictate the words.

Pronounce each word. Use it in a phrase or sentence. Have students say the word and then write it. Ask students to do their best but assure them that this survey does not affect their grade.

2. Monitor the class.

As you dictate the words, watch what students are doing. If they are struggling (and many will), you do not have to give the whole list. Dictate the first 15 words and pause to check the results. If most students have spelled at least 10 words correctly, give them the rest of the list so that you can assess the full range of their knowledge. If students can spell about 20 of the 25 words correctly, they should be placed in Book C.

3. Score the results.

Fill out a Book B *Spellography* Survey for each student. Circle each element spelled correctly. Note elements in each column that are giving students difficulty. Unless students have mastered

a linguistic feature or element (such as long vowel patterns, consonant doubling, or suffix addition rules), they need more instruction and practice with that aspect of spelling.

Book B Post-Testing: DO NOT ASK STUDENTS TO MEMORIZE THIS LIST.

1. Dictate the same list of words on the Book B survey.

After students have completed the Book B review, dictate the list of words on the Book B survey. The point of the survey is to see what the students have internalized about spelling patterns and word structure, not what they memorized over the short term.

2. Compare pre-test and post-test results.

Score the survey and compare each student's pre-test and post-test results. Students who can spell 20 of the 25 words correctly are ready to move on to Book C.

Students who can spell 15 to 19 words correctly probably need ongoing review of the concepts taught in Book B, even if they move to Book C.

For students spelling less than 15 words correctly, use the survey to evaluate what specific concepts are giving them difficulty. Provide additional practice by using the appropriate exercises from the Book B units before moving on to Book C.

3. Evaluate student progress.

An important criterion for evaluating student progress is whether students understand the spelling concepts and can apply them when spelling. When students are progressing, they will make closer and closer approximations to accurate spelling, even if they are not totally accurate. Close approximations will be helpful to students when using spellcheckers and recognizing correct words to correct their own work. They will also facilitate word recognition in reading. Use your judgement about a student's progress to determine when a student is ready to move on to the more challenging Book C.

	Word list (Circle each word spelled correctly.)	Short vls.	Beg. cons. digraphs, blends	Long vls: VCe, open, v-team	*V-r	Final cons. di/tri- graphs /k/, /j/, /ch/	Cons. dbling	Prefix	Root	Suffix Dib-rule Drop e Y-rule (contractions)
1	chugged	u	ch			gg				ed
2	quenched	e	qu			nch				ed
3	glitches	i	gl			tch				es
4	forbidden				or	dd	(for)			en
5	furrier				ur	rr				y i + er
6	thwarted		thw		(w)ar					ed
7	cellular	e			(ar)	ll				(ul)ar
8	equator		qu	e, at(e)	(or)					or
9	chatter	a	ch		(er)	tt				er
10	edgewise	e				dge				wise
11	misshapen			ape				mis		e - en
12	stainless		st	ai						less
13	relayed			ay				re		ed
14	deployment		pl					de	ploy	ment
15	broiler		br	oi	(er)					er
16	studios		st	u, i, o						s
17	usefully			use						ful + ly
18	projector				(or)			pro	ject	or
19	beseeked			ee		(VT) + ch		be		ed
20	slopes		sl	ope						s
21	sloppiest	o	sl	(yi)		pp				y i + est
22	harmonize				ar					-ize
23	private		pr	i						-ate
24	doesn't									n't
25	they're		th							're
	TOTALS	/7	/14	/14	/4*	/4	/6	/6	/2	/25

*Vowel+r teams in parentheses are also counted under the suffix column.

Using the Spellography Surveys: Book C

Each *Spellography* book includes a survey of the concepts taught. Give the survey by dictating the word list BEFORE you start each *Spellography* book to evaluate students' understanding of spelling concepts. Give the survey AFTER each book has been completed to evaluate what students have learned.

The survey is designed to test the students' knowledge of sound-symbol (or phoneme-grapheme) correspondences, spelling patterns governed by the position of sounds in words, syllable combinations, spelling rules about adding endings, and awareness of meaningful parts of words (or morphemes).

Each word on the list contains correspondences or patterns that are taught in the book. Important correspondences or patterns are labeled across the top row of the chart. By tallying how many correspondences or patterns students write correctly, the teacher can identify what aspects of English spelling students know and what they still need to learn. Progress toward accuracy can be measured even though students might not spell a whole word correctly.

Book C Pre-Testing: DO NOT GIVE STUDENTS THE WORD LIST IN ADVANCE.

1. Dictate the words.

Pronounce each word. Use it in a phrase or sentence. Ask students to say the word and then write it. Ask students to do their best but assure them that this survey does not affect their grade.

2. Monitor the class.

As you dictate the words, watch what students are doing. If they are struggling (and many will), you do not have to give the whole list. Dictate the first 15 words and pause to check the results. If most students have spelled at least 10 words correctly, give them the rest of the list so that you can assess the full range of their knowledge. If students can spell about 20 of the 25 words correctly, they should either get a condensed review of Book C's concepts or move into Book D.

3. Score the results.

Fill out a Book C *Spellography* Spelling Survey for each student. Circle each element spelled correctly. Note elements in each column that

are giving students difficulty. Unless students have mastered a linguistic feature or element (such as long vowel patterns, suffix addition rules, or common morphemes), they need more instruction and practice with that aspect of spelling.

Book C Post-Testing: DO NOT ASK STUDENTS TO MEMORIZE THIS LIST.

1. Dictate the same list of words on the Book C survey.

After students have completed the Book C review, dictate the list of words on the Book C survey. The point of the survey is to see what the students have internalized about spelling patterns and word structure, not what they have memorized over the short term.

2. Compare pre-test and post-test results.

Score the survey and compare each student's pre-test and post-test results. Students who can spell 20 of the 25 words correctly are ready to move on to Book D.

Students who can spell 15 to 19 words correctly probably need ongoing review of the concepts taught in Book C, even if they move to Book D.

For students spelling fewer than 15 words correctly, use the survey to evaluate what specific concepts are giving them difficulty. Provide additional practice by using the appropriate exercises from the Book C units before moving on to Book D.

3. Evaluate student progress.

An important criterion for evaluating student progress is whether students understand the spelling concepts and can apply them when spelling. When students are progressing, they will make closer and closer approximations to accurate spelling, even if they are not totally accurate. Close approximations will be helpful to students when using spellcheckers and dictionaries to correct their own work. They will also facilitate word recognition in reading. Use your judgement about a student's progress to determine when the student should move on to the more challenging Book D.

Book C Spellography Survey

Student: _____

Date: _____

Total Words Correct: _____

	Word list (Circle each word spelled correctly.)	Open long vls.	VCe, long vls.	Vowel team	-Cle syll.	Vowel-r	Suffix rule	Prefix	Root	Comb. form	Inflect. suffix	Deriv. suffix and connector	Correct? (add 1 pt.)
1	drowsier			ow			Drop e Y-rule				er		
2	ounces			ou							es		
3	dawdle			aw	dle						ed		
4	speckled				ckle								
5	audible			(au)*				aud				ible	
6	quotable	o					Drop e					able	
7	particles				cle	ar					s		
8	vertical					er						ic + al	
9	scariest					arV	Y-rule				est		
10	narrator	a				arr, (or)	Drop e					at(e) + or	
11	territory					(errV)			terr(a)			ory	
12	remediate	e, i						re				(i)ate	
13	beneath	e		ea				be					
14	employee			oy, (ee)			Y-rule					ee	
15	irregular	u				(ir)(ar)		ir				(u)lar	
16	adversary					(er)	Drop e		vers(e)			ary	
17	computation	(u), (a)					Drop e	com	put(e)			ation	
18	revenue			ue				re	ven(e)				
19	preview			ew				pre					
20	habitual	u										(tu)al	
21	moisturize		(ure) (ize)	oi			Drop e					(t)ur(e)+ize	
22	digestible	(i)						di	gest			ible	
23	hydrodynamic	y, o								hydro dyna		ic	
24	dehumidify	(e), u						de				ify	
25	enzymes		yme							(zyme)	s		
	TOTALS	/10	/1	/8	/3	/4	/8	/8	/6	/2	/6	/18	/25

*Note: Features in parentheses are duplicated elsewhere and are not counted in feature scoring.



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