

Name: _____

● extends spelling knowledge beyond root words (see WordSmith suffixes, 'grammar bath', etc.)				CONVENTIONAL Spells most words conventionally when writing; uses multiple cues – sound, 'look', and meaning – when writing unfamiliar words			
● builds knowledge of rare patterns – e.g., <u>attention</u> (common) vs. <u>Martian</u> (rare/specific)							
● consolidates knowledge of homophones, which may continue to pose challenges (see template)							
● coordinates cues (sound, 'look', and meaning) when faced with unfamiliar/complex words							
● spells most words conventionally <u>and with ease</u> (little conscious effort required)							
● consolidates knowledge of the sound and 'look' of words; much of text is conventionally spelled				TRANSITIONAL Moves beyond simple phonetic spelling, exploring the complex letter-sound patterns of English; attends to both the sound and 'look' of unfamiliar words, recognizing that letter-sound links may vary from word-to-word (e.g., <u>make/day/rain/April</u>)			
● extends knowledge of complex word endings	ce = s peace	ge / dge large, judge	le / el simple, level		se = z tease	tch = ch watch	
● consolidates knowledge of single- vs. double-consonant use (e.g., <u>thunder</u> vs. <u>ladder</u>)							
● extends knowledge of double-consonants to word <u>middles</u> (e.g., <u>ladder</u> , <u>flutter</u>)		B	M		C		
● shows awareness of homophones (e.g., there/their; it's/its); choices may not yet be accurate							
● consistently uses the position of word sounds to predict spellings (e.g., <u>car</u> vs. <u>back</u> ; <u>brain</u> vs. <u>stay</u>)							
● correctly chooses/spells common <u>end-of-word</u> consonant sounds			ck / k lock, beak		er number		
● extends knowledge of complex vowel spellings	ea = e instead	ew = oo news	ie = ee believe		ow / ou now, loud	oy / oi toy, boil	
● correctly chooses/spells common long-vowel digraphs	ay / ai stay, rain		y / ea very, real		y / igh sky, flight	ow / oa low, goal	
● uses the <u>position</u> of word sounds to predict spellings (e.g., <u>sit</u> vs. <u>miss</u>)					B	M	
● correctly doubles <u>end-of-word</u> consonants (e.g., add, off, egg, tell, glass)					B	M	C
● correctly spells common exceptions to the CVC pattern (e.g., <u>have</u> , <u>live</u> ; <u>far</u> , <u>star</u>)					B	M	C
● correctly chooses/spells common consonant sounds			k / c king, cold		s / c send, city	j / g jump, gem	
● shows awareness that letter-sound links vary; choices may not yet be accurate (e.g., <u>keep</u> = keap)							
● consolidates knowledge; combines <u>basic</u> letter-sound patterns with ease (e.g., tree, shine)							
● correctly spells simple words containing the most common <u>vowel</u> digraphs (e.g., <u>see</u> , <u>moon</u> , <u>look</u>)							
● uses the common 'V_e' pattern to spell long-vowel words (e.g., <u>made</u> , <u>hole</u> , fight = fite)							
● extends CVC knowledge to words with consonant blends (e.g., <u>last</u> , <u>stop</u> , <u>stand</u>)			End	Bg.	B/E		
● correctly spells often-used words with <u>consonant</u> digraphs (e.g., <u>fish</u> , <u>sing</u>)			th	sh	ch	ng	
● shows awareness that some sounds are represented by 2+ letters (digraphs) – e.g., <u>with</u> , <u>fish</u> = fich							
● extends VC knowledge to CVC words (e.g., <u>sat</u> , <u>win</u> , <u>top</u> , <u>fun</u> , <u>ten</u>)			a	i	o	u	e
● correctly spells often-used vowel/consonant (VC) words (e.g., at, in, on, up)			a	i	o	u	
● consistently includes <u>audible</u> vowels in words; choices may not yet be accurate (e.g., him = hem)							
● consistently writes unfamiliar words by sound; represents most/all sounds (e.g., people = PePL)							
During the above two stages, spelling of often-used 'sight' words becomes accurate and effortless (see developmental record).							
● uses letter-sound knowledge to recognize and read words he/she writes				B	M	C	SEMI-PHONETIC Begins to link letters to word sounds; words are often recognizable — especially to the practiced eye
● includes strong middle sounds in words (dinosaur = Dsr)				B	M	C	
● writes beginning and end sounds in words (e.g., book = bK ; tree = TE or TLE)				B	M	C	
● writes beginning sounds in words; other letters may be random (e.g., tree = TLlo)				B	M	C	
● spells a very small bank of personally meaningful words 'by heart' (e.g., I, DaDDY, loVe, ALEX)						PRE-PHONETIC Recognizes that print is composed of letters, but is not yet aware that letters represent word sounds	
● shows awareness of word boundaries: leaves spaces between letter strings (e.g., I ATRSLb seR)							
● uses random strings of letters to represent his/her message				more varied choices (e.g., ATRSbi)			
				limited letter choices (e.g., ATTTIL)			
● uses recognizable letters (chosen at random or from the environment - e.g., signs)				B	M		C
● uses letter-like shapes (i.e., 'curves and sticks' such as )				B	M	C	PRINT AWARENESS Understands that print has meaning – i.e., conveys a message
● writes in scribbles (e.g., )				B	M	C	
● writes in pictures (e.g., )							

B = beginning to **M** = more often **C** = consistently

Spelling Continuum: When writing messages, the learner...

