

Using the Spellography Surveys: Book D

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 surveys are 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 D 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.

3. Score the results.

Fill out a *Spellography* Book D 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 D Post-Testing: DO NOT ASK STUDENTS TO MEMORIZE THIS LIST.

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

After students have completed the Book D review, dictate the list of words on the Book D 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 have made significant progress with their understanding of the spelling concepts.

Students who can spell 15 to 19 words correctly probably need ongoing review of the concepts taught in 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 D units.

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.

	Word List (Circle each word spelled correctly)	Vowel-r	Suffix rule	Prefix	Assim prefix	Root	Combining form	Single suffix	Compound suffix	Correct? (Add 1 pt.)
1	luggage		Dbl gg					age		
2	adjustable				ad			able		
3	geological		Change y rule				geo log(y)		ic + al	
4	gradually					grad			al + ly	
5	certificate	er	Change y rule			cert			if(y) + icate	
6	circumference	(ir)		circum		fer		ence		
7	conceptual				con	cept		u-al		
8	publicity								ic + ity	
9	severely	ere						ly		
10	atmosphere						atmos sphere			
11	irreversible	(ir)	Drop e		ir + re	vers(e)		ible		
12	composure	(ure)	Drop e		com	pos(e)		ure		
13	diffusion		Drop e		dif	fus(e)		ion		
14	accessories	(or)	Change y rule		ac	cess			or(y) + ies	
15	occupation				oc			ation		
16	propeller	(er)	Dbl ll	pro		pel		er		
17	symmetrical		Change y rule		sym				ic + al	
18	gracious		Drop e					cious		
19	utilization		Drop e						iz(e) + ation	
20	sufficient		Drop e		suf			cient		
21	adversarial	(ar)	Drop e Change y rule		ad	vers(e)			ar(y) + ial	
22	pentagon						penta gon			
23	unicellular	(ar)		uni		cell		ular		
24	equalize					equa			al + ize	
25	forty-eight billion	or		bi				lion		
	TOTALS	/3	/14	/4	/11	/12	/6	/15	/18	/25 words correct /108 features + words correct

Note: Features in parentheses are not counted in feature scoring. They include vowel-r spellings counted in a morpheme and dropped letters when applying rules for word endings.

Compare Spelling Inventories

	Book A Word List	Book B Word List	Book C Word List	Book D Word List
1	shell	chugged	drowsier	luggage
2	thing	quenched	ounces	adjustable
3	chomp	glitches	dawdle	geological
4	slack	forbidden	speckled	gradually
5	clunk	furrier	audible	certificate
6	broke	thwarted	quotable	circumference
7	quite	cellular	particles	conceptual
8	plunge	equator	vertical	publicity
9	dredge	chatter	scariest	severely
10	trapped	edgewise	narrator	atmosphere
11	quizzes	misshapen	territory	irreversible
12	skidded	stainless	remediate	composure
13	scatter	relayed	beneath	diffusion
14	confused	deployment	employee	accessories
15	waving	broiled	irregular	occupation
16	tongs	studios	adversary	propeller
17	flecks	usefully	computation	symmetrical
18	reflexes	projector	revenue	gracious
19	extended	beseached	preview	utilization
20	begrudge	slopes	habitual	sufficient
21	jolted	sloppiest	moisturize	adversarial
22	ginger	harmonize	digestible	pentagon
23	hugely	private	hydrodynamic	unicellular
24	injects	doesn't	dehumidify	equalize
25	submerged	they're	enzymes	forty-eight billion