

**Figure 9.8 Two Stages of Spelling Development**

Spelling Stage	Description of Stage
Syllable Juncture	<ul style="list-style-type: none"> <li>• Frequent errors in spelling unstressed vowels (the schwa) in multisyllabic words and also in consonant doubling</li> <li>• Doubling and e-drop with inflectional endings (-s, -es, -ed, -ing)</li> <li>• Long vowel patterns (<i>ladle, complain</i>) and <i>r</i>-controlled vowels (<i>dreary, inspire</i>) in the stressed syllable</li> <li>• Consonant assimilation (<i>ir + relevant = irrelevant</i>)</li> <li>• Prefixes and suffixes (known as affixes)</li> <li>• Typical of students 9 to 11 years of age</li> </ul>
Derivational Constancy	<ul style="list-style-type: none"> <li>• Relationships between spelling and meaning (morphology)</li> <li>• Morphemes are preserved even when pronunciations change (<i>condemn-condemnation; discuss-discussion</i>)</li> <li>• Silent and sounded consonants (<i>haste, hasten</i>)</li> <li>• Consonant and vowel changes or alternations (<i>express-expression; compose-composition</i>)</li> <li>• Greek and Latin roots and affixes</li> <li>• Typical of students 11 years of age through adulthood</li> </ul>