

Compendium 10. Developmental Spelling Analysis Screening Inventory Prediction Chart

Letter Name (LN)—Students learn about beginning sounds, blends (bl, sl, etc.), word families, and short-vowel sounds. This is the stage in which students are usually taught to read.

Within Word (WW)—Students spell most short-vowel sounds correctly, and they learn about long-vowel sounds and patterns in one-syllable words. In this stage, students can read and spell many words correctly because of their automatic knowledge of letter sounds and short-vowel patterns.

Syllable Juncture (SJ)—Students learn about the conventions of joining syllables in words with two or more syllables. Students are expected to spell many words of more than one syllable. Students consider spelling patterns where syllables meet and at meaning units such as affixes (prefixes and suffixes).

Derivational Constancy (DC)—Students learn that meaning as well as sound and pattern are important in the spelling of the English language. This last stage in the developmental model continues through adulthood.

Inventory Score	Predicted Stage(s)	Inventory Score	Predicted Stage(s)
20	DC	10	WW/SJ
19	DC	9	WW
18	DC	8	WW
17	DC	7	WW
16	SJ/DC	6	LN/WW
15	SJ/DC	5	LN/WW
14	SJ	4	LN
13	SJ	3	LN
12	SJ	2	LN
11	WW/SJ	1	LN*
		0	LN*
			* Children who achieve a score of 0 or 1 may or may not be letter name spellers.

Source: Ganske, K. (2000). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. New York: Guilford. Reprinted with permission of Guilford Press.

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