



Supporting Secondary Students with Advanced Phonics Instruction

Use the following Note Catcher to capture your thinking and learning throughout the **Supporting Secondary Students with Advanced Phonics Instruction** session.

New Learning 	Classroom Applications 

Phonics Screening Spelling Inventory

Adapted from 2009 State of Florida, Department of Education FAIR Toolkit, 3-12

Use this informal inventory to collect additional information regarding student word knowledge.

Materials:

Provided – Teacher Administration Sheet for Intermediate and Middle/High School, Error Type Analysis Sheet for Intermediate and Middle/High School.
Not provided – Lined paper for students

Directions:

1. Give each student a lined piece of paper and have him/her number it 1-25.
2. Use the Teacher Administration page to administer the inventory: Say the target word, read the sentence, say the target word again.
3. Pause in between each item to allow student adequate time to write the word.
4. Upon completion of the list, collect each student's paper and analyze incorrect responses using the Error Type Analysis Sheet.
5. One Error Type Analysis Sheet should be used per student. While correcting each student's paper, look across the row and highlight the letter(s) the student misspells in the appropriate column.
6. Tally the columns to determine the areas of strength and need for the student. Make instructional decisions based on the student's performance.
7. Administer all items. If the Middle/High School Inventory is judged to be too difficult for your student, move down to administer the Intermediate Inventory.

Teacher Script:

I'm going to say a word, use it in a sentence and say the word again. I want you to write down the word on your paper. Ready?

Additional Administration Information:

Students in grades 6-12 should be administered the Middle/High School Inventory.

Students in grades 3-5 or students who did not show mastery on the Middle/High School Inventory should be administered the Intermediate Inventory.

This inventory may be group administered, much like a spelling test.

Scoring:

Score correct responses = 1

Score incorrect responses = 0, Use the Error Type Analysis Sheet to categorize student errors. Mastery of each inventory is

20/25 or 80% correct.

Teacher Administration for Middle/High School Spelling Inventory		
1	numb	The cold water made my feet feel numb .
2.	whipping	The flag was whipping around the pole in the wind.
3.	thread	The thread on her sweater was stuck in the door.
4.	rubble	After the storm, the building was only rubble .
5.	spearmint	Spearmint is my favorite flavor of gum.
6.	stretches	It is helpful to do stretches before exercising.
7.	correct	This question has four correct answers.
8.	grinned	The baby grinned at me as she crawled across the floor.
9.	fault	It was not my fault the window broke.
10.	dirtyest	Is a pig the dirtyest animal?
11.	simply	This cake is simply delicious.
12.	journal	I write in my journal every night.
13.	handbook	I used the driver's handbook to study for the test to get my license.
14.	organizer	My mom bought an organizer for my desk.
15.	donate	It is nice of you to donate your time to charity.
16.	throughout	He walked throughout the museum to view the art.
17.	unfavorable	Because of the bad weather, the conditions were unfavorable for boating.
18.	compile	The teacher will compile a list of our assignments.
19.	foreshadow	The movie will foreshadow the events still to come.
20.	instructor	We have a new technology instructor this school year.
21.	victorious	Our football team was victorious in the district championship game.
22.	invisible	It would be amazing if the Invisible Man was real.
23.	misbehaved	The twins misbehaved the entire time their parents were gone.
24.	deployment	The Marines waited to hear about when their deployment would begin.
25.	disruption	When the books fell on the floor, it caused a disruption in the class.

Middle/High School Inventory

Error Type Analysis Sheet: Highlight the letter(s) the student misspells and analyze the number of errors in each column.

Target Word	Consonants	Consonant Blends/ Digraphs	Short Vowels- Closed Syllable	Long Vowel- Open/VCe Syllable	Variant/irregular vowel(s)	R-controlled Vowel Syllable	Consonant -le Syllable	Roots	Affixes	Inflectional Endings; spelling rules
1. numb	n	mb	u							
2. whipping	p	wh	i							pp ing
3. thread	d	thr			ea					
4. rubble	r, b		u				ble			
5. spearmint	m	sp, nt	i		ear					
6. stretches		str, tch	e							es
7. correct	c, rr	ct	e			or				
8. grinned		gr	i							nn ed
9. fault	f	lt			au					
10. dirtiest	d, t					ir				y to i, est
11. simply	s	m	i				p(e)			drop e + ly
12. journal	j, n				our, al					
13. handbook	h, b, k	nd	a		oo					
14. organizer	g, n, z			i(z)e	a (schwa)	er				(e)r
15. donate	d, n, t			o, a(t)e						
16. throughout	t	thr			ough, ou					
17. unfavorable	f, v			a		or			un, able	
18. compile	p			i(l)e	o (schwa)			pile	com	
19. foreshadow	d	sh	a		ow				fore	
20. instructor		str, ct	u					struct	in, or	
21. victorious	v, c, t		i			or			ous	y to i
22. invisible	v		i					vis	in, ible	s=/z/
23. misbehaved	b, h			e, a(v)e					mis	(e)d
24. deployment		pl			oy				de, ment	
25. disruption								rupt	dis, (t)ion	
Column Totals										

Spelling Inventory- Sample Recording Sheet

? = Needs more investigation to determine what lead to misspelling.

Middle/High School Inventory

Error Type Analysis Sheet: Highlight the letter(s) the student misspells and analyze the number of errors in each column.

Target Word	Consonants	Consonant Blends/ Digraphs	Short Vowels-Closed Syllable	Long Vowel-Open/VCe Syllable	Variant/irregular vowel(s)	R-controlled Vowel Syllable	Consonant -le Syllable	Roots	Affixes	Inflectional Endings; spelling rules
1. numb	n	mb	u							
2. whipping	p	wh	i							pp ing
3. thread	d	thr			ea					
4. rubble	r, b		u				ble ?			
5. spearmint	m	sp, nt	i		ear				ment ?	
6. stretches		*str tch	e							es
7. correct	c,rr	ct	e			or				
8. grinned		gr	i							nn ed
9. fault	f	lt			au					
10. dirtiest ✓	d, t					ir				y to i, est
11. simply ✓	s	m	i				pl(e)			drop e + ly
12. journal	j, n				our, al					
13. handbook ✓	h, b, k	nd	a		oo					
14. organizer	g, n, z			i(z)e	a (schwa)	er				(e)r
15. donate	d, n, t			o, a(t)e						
16. throughout	t	thr			ough, ou					
17. unfavorable	f, v			ave a		or			un, (able)	
18. compile	p			i(l)e	o (schwa)			pile	com	
19. foreshadow	d	sh	a		ow				fore	
20. instructor		*str ct	u					struct	in, or	
21. victorious	v, c, t		i			or			ous	y to i e (?)
22. invisible	v		i					vis	in, ible	s=/z/
23. misbehaved	b, h			e)a(v)e					mis	(e)d
24. deployment		pl		ee	oy				de, ment	
25. disruption								rupt	dis, (t)ion	
Column Totals	0	5	5	4	8	2	1(?)	2	8/9(?)	4/5(?)

Spelling Inventory- Student Sample Responses

1	num	14.	orgenizer
2	wiping	15	doenate
3	thred	16	threw out
4	ruble	17	unfaveorable
5	speerament	18	Cumpile
6	stitchs	19	fourshadoe
7	currect	20	instucter
8	grined	21	victoreus
9	fallt	22	invizible
10	dirtyest	23	missbeehaved
11	Simply	24	deeploment
12	journal	25	disrupshun
13	handbook		

"the sonnet-ballad"

by Gwendolyn Brooks

Oh mother, mother, where is happiness?

They took my lover's tallness off to war,

Left me lamenting. Now I cannot guess

What I can use an empty heart-cup for.

He won't be coming back here any more.

Some day the war will end, but, oh, I knew

When he went walking grandly out that door

That my sweet love would have to be untrue.

Would have to be untrue. Would have to court

Coquettish death, whose impudent and strange

Possessive arms and beauty (of a sort)

Can make a hard man hesitate—and change.

And he will be the one to stammer, "Yes."

Oh mother, mother, where is happiness?