

# Spelling and Writing Continua-Comparison Chart

|  | Bonnie C. Hill<br>Practical Aspects of<br>Authentic Assess.  | Ganske<br>Word Journeys  | Bear et al.<br>Words Their Way  | Gentry<br>Breaking the Code<br>Science of Spelling  |
|--|--|--|---|---|
| <b>Ages</b>  | Ages 3 to 5  | Ages 3 to 5  | Ages 4 to 6   | Ages 4 to 5   |
| <b>Stage</b>   | <b>Scribble Writing<br/>Pre-Phonetic</b>   | <b>Emergent</b>  | <b>Emergent</b><br>Early, Middle, Late  | <b>Level 0/1</b>  |
| <b>Components</b>  | SW-Letter Like Marks  | Scribbles <br>Wave-Like Lines <br>Letter-Like symbols <br>Random Letters <br>Using Letters of Name  | E- Random Marks <br>M- Letter like symbols <br>Random Letters <br>L - Letter Salad  | L0 -Marks <br>L0 -Scribbles <br>L0 -Pictures <br>L0 -Wavy/Looping <br>L1 -Non- Alpha.  |
| <b>Writing Stage</b>   | Experimenting /<br>Pre-conventional  | Pre-phonetic   | Emergent  | Nonalphabetic Writing   |
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| <b>Grades</b>  | Nursery to grade 1   | Grade 1 to Grade 2   | Kindergarten to Grade 3   | Middle to End Kindergarten<br>Beginning to Mid. Grade 1   |
| <b>Stage</b>   | <b>Semi-phonetic<br/>Phonetic<br/>Early Transitional</b>   | <b>Letter Name (LN)</b>  | <b>Letter-Name- Alphabetic</b><br>Early, Middle, Late   | Level 2- <b>Semi-phonetic</b><br>Level 3- <b>Phonetic</b>   |
| <b>Components</b>  |  |  |   |   |
| JM = jam   | Sp- Initial and End Cons.  | Initial / Final Consonants   | E- Initial / Final Consonants   | L2 - Initial / Final Consonants   |
| SE = she   | P- WRD = word  | Initial Cons. Blends, Digraphs   | E- Init. / Final Cons./Vowel  | L2 - Onset & Rime   |
| SEP or SHP =ship   | ET- WERD- word   | Short Vowels   | M-Short vowels  | L3 - Full Letter Sound  |
| J sound as in jet  |  | Affricates   | M-Blends  | L3 - Full Letter Sound  |
| BUMP = bump  |  | Final Cons. Blends, digraphs   | L-Final Cons. Blends, digraphs  | L3 - Final Cons. Blends,<br>Digraphs  |
| <b>Writing Stage</b>   | Emergent / Developing<br>Beginning   | Semi-phonetic Writing  | Developing / Beginning  | L2- Partial Alphabetic Wr.<br>L3- Full Alphabetic Writing   |
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| <b>Grades</b>  | Grades 2 to 6  | Grades 2 to 4  | Grades 1 to mid. Grade 4  | Mid. Grade 1 to mid. Grade 4  |
| <b>Stage</b>   | <b>Transitional<br/>Spelling</b>   | <b>Within Word (WW)</b>  | <b>Within Word Pattern</b><br>Early, Middle, Late   | Level 4- <b>Transitional</b>  |
| <b>Components</b>  |  |  |   | Short Vowels  |
| <u>smoke</u> <u>cute</u>   | Vowels, Letter Patterns<br>Spells simple common<br>words correctly                                     | Long Vowels ( __VCe)   | E Long Vowel Patterns ( _VCe)   | Long Vowels ( __VCe)  |
| <u>glare</u> <u>short</u>  |  | R-controlled Vowels  |   | Long Vowels (CVVC)  |
| <u>might</u> <u>throat</u>   |  | Other Common Long Vowels   | M -Other Vowel Patterns   | R-controlled Vowels   |
| <u>bridge</u> <u>squirt</u>  |  | Complex Consonants   | L - Complex Consonants  | Other Vowel Patterns  |
| <u>couch</u> <u>yawn</u>   |  | Abstract Vowels  | L- Diphthongs   |   |
|  |  | Homophones   |   | Inflectional Endings  |
|  |  | Contractions   |   |   |
| <b>Writing Stage</b>   | Beginning /Expanding/<br>Bridging  | Not identified   | Transitional  | Not identified  |
| <p>Compiled by R. Murray, B.Craig and S. Koloski Diagnostic Learning Centre, Winnipeg School Division. 2007<br/>           Adapted from:<br/>           Bear, D. et al. <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>. Third Edition. Upper Saddle River, NJ: Pearson Education, Inc., 2004.<br/>           Ganske, K. <i>Word Journeys Assessment-Guided Phonics, Spelling, and Vocabulary Instruction</i>. New York, NY: Guilford Publications, Inc. 2000.<br/>           Gentry, J.R. <i>Breaking the Code: The New Science of Beginning Reading</i>. Portsmouth, NH: Heinemann, 2006.<br/>           Gentry, J. R. <i>The Science of Spelling</i>. Portsmouth, NH: Heinemann, 2004.<br/>           Hill, B.C. &amp; C. Ruptic <i>Practical Aspects of Authentic Assessment: Putting the Pieces Together</i>. Norwood, MA: Christopher-Gordon , 1994.<br/>           Hill, B.C. &amp; C. Ruptic &amp; L. Norwick <i>Classroom Based Assessment</i>. Norwood, MA: Christopher-Gordon , 1998.<br/>           Northwest Regional Educational Laboratory, <i>Six Trait Assessment for Beginning Writers</i>. Portland, Oregon.</p> |  |  |   |   |

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|----------------------|--|--------------------------|--|--|
| <b>Grades</b>        | Grades 2 to 6  | Grades 2 to 4            | Grades 1 to mid.Grade 4                            | Early Grade 2 to mid. Grade 4                      |
| <b>Stage</b>         | <b>Transitional Spelling</b>                                       | <b>Within Word (WW)</b>  | <b>Within Word Pattern<br/>Early, Middle, Late</b> | <b>Level 4-Transitional</b>                        |
| <b>Components</b>    | Vowels, Letter Patterns<br>Spells simple common<br>words correctly | Long Vowels ( __VCe)     | E Long Vowel Patterns ( __VCe)                     | Short Vowels                                       |
| smoke cute           |  | R-controlled Vowels      |  | Long Vowels ( __VCe)                               |
| glare short          |  | Other Common Long Vowels | M - Other Vowel Patterns                           | R-controlled Vowels                                |
| might throat         |  | Complex Consonants       | L - Complex Consonants                             | Other Vowel Patterns                               |
| bridge squirt        |  | Abstract Vowels          |  | Inflectional Endings                               |
| couch yawn           |  | Homophones               |  |  |
|                      |  | Contractions             |  |  |
| <b>Writing Stage</b> | Beginning/ Expanding/<br>Bridging                                  | Not identified           | Transitional                                       | Not identified                                     |

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|----------------------|---|---------------------------------|--|--|
| <b>Grades</b>        | Grades 2 to Grades6   | Grades 3 to 8                   | Grades 3 to 8                                    | Grade 3 to Grades 5                                |
| <b>Stage</b>         | <b>Early Conventional</b>   | <b>Syllable Juncture (SJ)</b>   | <b>Syllables &amp; Affixes<br/>Early to Late</b> | Not Identified                                     |
| <b>Components</b>    | Many common words<br>spelled correctly<br>Relies on visual spelling<br>patterns<br>Uses vowels in all<br>syllables<br>Uses letter combinations<br>(clusters, blends,<br>digraphs) | Doubling, e-Drop/ ed, ing       | E -Doubling, e-Drop/ ed, ing                     | Doubling, e-Drop/ ed, ing                          |
| piling               |   | Other SJ doubling               | E -Drop y/ add i / ed, ing, er, s                | Drop y/ add i / ed, ing, er, s                     |
| clapped              |   | Long Vowels, Stressed Syllable  | L -Long Vowels, Stressed Syllable                | Complex Consonants                                 |
| baggage              |   | R-Controlled/ Stressed Syllable | L - R-Controlled/ Stressed Syllable              | R-Controlled/ Stressed Syllable                    |
| complaint            |   | Unstressed Syllable             | L - Unstressed Syllable                          | Unstressed Syllable                                |
| burden               |   | Polysyllabic Homophones         | Homophones                                       | Abstract Vowels                                    |
| trample              |   | Compound Words                  | Compound Words                                   | Polysyllabic homophones                            |
| yawn point           |   | Plurals / Possessives           | Plurals  | Compound Words                                     |
|                      |   | Prefixes /Suffixes              | Prefixes   | Plurals / Possessives                              |
| <b>Writing Stage</b> | Expanding / Bridging  | Not identified                  | Intermediate                                     | Contractions                                       |

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|-------------------------|---|--------------------------------------|---|--|
| <b>Grades</b>           | Grades 3 and up   | Some Grade 4 / majority Grade 7 to 8 | Grades 5 to 12                                  | Grades 5 to Grades 8                               |
| <b>Stage</b>            | <b>Conventional</b>   | <b>Derivational Constancy</b>        | <b>Derivational Relations<br/>Early to Late</b> | <b>Classically Derived<br/>Forms</b>               |
| <b>Components</b>       | Uses visual patterns,<br>spells correctly: prefixes,<br>suffixes, contractions,<br>compound words,<br>irregular words | Silent & Sounded Consonants          |   |  |
| hymn moisten            |   | Consonant Changes                    | E. -Harder Prefixes &<br>Suffixes               | Confused endings<br>(able, ible, ant, ent)         |
| assumption              |   | Vowel changes                        | L. -Reduced Vowel                               | Spellings of -ion endings                          |
| resident                |   | Latin changes                        | L. -Bases & Roots                               | Foreign Spellings                                  |
| explanation             |   | Assimilated Prefixes                 |   | Latin & Greek Roots                                |
| distance                |   |                                      |   | Assimilated Prefixes                               |
| hostile to<br>hostility |   |                                      |   |  |
| irresistible            |   |                                      |   |  |
| <b>Writing Stage</b>    | Bridging, Fluent (Proficient,<br>Independent; may continue<br>through high school years.)                             | Not identified                       | Advanced  | Not identified                                     |

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