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Elementary Reading Curriculum & Instruction

Primary Spelling Inventory

1. The Primary Spelling Inventory was administered to Joe. Joe is in Mrs. Florence's first grade class. The Spelling Inventory was administered on November 15, 2007.
2. Joe was successfully able to use beginning and final consonants, most short vowels, and some digraphs and blends. Joe correctly spelled the words pet, dig, rob, gum, sled, and stick. He was able to identify the beginning consonants f, p, d, r, h, w, and g. He identified the final consonants n, t, g, p, t, and m. Joe was also able to identify the short vowels e, i, o, and u.
3. Confusions for Joe occurred with digraphs and blends. Joe identified the digraph ch when it started a word, but he confused the final ch and writes cosh for coach. For the words with blends, Joe was able to identify the initial blends in sled, stick, blade, and fright, but he had trouble with the r blends in crawl and dream. Joe wrote krol and jrem. Joe frustrated out with the long vowel patterns. He was unable to correctly spell any of the words with long vowels, and was only able to identify the letter that creates the long sound (shin for shine, wat for wait, hop for hope, and frit for fright). This shows that the middle within word pattern stage is Joe's frustration level.
4. Based on Joe's power score of 6 and his error guide, I would place him in the late letter name-alphabetic stage and early within word pattern.
5. The word study for Joe should be focused on activities that incorporate digraphs and blends. Joe needs practice with digraphs and blends. Specifically the game will be focused on initial r blends.