<table>
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<th>Stages</th>
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| **Stage I:** Pre-phonetic Spellers | • use random strings of letter-like forms and scribbles to represent message  
• use a few letters repeatedly  
• mix upper and lower case letters, but show preference for upper case  
• write randomly on page  
• show no understanding of sound-symbol relationship  
• produce text not readable by others | Kindergarten |
|        | • read aloud and often  
• display words in students' environment and label objects/pictures  
• create big books and picture dictionaries  
• use dictations and experience charts  
• have students chant and choral read familiar stories and dictations  
• have students categorize words by common patterns  
• develop word bags or banks | |
| **Stage II:** Phonetic Spellers | • are aware of sound-symbol relationships  
• represent all essential sound features of a word  
• use blends, consonant digraphs, and long vowel patterns  
• have some sight words  
• leave spaces between words | Elementary Grades 1-5 |
|        | • have students develop word families for basic vowel sounds in familiar words  
• discuss and have students practice identifying the spelling patterns and sounds heard in words  
• have students identify familiar words with one and two syllables  
• use the cloze procedure with familiar words  
• use word bags or banks | |
| **Stage III:** Transitional Spellers | • use basic word conventions and letter sequences  
• begin to use morphological and visual strategies in addition to phonetic information to determine spellings of unfamiliar words  
• demonstrate greater understanding of vowel digraphs, long vowel patterns, diphthongs, and inflectional endings  
• often include all necessary letters in a word, but reverse some | Middle School Grades 6-9 |
|        | • review common consonant and vowel patterns  
• have students sort familiar past-tense words by the ending sound  
• focus on the connection between vowel spelling and spelling changes when adding *ing* or *ed*  
• have students do simple word expansion activities  
• encourage and provide opportunities for regular writing  
• have students develop personal word lists  
• have students proofread their own and others' writing | |
| Use alternate spellings for the same sound in different words, but do not fully understand the conventions that dictate these differences | Have students identify their own problem words |
| Begin to make meaning-spelling connections | Have students look for spelling patterns in two, three-, and four-syllable words |
| Spell many words correctly | **Stage IV:** Conventional Spellers |
| **Review basic knowledge from transitional stage** | **Review basic knowledge from transitional stage** |
| **Have students identify their own problem words** | **Have students identify their own problem words** |
| **Have students develop personal spelling lists** | **Have students develop personal spelling lists** |
| **Have students proofread their own and others' writing during the writing process** | **Have students proofread their own and others' writing during the writing process** |
| **Create meaning maps with words that have derivations** | **Create meaning maps with words that have derivations** |
| **Explore common Latin and Greek derivational forms** | **Explore common Latin and Greek derivational forms** |
| **Have students combine forms to make nouns or adjectives** | **Have students combine forms to make nouns or adjectives** |
| **Have students use a variety of resources to assist them** | **Have students use a variety of resources to assist them** |
| **Have students write regularly** | **Have students write regularly** |

**Continued Development: Mature Spellers**

- Demonstrate a greater command of an expanding vocabulary
- Often return to a phonetic approach if other strategies fail
- Have students write regularly and proofread their own and others' writing
- Have students keep personal word lists
- Provide formal and informal mini-lessons to individuals and groups as needed to review and refine spelling knowledge and strategies