



Spelling by the Numbers—



**Signs  
for  
Sounds™**  
*Systematic Spelling*



Presented by  
Karen Hunter

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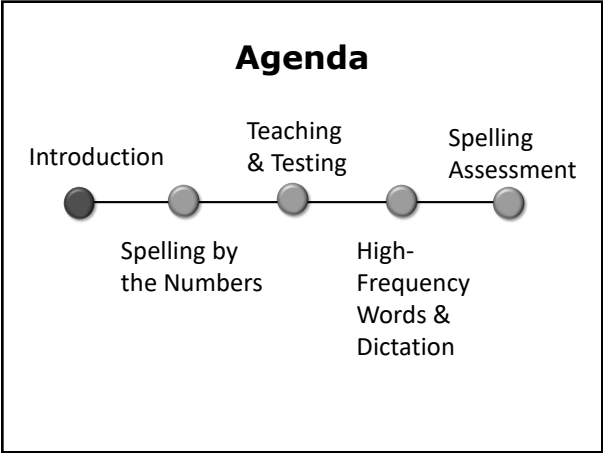
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Introduction

## Is Spelling Important?




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Introduction

## Owed to My Spell Checker



Eye halve a spelling checker.  
It came with my pea sea.  
It plane lee marques four my revue  
Miss steaks aye ken knot sea.

Eye ran this poem threw it,  
Your sure reel glad two no.  
Its vary polished in it's weigh,  
My checker tolled me sow.

Author Unknown

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Introduction

## Spelling Impacts Reading & Writing



- Spelling instruction supports reading development.



- Good spelling skills support writing.

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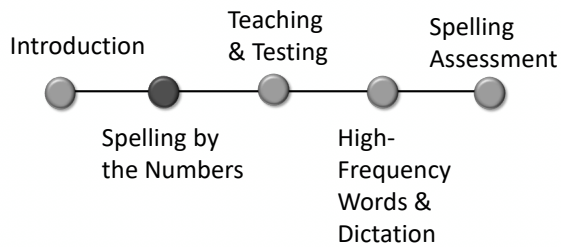
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## Agenda



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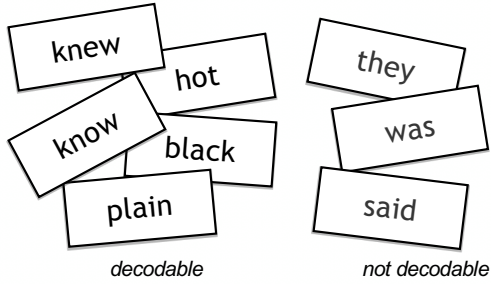
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### Regular/Irregular Words




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### Regular/Irregular Words

- Learn to read and spell regular words by sounding them out.  
*Sound-Out Words*
- Learn to read and spell irregular words by memory.  
*Spell-Out Words*



**Brain Research**  
(Norton, Kovelman, & Petito, 2007)

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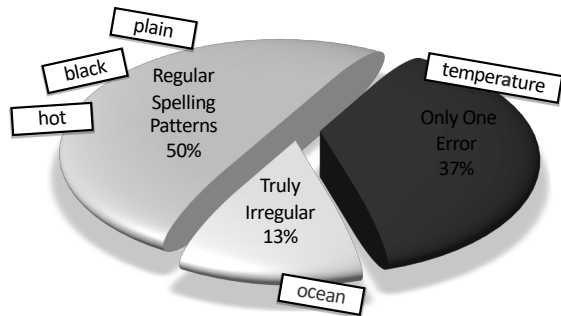
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### Regular/Irregular Words




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## High Frequency Words



In students' reading and writing ...

- 8 words account for 18%
- 25 words account for 33%
- 100 words account for 50%
- 300 words account for 65%

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## High Frequency Words

High Frequency  
Spell-Out  
Words  
Organized  
by  
Frequency

**First 200 High-Frequency Words**  
Regular Words Listed in Order of Frequency and Irregular Words Organized by Common Vowel Spellings

Word	Word	Word	Word	Word	Word
the	and	is	was	are	at
of	to	in	on	but	by
you	for	with	so	up	down
it	from	as	the	in	on
... (many more words) ...	...	...	...	...	...

High Frequency  
Sound-Out  
Words  
Organized  
by  
Common  
Vowel  
Spellings

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## Regular/Irregular Words

Sound-Out Words

j u s t  
s m a sh

Spell-Out Words

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## Regular/Irregular Words

### Sound-Out Words

j u s t

s m a sh

### Spell-Out Words

My turn.  
Do it with me.  
Your turn.

t h e y



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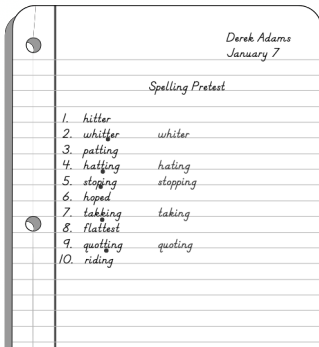
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## The Single Most Effective Practice— Self-Corrected Test Method

Allows Students to:

- See which words are difficult.
- Locate the part of the word that is troublesome.
- Write the word correctly.



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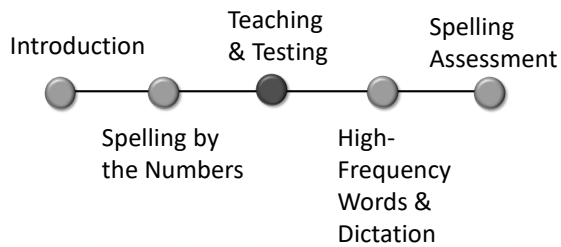
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## Agenda



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## Signs for Sounds® Systematic Spelling

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### Teaching & Testing Phase

## Level 1- Lesson 11

**Level 1 - Lesson 11**  
Teaching Phase/Testing Phase

**REVIEW:** short a, e, o

Review the short sounds of the vowels a (CVC as to it), e (CVC as in egg), and o (CVC as in odd). Remind students that every vowel sound has only one vowel, and the vowel is followed by a consonant that will represent its short sound. Use a list of words from the list to practice distinguishing between the short sounds of the vowels a, e, and o.

Students must circle one letter in each column to represent each sound. Demonstrate on the board or on an extra lesson form if necessary.

	A	B	C
1.	ten	hen	sat
2.	jet	jam	set
3.	pan	man	leg
4.	pan	man	log
5.	net	pet	ten
6.	rat	pat	red
7.	pet	red	mat
8.	pat	wet	met
9.	get	hop	lot
10.	got	net	let

Spelling  
11. of

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### Teaching & Testing Phase

## Level 2- Lesson 9

**Level 2 - Lesson 9**  
Teaching Phase/Testing Phase

**TEACH:** consonant digraph sh, th **REVIEW:** long/short vowels

Teach the consonant digraph sh as in ship. Explain that together, these two letters represent one sound, and teach the consonant digraph th as in thin. Explain that together, these two letters represent one sound. Use a list of words from the list to practice distinguishing between sh and th at the beginning and end of words.

This is the first lesson that requires students to circle a pair of letters in a single column. When a word has a vowel represented by two letters, students must circle the pair of letters that represent that sound. Demonstrate on the board or on an extra lesson form.

sh th sh th sh th sh th sh th  
s m sh a e sh u sh th sh th with

	P-1	P-2	M-1	M-2
1.	that	shut	shade	thin
2.	than	shine	than	shope
3.	than	these	shine	those
4.	than	shove	ship	shop
5.	than	than	than	that
6.	fish	fresh	rush	brush
7.	path	moth	both	moth
8.	with	moth	moth	moth
9.	moth	with	with	moth
10.	crash	cosh	fresh	crush

Spelling  
11. they

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# First 200 High-Frequency Words

Irregular Words Listed in Order of Frequency and Regular Words Organized by Common Vowel Spellings

Irregular Words
1. the
2. of
4. a
5. to
8. you
13. was
15. are
19. they
23. from
25. have
28. one
32. what
34. were
37. there
40. your
42. their
43. said
45. do
55. many
56. some
59. would
60. other
61. into
65. two
70. could
75. been
77. who
79. people
85. only
87. find
90. water
93. very
95. words
98. where
99. most
102. through
115. any
123. another
125. come
126. work
128. word
131. does
142. put
144. different
146. again
149. old
151. great
161. should
162. Mr.
165. give
184. something
185. thought
186. both
193. often
194. together
197. don't
198. world
200. want

Short ä	Short ë	Short ĩ	Short ö	Short ü
3. and	35. when	6. in	14. on	31. but
9. that	52. them	7. is	30. not	50. up
16. as	53. then	10. it	91. long	97. just
20. at	101. get	17. with	147. off	104. much
29. had	135. well	18. his	177. along	129. must
38. can	141. help	22. this		136. such
39. an	148. went	41. which		170. under
62. has	152. tell	44. if		150. number
73. than	153. men	46. will		174. us
103. back	168. set	67. him		
113. man	173. never	76. its		
172. last	175. left	83. did		
195. asked	176. end	92. little		
	180. next	120. think		
		140. things		
		158. still		
		164. big		

Long ā	Long ē	Long ī	Long ō	Long ū
72. make	11. he	24. I	57. so	88. use
81. made	21. be	27. by	63. more	111. used
86. way	36. we	66. like	71. no	187. few
89. may	47. each	69. time	100. know	
116. day	54. she	80. my	106. go	
117. same	58. these	109. write	163. home	
124. came	68. see	118. right	169. own	
134. place	112. me	139. why	182. below	
138. take	127. three	167. line	188. those	
145. away	133. even	178. while	191. show	
154. say	137. here	179. might	199. going	
160. name	143. years			
166. air	156. every			
189. always	159. between			
	171. read			

oo	oo	oi / oy	ou / ow	al / au / aw
108. new	107. good		48. about	33. all
114. too	119. look		49. how	96. called
	190. looked		51. out	121. also
			78. now	130. because
			84. down	155. small
			110. our	183. saw
			122. around	
			157. found	
			181. sound	
			196. house	

ar	er / ir / ur	or
132. part	64. her	12. for
192. large	74. first	26. or
	82. over	63. more
	94. after	105. before

Level 2 - Lesson 8

Teaching Phase/Testing Phase

<b>TEACH:</b> consonant blends with r, l, s	<b>REVIEW:</b> long/short vowels
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Teach consonant blends with r, l, or s. Explain that some words begin or end with two consonants, and each consonant represents its own sound. Use a mix of words from the lists to practice discriminating between words that begin or end with a single consonant sound and those that begin or end with two consonant sounds. Help students correct errors immediately. (Some students may omit one of the sounds in the consonant blend or transpose the letters.)

This is the first lesson that requires students to circle two separate letters in a single column. When a word begins or ends with a blend, students must circle the two letters that represent the blend in either the first or third column. Tell students to circle a letter for each sound they hear. Demonstrate on the board or on an extra lesson form.

f(gr) @e i o u g(d)n e grade  
 (d)r m @e i o u (s)k p x desk

Sound-Out Words

	P-1	P-2	M-1	M-2
1.	stop	slip	slide	state
2.	grade	frog	grin	frog
3.	flag	plate	left	plug
4.	smile	smoke	skate	melt
5.	drum	drive	broke	brave
6.	glad	plus	ask	glad
7.	just	test	paste	past
8.	desk	mask	drop	desk
9.	must	list	plane*	last
10.	mask	ask	mask	prize

\*homophone high-frequency word

Spell-Out Word  
11. are

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Level 2 Lesson Guide

Level 2 - Lesson 8

Dictation Phase

Lesson 8 Spell-Out Word: 1. are
Previous Spell-Out Words: 2. was 3. and
Choose three additional spell-out words students need to review. 4. 5. 6.

**Spell-Out Words:**  
the  
of  
to  
you  
was  
and  
are

Dictation Sentences

Set A (18 words)

1. Are you and I brave?
2. Slide the drum to the frog.
3. You are just glad to skate fast.

Set B (27 words)

1. Ask the brave frog to stop and smile.
2. Are you glad to just slip on the slide?
3. The grade list and the flag are on the left.

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Level 2 Lesson Guide

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level 2 - Lesson 8

Sound-Out		Sound-Out
1. s l t a e i o u p t d		1. _____
2. f g r a e i o u g d n		2. _____
3. f p l a e i o u f t g		3. _____
4. s m k a e i o u l t k		4. _____
5. d b r a e i o u k m v		5. _____
6. p g l a e i o u s d k		6. _____
7. t j p a e i o u s t k		7. _____
8. d r m a e i o u s k p		8. _____
9. p l m a e i o u n s t		9. _____
10. p m r a e i o u z s k		10. _____

11. are ar _ a _ _	11. _____
_____	
_____	
_____	

Total Score: \_\_\_ / 11

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### Teaching Sound-Out Words

Name: *Abby Smith* Date: *January 13* Level 2 - Lesson 8

1	s	l	t	a	e	i	o	u	p	t	d	stop	1	
2	f	g	r	a	e	i	o	u	g	d	n	grade	2	
3	f	p	l	a	e	i	o	u	f	t	g	flag	3	
4	s	m	k	a	e	i	o	u	l	t	k	smile smile	4	
5	d	b	r	a	e	i	o	u	k	m	v	drum drum	5	
6	p	g	l	a	e	i	o	u	s	d	k	glad	6	
7	j	u	s	t	a	e	i	o	u	s	t	just	7	
8	d	r	m	a	e	i	o	u	s	k	p	desk	8	
9	p	l	m	a	e	i	o	u	n	s	t	must	9	
10	p	m	r	a	e	i	o	u	z	s	k	mask	10	
11	a	r	e	a	r	e	a	r	e	a	r	e		11

Total Score: \_\_\_\_/11

### Teaching Spell-Out Words

My turn.  
Do it with me.  
Your turn.

a r e



### Practicing Spell-Out Words

Name: *Abby Smith* Date: *January 13* Level 2 - Lesson 8

1	s	l	t	a	e	i	o	u	p	t	d	stop	1	
2	f	g	r	a	e	i	o	u	g	d	n	grade	2	
3	f	p	l	a	e	i	o	u	f	t	g	flag	3	
4	s	m	k	a	e	i	o	u	l	t	k	smile smile	4	
5	d	b	r	a	e	i	o	u	k	m	v	drum drum	5	
6	p	g	l	a	e	i	o	u	s	d	k	glad	6	
7	j	u	s	t	a	e	i	o	u	s	t	just	7	
8	d	r	m	a	e	i	o	u	s	k	p	desk	8	
9	p	l	m	a	e	i	o	u	n	s	t	must	9	
10	p	m	r	a	e	i	o	u	z	s	k	mask	10	
11	a	r	e	a	r	e	a	r	e	a	r	e		11

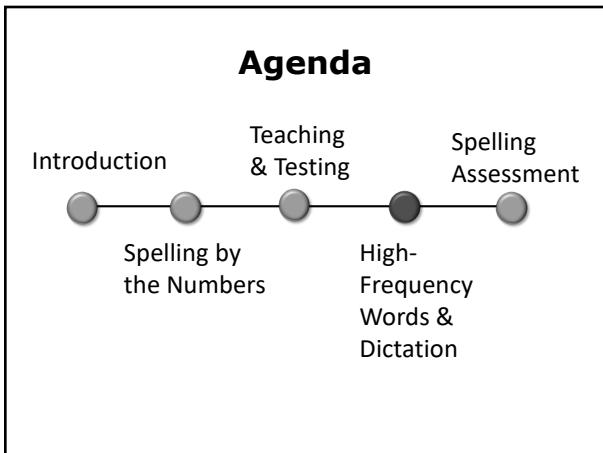
Total Score: \_\_\_\_/11

### Testing

Level 2 - Lesson 8

1	stop
2	grade
3	flag
4	smile
5	drum
6	glad
7	just
8	desk
9	must
10	mask
11	are

Total Score: 11/11  
Great Job!




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**Level 2 - Lesson 8**  
Teaching Phase/Testing Phase

**TEACH:** consonant blends with r, l, w      **REVIEW:** long, silent vowels

Teach consonant blends with r, l, or w. Explain that some words begin or end with two consonants, and each consonant represents its own sound. Use a set of words from the list to practice discriminating between words that begin or end with a single consonant and those that begin or end with two consonant sounds. Help students correct errors immediately. (These students may need one of the words in the assessment blend or transpose the letters.)

This is the first lesson that requires students to circle two separate letters in a single column. When a word begins or ends with a blend, students must circle the two letters that represent the blend together in the first or third column. Tell students to circle a letter for each word they hear. Demonstrate on the board or on an extra blank form.

f @ g @ e i o u @ n i @ grade  
@ r m @ a @ i o u @ @ p @ x @ desk

	P-1	P-2	M-1	M-2
1.	stop	slip	slide	state
2.	grade	frog	grin	frog
3.	flag	plate	left	plug
4.	smile	smoke	skate	melt
5.	drum	drive	broke	brave
6.	glad	plus	ask	glad
7.	just	test	paste	post
8.	desk	mask	drop	desk
9.	must	last	plane	last
10.	mask	ask	mask	prize

Spelling Assessment  
11. care

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**Level 2 - Lesson 8**  
Dictation Phase

**Lesson 8 Spell-Out Word:**  
1. are

**Previous Spell-Out Words:**  
a. was  
s. and

Choose three additional spell-out words students need to review:  
a. you  
u. to  
e. of

**Dictation Sentences**

**Set A (48 words)**

- Are you and I brave?
- Slide the drum to the frog.
- You are just glad to skate fast.

**Set B (37 words)**

- Ask the brave frog to stop and smile.
- Are you glad to just slip on the slide?
- The grade list and the flag are on the left.

Spelling Assessment  
12. are

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## Review & Dictation

### Judicious Review & Dictation Sentences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Spelling Assessment

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Spelling Assessment

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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**Level 2 - Lesson 8**  
Dictation Phase

**Lesson 8 Spell-Out Word:**  
1. are

**Previous Spell-Out Words:**  
a. was  
s. and

Choose three additional spell-out words students need to review:  
a. you  
u. to  
e. of

**Dictation Sentences**

**Set A (48 words)**

- Are you and I brave?
- Slide the drum to the frog.
- You are just glad to skate fast.

**Set B (37 words)**

- Ask the brave frog to stop and smile.
- Are you glad to just slip on the slide?
- The grade list and the flag are on the left.

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Name: Abby Date: Jan. 14 Level 2 - Lesson 8

Spell-Out Words

★ are ★ was ★ and  
 ★ you ★ of ★ to

Score Box

Spell-Out Words: 6/6  
 Number Correct/Total

Dictation Sentences:  
 Number of Words Correct/Total 18/18

Spelling Tests (Circle all that apply):  
 Sound Work  Matchmaker  Spelling Test 2

Study Mark Use Capital Letters Use Punctuation Repeat Phrase

Dictation Sentences: Set A (8 words)

★ Are you and I  
brave ?

★ Slide the drum to  
the frog .

★ You are just glad  
to skate fast .

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Teaching & Testing Phase

## Score Sheet

Name: Abby  
 Starting Date: Dec. 2

Text Scores		Spelling Tests										Dictation Scores														
Sp	Pr	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80
70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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## Agenda

Introduction      Teaching & Testing      Spelling Assessment

Spelling by the Numbers      High-Frequency Words & Dictation

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Spelling Assessment

## Assessing Spelling

Spelling assessments should be used to:

- Identify an individual student's spelling strengths and needs.
- Make instructional decisions.
- Monitor progress periodically.
- Document student growth at the end of an intervention cycle, a level of the program, or at the end of the year.




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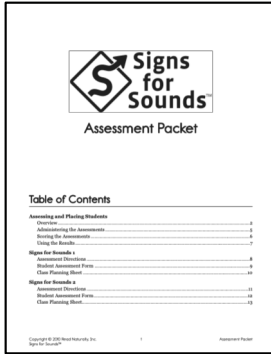
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Spelling Assessment

## Downloadable Assessment Packet




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Spelling Assessment

## Signs for Sounds Level 1

1<sup>st</sup> Grade Skills

**Signs for Sounds® 1 Assessment Directions**

This assessment is designed to be administered to students who are in the 1<sup>st</sup> grade and have been identified as needing additional support.

1. Have students write the words on the assessment form.
2. Distribute each word to the 1<sup>st</sup> grade students who are identified as needing additional support. Have students write the word on the assessment form.
3. Collect the assessment forms at the end of the session.
4. Match beginning and ending letters along the dotted line.
5. Circle the letter that does not belong in the word.
6. Write the letter that does not belong in the word on the dotted line.

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**Signs for Sounds® 1 Student Assessment Form**

Name: Morgan Date: September 7

1. <u>oam</u>	1. <u>nut</u>	1. <u>leeb</u>	1. <u>u</u>	1. <u>M</u>
2. <u>bohs</u>	2. <u>jo</u>	2. <u>act</u>	2. <u>o</u>	2. <u>X</u>
3. <u>wen</u>	3. <u>stis</u>	3. <u>fig</u>	3. <u>i</u>	3. <u>X</u>
4. <u>yet</u>	4. <u>yes</u>	4. <u>min</u>	4. <u>e</u>	4. <u>y</u>
5. <u>soo</u>	5. <u>wag</u>	5. <u>wads</u>	5. <u>o</u>	5. <u>o</u>
6. <u>rolo</u>	6. <u>put</u>	6. <u>mul</u>	6. <u>o</u>	6. <u>o</u>
7. <u>gah</u>	7. <u>ham</u>	7. <u>rap</u>	7. <u>o</u>	7. <u>e</u>
8. <u>tin</u>	8. <u>div</u>	8. <u>sies</u>	8. <u>i</u>	8. <u>e</u>
9. <u>hav</u>	9. <u>lab</u>	9. <u>fab</u>	9. <u>a</u>	9. <u>c</u>
10. <u>ep</u>	10. <u>swen</u>	10. <u>apt</u>	10. <u>i</u>	10. <u>ep</u>
11. <u>soat</u>	11. <u>pat</u>	11. <u>snak</u>	11. <u>a</u>	11. <u>ep</u>
12. <u>ub</u>	12. <u>ad</u>	12. <u>bulb</u>	12. <u>o</u>	12. <u>o</u>
13. <u>flam</u>	13. <u>sid</u>	13. <u>blam</u>	13. <u>o</u>	13. <u>o</u>
14. <u>gr</u>	14. <u>car</u>	14. <u>grap</u>	14. <u>i</u>	14. <u>o</u>
15. <u>soo</u>	15. <u>trip</u>	15. <u>soo</u>	15. <u>o</u>	15. <u>o</u>
16. <u>he</u>	16. <u>so</u>	16. <u>vice</u>	16. <u>y</u>	16. <u>o</u>
17. <u>ple</u>	17. <u>sta</u>	17. <u>way</u>	17. <u>o</u>	17. <u>o</u>
18. <u>tray</u>	18. <u>boy</u>	18. <u>day</u>	18. <u>o</u>	18. <u>o</u>
19. <u>ship</u>	19. <u>read</u>	19. <u>shave</u>	19. <u>o</u>	19. <u>o</u>
20. <u>tex</u>	20. <u>meth</u>	20. <u>that</u>	20. <u>i</u>	20. <u>o</u>

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## Signs for Sounds Level 2

2<sup>nd</sup> and Early 3<sup>rd</sup> Grade Skills

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## Use as a Screener for Phonics Assessment

1<sup>st</sup> Grade Skills

2<sup>nd</sup> and Early 3<sup>rd</sup> Grade Skills

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## Class Planning Sheet

Signs for Sounds™ 1 Class Planning Sheet

Student	1. What is the word?	2. What is the number of the sign?	3. What is the number of the sound?	4. What is the number of the letter?	5. What is the number of the letter?	6. What is the number of the letter?	7. What is the number of the letter?	8. What is the number of the letter?	9. What is the number of the letter?	10. What is the number of the letter?	11. What is the number of the letter?	12. What is the number of the letter?	13. What is the number of the letter?	14. What is the number of the letter?	15. What is the number of the letter?	16. What is the number of the letter?	17. What is the number of the letter?	18. What is the number of the letter?	19. What is the number of the letter?	20. What is the number of the letter?
Morgan	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

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Spelling Assessment

## Spell-Out Word Assessments

The image displays two student assessment forms. The left form is for 'Signs for Sounds® 1 Spell-Out Words Student Assessment Form' and the right is for 'Signs for Sounds® 2 Spell-Out Words Student Assessment Form'. Both forms include a header with the 'Signs for Sounds' logo, a space for the student's name and date, and a table of words to be assessed. The table columns are labeled 'Word', 'Initials', and 'Date'. Below the table, there are 'Signs for Sounds' assessment directions for each level, which instruct the student to read the words and write the initials in the provided space.

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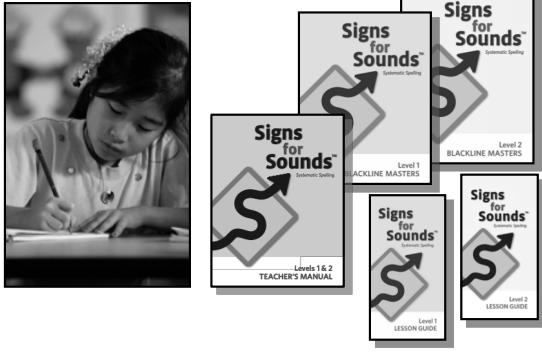
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## Signs for Sounds® Systematic Spelling



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Resources

### Website Resources

Downloadable Resources:

- Signs for Sounds Level 1 Sample
- Signs for Sounds Level 2 Sample
- Signs for Sounds Assessment Packet (Levels 1 & 2)
- Signs for Sounds Level 1 Word Sorts
- Signs for Sounds Level 2 Word Sorts

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Resources

## Program Samples



Signs for Sounds  
Level 1 Sample

Program Description	4
Learning Objectives	4
How to Use This Manual	4
Getting Started	5
Using the Program	6
Program Flow	6
Learning Objectives	6
Appendix A: Assessment	6
Appendix B: Answer Key	6
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Signs for Sounds  
Level 2 Sample

Program Description	4
Learning Objectives	4
How to Use This Manual	4
Getting Started	5
Using the Program	6
Program Flow	6
Learning Objectives	6
Appendix A: Assessment	6
Appendix B: Answer Key	6
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Resources

## Assessment Packet



Signs for Sounds  
Assessment Packet

Assessing and Planning Instruction	4
Assessing - Pre Assessment	4
Assessing - Progress Monitoring	4
Using the Results	4
Signs for Sounds 1	4
Assessment Directions	4
Blank Assessment Form	4
Blank Assessment Form	4
Signs for Sounds 2	4
Assessment Directions	4
Blank Assessment Form	4
Blank Assessment Form	4
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Resources

## Word Sorts



Signs for Sounds  
Level 2 Word Sorts



Signs for Sounds  
Level 1 Word Sorts

Word Sort

Level 2, Lesson 8

Name: \_\_\_\_\_ Date: \_\_\_\_\_

dr-	gr-	fl-	sk-	-st	Out-of-Sort Words
flag	drum	skate	just	are	grade
skit	flip	grin	and	drive	must
was	grab	test	flop	skim	drop
drag	list	you	skip	gripe	flab
gram	to	flake	drab	past	skid

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**For more information:**

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**Questions?**

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