

Adams-Gordon's
Spelling
Power
Fourth Edition

This Award Winning Program Includes:

Easy Quick Start Steps & DVD Seminar

Diagnostic Placement Tests

The 5,000 Most Frequently Used Words
Organized by Phonetic Principles and Spelling Rules
with Six Levels of Built-in Review

Over 130 Skill-Building Activities That
Make Spelling Lessons Fun

Teacher's Online Resources with 100s of Helpful Tools

by Beverly L. Adams-Gordon



Pomeroy, Washington
U.S.A.

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Spelling Power User Help Line — 509-843-6098

The current Help Line schedule is at www.spellingpower.com
For better assistance, we ask that you have read the Quick Start in this manual
and/or watched the Quick Start DVD before calling.

You may also e-mail questions to: spellhelp@castlemoyle.com

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Getting Started

Sometimes educators new to *Spelling Power* are overwhelmed by the size of the manual. Don't be! Remember that *Spelling Power* is not a single-year program, but an entire curriculum along with the resources you will need to give your family a lifetime of spelling, proofreading, and dictionary skills. You will find the "Quick Start Steps," the Bonus Quick Start DVD, and the in-depth material to which you are directed, will make using the *Spelling Power* program easy and hassle-free, and, most importantly, effective. Just take it a step at a time and you will succeed. A basic outline of the steps you will take are as follows:

1. Become familiar with the text and the resources in it—scan the table of contents and leaf through the pages. Make note of the side margin tab headings. These will help you find resources in your *Spelling Power* manual quickly.
2. Read the entire Quick Start Introduction. Try to read it through in one uninterrupted session. It takes an average reader around an hour to read it. Do not try to understand every detail, just try to get an overall picture of the approach *Spelling Power* uses.
3. Watch the entire *Quick Start Seminar DVD* included with your *Spelling Power* program. While some DVD chapters may be valuable for your student to view, most of the DVD Seminar is meant only for you.
4. Apply each step, according to the Quick Start directions. You may wish to read the step or review the DVD chapter as you apply each step. The section where each resource is found (e.g. Placement Tests) also provides information on that portion of the *Spelling Power* program. This information is provided for quick reference. For some sections, you will also find extensive, additional information on adapting the resource to specific student needs.
5. Here is what your basic lesson plans might look like:

Day One: Determine Readiness – Quick Start Step 1.

Day Two: Survey Test – Quick Start Step 2.


Day Three: Placement Test – Quick Start Step 3. (This step may actually take two days, depending on your student's results.)

Day Four: Fine Tune Placement – Quick Start Step 4.

Days Five through 179: Daily Procedures – Quick Start Steps 5 through 8 and Quick Start Step 12.

Check Retention — Quick Start Steps 9 and 10 will be completed as you come to Review, Delayed Recall and End-of-Level Group Tests on the Flow-Word List.

Day 180: End-of-Year Survey Test – Quick Start Step 2.

- 
6. After you have been using the Daily Procedures with your student about a week, go back and review the Quick Start Steps by reading this entire section or watching the whole DVD Seminar. Since we tend to forget most of what we read within a week, this review will increase your effectiveness.
 7. Next, enhance your spelling program. If your student is above Level D, after two weeks of working with the Daily Procedures you should begin adding the Quick Start Step 11 activities to your curriculum. Additional information regarding this step is found in the section titled "Teaching Proofreading," starting on page 251. If your student is below level D or you feel he could benefit from dictionary skills instruction, you will find the "Building Dictionary Skills" section very useful. It starts on page 271.
 8. Before beginning each school year, review your manual and rewatch the Quick Start Seminar DVD. As your student matures, different materials will be used in the program. Use the Quick Start Steps to remind you to add these lesson elements.


When you follow these simple guidelines you will find that your student will make excellent improvement in his spelling ability each year.

How To Conduct Daily Test Sessions

1. Record Group information.
2. Always begin a testing session by retesting words studied on the 10-Step Study Sheet(s) since the last testing session.
3. Before testing new Flow-Word List words, read, record, and discuss the group rule found at the top of each group list.
4. Begin testing words at the top of the list or with the next word if you did not complete the list during your last test session. Words are tested using the following three steps:
 - Say the word
 - Use the word in a complete sentence
 - Say the word again
5. After the final repetition of the word, the student should repeat the word aloud. This step allows a check of the student's pronunciation. If there is any difficulty with pronunciation, correct it now.
6. After the student has correctly pronounced the word, he may write it on the next available line of the Daily Test sheet under the "Test Words" heading.
7. Immediately after the student has written the word, the teacher spells the word as the student checks it letter by letter. If spelled correctly, repeat steps three through six with the next word. If incorrectly spelled, the teacher helps the student record the correct spelling next to the misspelled word under the "Words to Learn" column before proceeding to the next step.
8. Each testing session should stop at the end of five minutes or at the end of the group list whichever comes first. Never begin a new group list mid-way through a test session.
9. Copy misspelled words to the 10-Step Study Sheet. The student should study all misspelled words as soon as possible after the testing session is ended. See the back cover for directions on How to Use the 10-Step Study Sheet.

How to Use the 10-Step Study Sheet

The ten study steps are summarized below. The words in the left-hand column are the “Key Words” found on the top of the columns of the 10-Step Study Sheet. The Study Sheet provides a space to either complete the step or make a check mark after the step is complete. A more detailed description of each study step is found in your *Spelling Power* manual.

- 
1. **Say** Say the word (pronouncing it quietly, aloud.)
 2. **Look** Look carefully at each part of the word. Ask yourself questions such as those listed below to help you “Look” carefully.
 - Can I write the word the way it sounds?
 - How many syllables are there?
 - What is the vowel in each syllable?
 - Are there any double letters?
 - How many letters does the word contain?
 - Are there any odd syllables?
 - Are there any parts spelled like their sound?
 - Are there any silent letters?
 - Is there any special peculiarity of the whole word?
 - Are there any difficult letter combinations?
 - To what class of words does this word belong? (noun, verb)
 3. **Say & Spell** Say the word, then spell it letter by letter.
 4. **Close & Spell** Close your eyes, visualize the word, say the word, and quietly spell it out loud letter by letter.
 5. **Check** Check the word for correct spelling.
 6. **Trace & Say** Trace the word large with two fingers as you say each letter.
 7. **Check** Check the word for correct spelling.
 8. **Write** Write the word without looking at the model.
 9. **Check** Check the word for correct spelling.
 10. **Repeat** Repeat steps 1 through 8 if misspelled in Step 9.

After doing the 10 steps above, write the word in your own sentence.

Level A

Group 1

Usually /a/ is spelled a as in *cat*.

an
and
as
at
back
had
has
man
that
can

Group 2

Usually /e/ is spelled e as in *nest*.

get
went
when
then
hen
sled
beg
desks
tenth
seventh

Group 3

Usually /i/ is spelled i as in *big*.

did
him
his
big
this
if
in
is
it
will

Group 4

Usually /o/ is spelled o as in *not*.

dog
got
not
off
on
hop
chop
rob

Group 5

Usually /u/ is spelled u as in *run*.

but
just
up
us
nut
rug
tub
bun
rub
hut

Review Test 1

The following words have been previously tested.
(Student need not record this statement.)

an
had
then
seventh
this
will
off
just
us

Group 6

/ā/ can be written ay, ai, ey, ei, eigh, ea,
or a followed by a consonant and silent e.

day
they
play
came
rage
rake
grape
sprain
skate
trade

Group 7

/ē/ can be spelled ea, ee, y, ie, ei, ey, or e
followed by a consonant and silent e.

see
be
he
she
me
we
eat
each
freeze
cheek

Group 8

/ī/ can be spelled ie, igh, y, or i followed
by two consonants as in *wild* or as i
followed by a consonant and silent e as
in *kite*.

by (close to)
my
I
time
like
nice
kite
slice
fright
wipe

Group 9

/ō/ can be spelled oe, ow, oa, or o
followed by two consonants as in *told* or
as o followed by a consonant and silent e
as in *home*.

goes
so
no
go
going
home
toe
bowling
slowed
snowed

Group 10

/ū/ can be spelled ew as in *few*, ue as in
blue, ui as in *suit*, o as in *to*, or as u followed
by a consonant and silent e as in *mule*.

to
too (also)
do
you
cube
stool
boot
broom
school
room

Review Test 2

The following words have been
previously tested. (Student need not
record this statement.)

they
came
each
eat
like
nice
goes
home
to
too (also)

Delayed Recall Test 1

Form A

Before administering this test, read pgs 79-81.

- an* 1
- then* 2
- him* 3
- off* 4
- but* 5
- play* 6
- eat* 7
- nice* 8
- goes* 9
- too* 10

Form B

- that* 1
- went* 2
- this* 3
- off* 4
- just* 5
- skate* 6
- each* 7
- time* 8
- going* 9
- school* 10

Group 12

/ɪr/ can be spelled *ir* as in *bird*, *er* as in *her*, *ur* as in *survey*, *er* as in *eternity*, *ear* as in *pearl*, *our* as in *journal*, or *or* after *w* as in *work*.

- her*
- were*
- after*
- over*
- girl*
- first*
- water*
- better*
- teacher*
- giraffe*

Group 13

/or/ can be spelled *or* as in *corn*, *oar* as in *boar*, *oor* as in *door*, *our* as *your*, and *ar* as *dwarf*.

- or*
- for*
- your*
- more*
- four* (numeral)
- glory*
- door*
- morning*
- story*
- before*

Group 14

/əɪr/ can be spelled *are* as *care*, *air* as in *hair*, *ere* as in *there*, *ear* as in *bear*, and *eir* as in *their*.

- their* (possessive pronoun)
- there* (location)
- very*
- cared*
- fairies*
- stair*
- scared*
- where*
- bear* (animal)
- air* (for breathing)

Group 16

Usually /ou/ is spelled *ou* before most consonants as in *cloud*. Sometimes /ou/ is spelled *ow* before final *l* or *n* as in *howl* or *clown* or at the end of a word or syllable as in *how* or *tower*.

- now*
- down*
- about*
- around*
- our*
- out*
- house*
- how*
- found*
- town*

Group 17

/ə/ can be spelled *a*, *o*, and *au* before most consonants as in *already*, *cost*, and *sauce* and *caught* or as *aw* before final *k*, *l*, *n* as *hawk*, *crawl*, and *lawn* or at the end of a word or stressed syllable as in *awful* or *law*.

- because*
- saw*
- all*
- wants*
- straw*
- ball*
- call*
- small*
- watch*
- father*

Review Test 3

The following words have been previously tested. (Student need not record this statement.)

- were*
- first*
- your*
- story*
- there* (location)
- their* (possessive pronoun)
- about*
- around*
- because*
- wants*

Group 20

Sometimes the letter *o* represents unexpected sounds as in *come*, *mother* and *one*.

- come*
- some*
- one* (numeral)
- once*
- from*
- mother*
- brother*
- other*
- love*

Group 23

No English words end with the letter *v*.

- gave*
- cave*
- have*
- give*
- live*
- five*
- drove*
- twelve*
- leave*
- drive*

Group 24

Consonant letters are often doubled after a short vowel in short vowel words such as *egg*, *fluff*, *sniffle*, and *mess*.

- well*
- grass*
- fell*
- smell*
- tell*
- bill*
- still*
- kill*
- hill*
- full*