



# ALL ABOUT *Spelling*

The program that takes the struggle out of spelling

# Level 4

## Student Packet

- Phonogram Cards
- Sound Cards
- Key Cards
- Word Cards
- Spelling Strategies Chart
- Syllable Division Rules Chart
- Homophones List
- Prefix Tiles
- Y Word Sheet
- Word Banks
- Progress Chart
- Completion Certificate

“*All About Spelling* is that rare product that not only meets but actually exceeds expectations.”

– Heather Schwarzen

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# ALL ABOUT SPELLING

## LEVEL FOUR PROGRESS CHART

NAME: .....

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 26 27

I PASSED LEVEL FOUR

tch

Level 4 – Step 1

Phonogram Card 54

dge

Level 4 – Step 1

Phonogram Card 55

ew

Level 4 – Step 5

Phonogram Card 56

ei

Level 4 – Step 5

Phonogram Card 57

wr

Level 4 – Step 5

Phonogram Card 58

kn

Level 4 – Step 5

Phonogram Card 59

or

Level 4 – Step 7

Phonogram Card 60

eigh

Level 4 – Step 15

Phonogram Card 61

Sound: /j/

three-letter /j/

[Key word: badge]

Sound: /ch/

three-letter /ch/

[Key word: watch]

Sounds: /ā/–/ē/

/ā/–/ē/ that we may **not** use  
at the end of English words

[Key words: vein, ceiling]

Sounds: /ō/–/ū/

[Key words: grew, few]

Sound: /n/

two-letter /n/ used only  
at the beginning of a word

[Key word: know]

Sound: /r/

two-letter /r/ used only  
at the beginning of a word

[Key word: write]

Sound: /ā/

four-letter /ā/

[Key word: eight]

Sounds: /or/–/er/

/or/–/er/ as in *works*

[Key words: corn, works]

Dictate the sound:  
/ch/, three-letter /ch/

[Key word: match]

Your student writes: **tch**

Level 4 – Step 1

Sound Card 60

Dictate the sound:  
/j/, three-letter /j/

[Key word: badge]

Your student writes: **dge**

Level 4 – Step 1

Sound Card 61

“What are two ways  
to spell the sound of /ch/?”

Your student writes and says:  
**ch, tch**

Level 4 – Step 2

Sound Card 62

“What are three ways  
to spell the sound of /j/?”

Your student writes and says:  
**j, g, dge**

Level 4 – Step 4

Sound Card 63

Dictate the sounds:  
/oo/-/ū/

[Key words: grew, few]

Your student writes: **ew**

Level 4 – Step 5

Sound Card 64

Dictate the sounds: /ā/-/ē/  
that we may not use  
at the end of English words

[Key words: vein, ceiling]

Your student writes: **ei**

Level 4 – Step 5

Sound Card 65

Dictate the sound:  
/r/, two-letter /r/ used only at the  
beginning of a word

[Key word: write]

Your student writes: **wr**

Level 4 – Step 5

Sound Card 66

Dictate the sound:  
/n/, two-letter /n/ used only at the  
beginning of a word

[Key word: know]

Your student writes: **kn**

Level 4 – Step 5

Sound Card 67

**How do we usually spell /ch/  
after a short vowel?**

\_\_\_\_\_.

Level 4 – Step 2

Key Card 20

**We have two options to spell /j/  
at the end of a word. What are they?**

\_\_\_\_\_ or \_\_\_\_\_.

**Which one do we use  
right after a short vowel?**

\_\_\_\_\_.

Level 4 – Step 3

Key Card 21

**What can we add  
in front of a base word  
to make a new word?**

\_\_\_\_\_.

Level 4 – Step 5

Key Card 22

1. g-e or dge

2. dge

tch

A prefix

power

Level 4 – Step 14

Word Card 97

better

Level 4 – Step 14

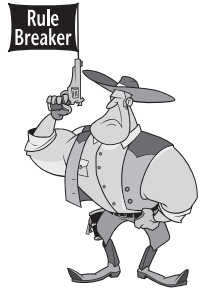
Word Card 98

letter

Level 4 – Step 14

Word Card 99

friend



Level 4 – Step 14

Word Card 100

person

Level 4 – Step 15

Word Card 101

mother

Level 4 – Step 15

Word Card 102

dozen

Level 4 – Step 15

Word Card 103

front

Level 4 – Step 15

Word Card 104



# CERTIFICATE OF ACHIEVEMENT



## ALL ABOUT SPELLING

The Multisensory Program for Spelling Success

AWARDED TO

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FOR SUCCESSFULLY COMPLETING  
**SPELLING ~ LEVEL FOUR**

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Teacher Signature

Date