

Developmental Stages

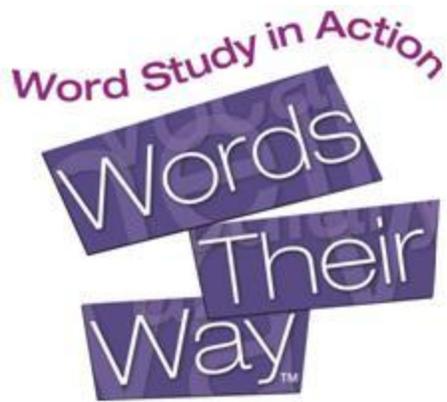
Emergent – Through most of this stage, children sort pictures by rhyme and beginning sounds. By the end of the stage, children begin to match picture cards to the words that represent their names.

Letter Name – At the beginning of this stage, students apply the alphabet principle primarily to consonants. By the end of the stage, students are able to represent most short vowel patterns, consonant digraphs and consonant blends correctly. Students sort pictures and/or words by beginning consonants, digraphs, blends and by word families.

Within Word Pattern—Students at the beginning of this stage spell most one-syllable, short vowel words correctly. As they move through the stage, they begin to include patterns or chunks of letter sequences that relate to sound and meaning. Students also begin to sort words by long vowel patterns.

Syllables and Affixes – The focus of instruction in this stage shifts to multisyllabic words and patterns. Students sort by specific vowel combinations, inflected endings (including plurals, -ing, and -ed), and vowel patterns in accented and unaccented syllables. Students also study how syllables divide in words with open syllables (cli-mate, trea-ty, re-act) and closed syllables (sup-ply, clos-et, hun-dred).

Derivational Relations – In this stage, students sort words by pattern and meaning, with an emphasis on meaning and related word parts. After common prefixes and suffixes are studied, students begin to examine the meanings of bases and roots and the classical origin of polysyllabic words. Students will study suffixes with vowel alternation (oppose vs. opposition), as well as Greek and Latin word roots to expand their word knowledge.



Helping at Home

Closed Sort – Sort the words into categories for the target patterns. Your child should read the words aloud during this activity. Ask your child to explain to you why he sorted the words in a particular way- what did he learn about the spelling patterns? Have him sort the words again, quicker the second time.

Blind Sort - Lay down one card from each pattern as a header for the category. Then read the rest of the words or pictures aloud without showing your child the card. Have her indicate which category the card belongs in by pointing or saying the correct pattern. Lay the card down and have her check. Correct immediately if necessary.

Word Hunt – Have your child look in text he has already read for words that have the same sound, same pattern, or both as the target pattern. Try to find 2 or 3 words for each pattern.

Writing Sort – Have your child write a header for each of the patterns he is studying. Call out words in random order, having him write the word under the correct heading. Repeat words that are misspelled or categorized incorrectly, prompting him to check different patterns if he isn't sure which is correct. Add words that fit the patterns but may not be one on the list.