**I. Emergent Stage**

**Characteristics**

1. Scribbles letters and numbers

2. Lacks concept of word

3. Lacks letter-sound correspondence or represents most salient sound with single letters

4. Pretends to read and write

**Reading and Writing Activities**

1. Read to students and encourage oral language activities

2. Model writing using dictations and charts

3. Encourage pretend reading and writing

**Word Study Focus**

1. Develop concept sorts

2. Play with speech sounds to develop phonological awareness

3. Plan alphabet activities

4. Sort pictures by beginning sound

5. Encourage fingerpoint memory reading of rhymes, dictations, and simple pattern books

6. Encourage invented spelling

**II. Letter Name–Alphabetic Stage**

**Characteristics**

1. Represents beginning and ending sounds

2. Has rudimentary / functional concept of word

3. Reads word by word in beginning reading materials

**Reading and Writing Activities**

1. Read to students and encourage oral language activities

2. Secure concept of word by plenty of reading in patterned trade books, dictations, and simple rhymes

3. Record and reread individual dictations one paragraph long

4. Label pictures and write in journals regularly

**Word Study Focus**

1. Collect known words for word bank

2. Sort pictures and words by beginning sounds

3. Study word families that share a common vowel

4. Study beginning consonant blends and digraphs

5. Encourage invented spelling

**Characteristics**

1. Correctly spells initial and final consonants and some blends and digraphs

2. Uses letter names to spell vowel sounds

3. Spells phonetically representing all salient sounds in a one-to-one linear fashion

4. Omits most silent letters

5. Omits preconsonantal nasals in spelling (BOP or BUP for *bump*)

6. Fingerpoints and reads aloud

7. Reads slowly in a word-by-word manner

**Reading and Writing Activities**

1. Read to students

2. Encourage invented spellings in independent writing but hold students accountable for features and words

they have studied

3. Collect two- to three-paragraph dictations which are reread regularly

4. Encourage more expansive writing and consider some simple editing such as punctuation and high

frequency words

**Word Study Focus**

1. Sort pictures and words by different short-vowel word families

2. Sort pictures and words by short-vowel sounds and CVC patterns

3. Continue to examine consonant blends and digraphs

4. Begin simple sound sorts comparing short- and long-vowel sounds

5. Collect known words for word bank (up to 200)

**III. Within Word Pattern Stage**

**Characteristics**

1. Spells most single-syllable short-vowel words correctly

2. Spells most beginning consonant digraphs and two-letter consonant blends

3. Attempts to use silent long-vowel markers (NALE for *nail* )

4. Reads silently and with more fluency and expression

5. Writes more fluently and in extended fashion

6. Can revise and edit

**Reading and Writing Activities**

1. Continue to read aloud to students

2. Plan self-selected silent reading of simple chapter books

3. Write each day, writers’ workshops, conferencing, and publication

**Word Study Focus**

1. Complete daily activities in word study notebook

2. Sort words by long- and short-vowel sounds and by common long-vowel patterns

3. Compare words with *r*-controlled vowels

4. After mastering common long vowels, explore less common vowels and diphthongs (*oi, ou, au, ow*)

5. Review blends and digraphs as needed and examine triple blends and complex consonant units such as

*thr, str, dge, tch, ck*

6. Examine homographs and homophones

**IV. Syllables and Affixes**

**Characteristics**

1. Spells most single-syllable words correctly

2. Makes errors at syllable juncture and in unaccented syllables

3. Reads with good fluency and expression

4. Reads faster silently than orally

5. Writes responses that are sophisticated and critical

**Reading and Writing Activities**

1. Plan read-alouds and literature discussions

2. Include self-selected or assigned silent reading of novels of different genres

3. Begin simple note taking and outlining skills, and work with adjusting reading rates for different purposes

4. Explore reading and writing styles and genres

**Word Study Focus**

1. Examine consonant doubling and inflected endings

2. Focus on unaccented syllables such as *er* and *le*

3. Join spelling and vocabulary studies; link meaning and spelling

4. Explore grammar through word study

5. Sort and study affixes (prefixes and suffixes)

6. Study stress or accent in two-syllable words

**V. Derivational Relations**

**Characteristics**

1. Has mastered high frequency words

2. Makes errors on low frequency multisyllabic words derived from Latin and Greek combining forms

3. Reads with good fluency and expression

4. Reads faster silently than orally

5. Writes responses that are sophisticated and critical

**Reading and Writing Activities**

1. Include silent reading and writing, exploring various genres as interests arise

2. Develop study skills, including textbook reading, note taking, reading rates, test taking, report writing, and

reference work

3. Focus on literary analysis

**Word Study Focus**

1. Focus on words that students bring to word study from their reading and writing

2. Join spelling and vocabulary studies; link meaning and spelling

3. Examine common and then less common roots, prefixes, and suffixes

4. Examine vowel alternations in derivationally related pairs

5. Explore etymology, especially in the content areas

6. Examine content-related foreign borrowings