


Summary of Stages & Characteristics	Notes:
<p>Pre-Literate</p> <p>1. Pretend Writing: marks on page; scribbling follows conventional direction; then includes some symbols or known letters.</p>	
<p>Early Letter-Name</p> <p>2. Syllabic Writing: predominant sounds are represented by one letter</p> <p>3. Beginning Writing: beginning and ending sounds</p>	
<p>Letter-Name</p> <p>4. Beginning and ending consonants plus a vowel in each word (but not always the correct vowel). Leaves pre-nasals out (i.e. mŌs & nŌs).</p> <p>5. Uses consonant blends (e.g. dr) and digraphs (e.g. sh)</p> <p>6. Short vowels spelled correctly Includes preconsonant nasals</p>	
<p>Within Word Pattern</p> <p>7. Uses and experiments with long vowels</p> <p>8. Spells common single-syllable long vowels correctly, confuses less common ones. Spells most consonant blends & digraphs correctly.</p> <p>9. Spells long vowels, consonant blends and digraphs correctly in one syllable words, but gets confused by multi-syllabic words</p>	

<p>Summary of Stages & Characteristics cont.</p>	<p>Notes:</p>
<p>Syllable Juncture</p> <p>10. Spells two-syllable words with common inflections correctly (e.g. -ed, -ing), but confuses consonant doubling + e-drop, and common Latin suffixes.</p> <p>11. Doubles consonants, drops e correctly and common Latin suffixes.</p> <p>12. Confuses less frequent prefixes and suffixes Spells the root by sound or common pattern, not realizing link to derivation</p>	
<p>Derivational Constancy</p> <p>13. Realize that there is an interaction between spelling patterns (orthography) meaning (morphology) and sounds-in-words (phonology), and that meaning has increasing power. Can spell words with obvious link to derivation.</p> <p>14. Can spell words with not so obvious link to derivation. Can spell prefixes and suffixes. Uses knowledge of Greek and Latin roots to spell scientific and medical terms.</p> <p>15. Knows some words are foreign, have interesting etymologies (e.g. brand-names, eponymsÑderived for a name or institutionÑwhile others are acronyms, shortened or blended words. Can spell most common words correctly.</p>	

<p> Key Group Reflection Points to Ponder</p> <hr/> <hr/>

Class Profile

NAME	SPELLING STAGE	READING LEVEL	PHONEMIC AWARENESS	WRITING VOCABULARY
	Within Word Pattern	Developing	x/63	# of words
Rachael	9	22 +	63	103
Rory	9	22 +	63	85
Jessica	8-9	20	63	61
Kristina	8-9	20	63	64
Ezra	8-9	20	62	51
Amanpreet	7-8	20	60	52
	Letter Name	Fluent		
Ray	5	16	61	66
Azusa	6	16	60	58
Nicholas	5-6	16	60	61
James	6-7	16	60	65
Vivian	5-6	16	61	66
Katie	5-6	16	60	62
Wei	5	16	59	80
Matthew	5	16	58	63
	Early Letter Name	Early (End)		
Joe	[3]	[12]	59	60
Jill	[3-4]	[12]	60	86
		Early (Beginning)		
Allan	[3]	[6]	[47]	[32]
Kyle	[3]	[6]	[46]	[38]
Sewesen	[3]	[5-6]	[46]	[33]
David	[3]	[5-6]	[44]	[29]

[] means below grade level exit standards


Determining Jessica's Needs

What Jessica . . .		
. . . does correctly	. . . uses but confuses	. . . is not yet using
Initial & final consonants: mad, that, off, want	Long vowel markers: beches / beaches	Consonant doubling: poping, stoped
Consonant blends & digraphs: play, that, cash		
Regular short vowel patterns: sad, bun, will, sell, on		
Preconsonant nasals: end, grandma, bump, want		
Good accuracy on r-controlled single syllable short vowel words: bird, Gorden		
Some infrequently used short vowels: live, city & frequently used long vowel words: feet, three, made, play, boys		
All of the above plus:	Long vowel markers: beches / beaches	
Slightly more than half of the long vowel words in single syllable words:	Consonant patterns: there / their	
	Inventive substitutions in frequent unstressed syllable patterns: cloisit / closet, Rusha / Russia	
All of the above plus single syllable long vowel words: rake, grow, float, chase, train	Multi-syllable long vowel words Low frequency long vowel words: erupe / Europe	Consonant doubling: poping / popping,
May know some common suffixes: inspecshn / inspection	-ed and other common inflections: stats / states, askd / asked playin / playing	<i>e-drop:</i>
	Represents some common Latin suffixes phonetically:	

	inspecshn / inspection	
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A Model Plan for Instruction

 Stage: Within Word Pattern Stage

 Appropriate Activity for the following students:

Rachael, Rory, Jessica, Kristine, Ezra, Amanpreet

Reading Aloud

- Read books aloud to the class that focus on verbs, e.g. *ÒAdd It Dip It Fix ItÓ* by R.M. Schneider (Houghton Mifflin), and the first ten or eleven pages of Ruth Heller's *ÒKites Sail HighÓ* (Sandcastle Books) ð the rest of the book is too complicated for first-graders.

Shared or Interactive Writing

- Innovate on the two *ÒverbÓ* books that you read aloud and have the children help you to rewrite them so that they tell *Òwhat happened yesterdayÓ* or *Òwhat is happening now,Ó* e.g. Innovations on *ÒAdd It Dip It Fix ItÓ* would then begin with: *ÒWe added it, boxed it, etc..Ó* or *ÒWe are adding it, boxing it, etc.Ó*

Independent Writing: One-On-One Conference

- Schedule an individual conference with Jessica to discuss her writing, paying particular attention to her spelling of words with long vowels and common inflectional endings (-s, -ed, -ing).
- Revisit Jessica's writing and assessment samples with her, and point out two or three things she is doing correctly, e.g. spelling several one-syllable long-vowel words correctly: *rake, grow, float, chase, train*.
- Congratulate her on spelling several two-syllable long-vowel words correctly, e.g. *painter* and *walking*, explaining that two-syllable words are harder to spell than one-syllable words.
- Tell her that she is on track and that the next spelling challenge for her is words with endings that change what they mean. Show her that she spelled *walking* correctly (in her writing sample about what she wants to be when she grows up). Explain that this word has two parts: the main or root word *walk*, plus an ending *-ing*. Ask her if she has ever seen other words that are based on *walk* that have different endings, like *walked* or *walks*. Explain how the ending changes the meaning.
- Turn to Jessica's Writing Vocabulary Assessment and show how she was trying to write *playing* when she wrote *playin* and *played* when she wrote *playd*. Explain that these endings work the same way as *walk*, *walking* and *walks*. Suggest that she look out for words with these endings when she reads.

Writing Mini-Lesson

Focus on Word Ending -ed

- Bring together a group of children at a similar stage of orthographic development as Jessica and help them to realize that most past tense endings are spelled -ed.
- Point out the function of action words (i.e. past tense verbs) usually end in -ed.
- Do a small-group interactive writing exercise which records something the group experienced in the past, e.g. a description of a field trip. The more this relates to your

total curriculum, the better.

Writing Mini-Lesson cont.

- Ask students to identify doing-words (verbs) that tell what people did. Ask what most of these doing words (verbs) have in common. Suggest that if students can find these kinds of words in this passage, they can probably find the same kinds of words in their own writing and check to see if they have used the -ed ending.
- Help students to find the past tense verbs they misspelled in their own writing and suggest that they correct their own spelling.

Word Study Activities

- Organize for Jessica to play The Train Station Game (Activity 7-7, page 259 of the course textbook) or The Race Track Game (Activity 7-6, page 262) which help students acquire automaticity with common long vowel patterns.
- Consider having Jessica join a more advanced group that does Spelling Ed and Endings (Activity 8-8, page 314). This may be a stretch, but she may be able to cope with it.

Guided Reading Lesson

- During Jessica's small group guided reading lessons, explain to the students how authors let readers know whether this story or event takes place in the present, past or future. This will mean focusing on verbs and their inflectional endings.

Independent Reading

- Ensure that Jessica continues to read books at her independent level for ten to fifteen minutes every day. This ensures exposure to conventional spellings of the kinds of words she is using but confusing in her writing.
- Add easier titles to her collection of books that can be read independently and have repeated examples of verbs with the inflectional endings -s, -ed, -ing. Most stories are written in the past tense, so they will contain lots of -ed words. Also include books written in the present tense, e.g., Fishing Off the Wharf or The Big

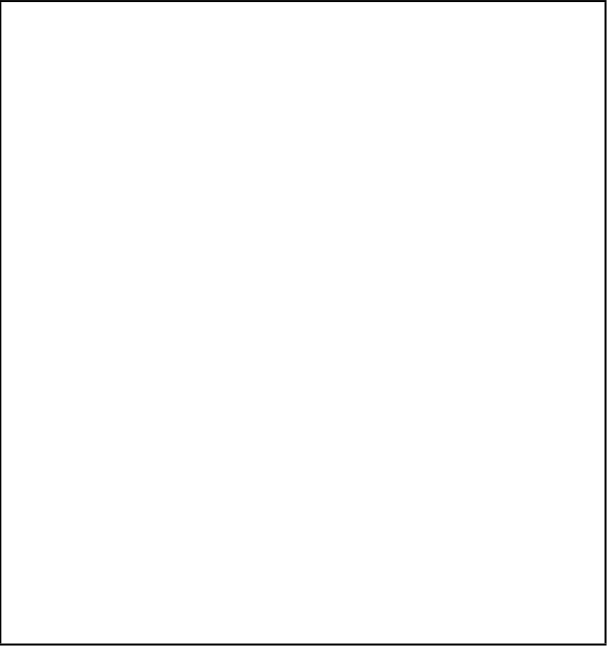
SurpriseÓ (Learning Media Literacy) for immersion in -s and -ing verbs.

Workshop: Planning Appropriate Instruction

OHT 4.7: Planning Appropriate Instruction suggests groups of students, and their assessed stage of development. Your job is to plan appropriate word study instruction.

Refer to the model provided as well as the relevant Chapter in *Words Their Way*.

Use the Frame provided on the next few page to record your group's suggestions.



Notes:



A Frame for Planning Instruction

✍ Stage: _____

✍ Appropriate Activity for the following students:

Reading Aloud

Shared or Interactive Writing

Independent Writing: One-On-One Conference

Writing Mini-Lesson



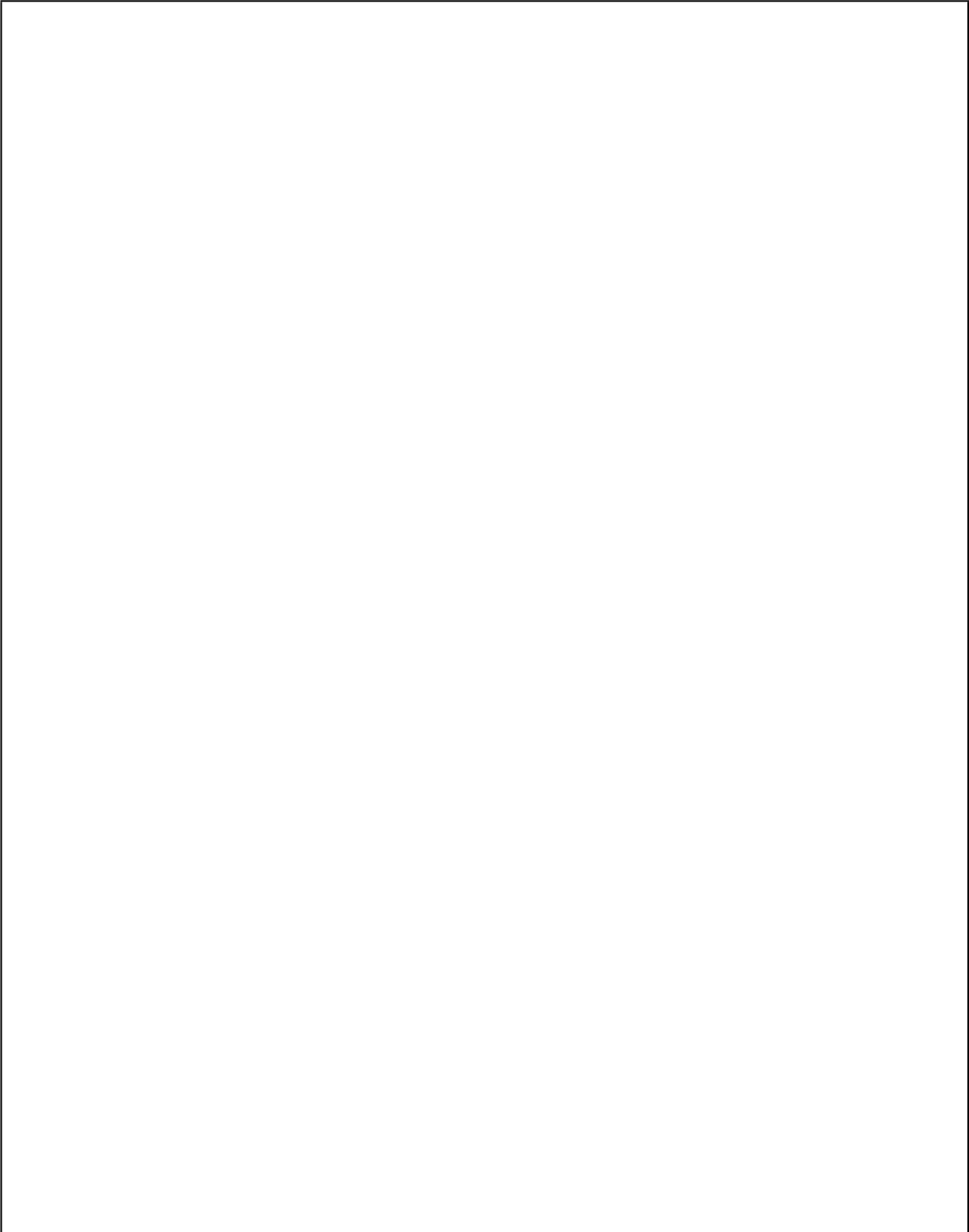
Word Study Activities

Guided Reading Lesson

Independent Reading



A Visual Representation




Between Session Activity



5 min.

My Action Plan

 As a result of this course, I intend to:

1. _____
2. _____
3. _____
4. _____
5. _____

Final Remarks



5 min.

A Final Quote to Ponder

**ÒIf students are not doing plenty of reading, all
of the word study in the world will not help.Ó**

Bear et al p. 248