

Stage I – emergent spelling

* primarily kindergarten

pretend writing

no relationship between the letters used and the sounds represented

emphasize phonemic awareness

learn to use their letter-sound knowledge to match spoken words and print

increased knowledge of print

Stage II: Letter Name

Recently achieved a concept of word and begun to read

Read/write slowly; often out loud

Predicable text

Writing is labor intensive and sound-by-sound

- Letter name spellers rely on the names of the letters to spell words. Approaching each word one sound at a time, they seek out the letter name that most closely matches the sound they are trying to reproduce (p. 12)
- Children choose the letter name with the closest “feel” (place of articulation) to the sound they are trying to represent (p. 12)
- Students omit silent, long vowel markers (BOT=boat and SHAD=shade) and vowels of unstressed syllables (PAPR = paper)

Stage III: Within Word Pattern

Have developed sight word vocabularies that enable them to read without the support of patterned or familiar text

Are able to chunk parts of words & process them in a more automatic fashion

Phrase-by-phrase reading (move out of word-by-word reading)

Demonstrate greater expression when reading

Out-loud reading changes to silent reading

In reading/writing, greater emphasis on constructing meaning

Early chapter books

When writing, students consider audience more & begin including details

Writing becomes longer

- Heightened awareness of conventional spelling due to increased text exposure
- Know misspelled words don't look right
- Begin learning vowel patterns - “Which pattern and when?”
- Lack understanding that pattern is not guaranteed to work in another word – leads to overgeneralizations
- Need opportunities to explore meaning connections (homophones, past tense conventions)

Stage IV: Syllable Juncture

Proficient readers and process print with considerable efficiency

Explore new genres & expand their purposes

Experience content area text

Choose favorite authors

Write to persuade, explain, describe, summarize and question

Writing voice becomes more distinctive

- Spellers use most vowel patters in single syllable words correctly
- Poly-syllabic words become the instructional focus
- Need to apply their pattern knowledge within syllables and across syllable boundaries
- Syllable stress is taken into accountn (unstressed syllable – vowel omission)
- Schwa sounds
- Prefixes and suffixes

Stage V: Derivational Constancy

Continues through adulthood (some by fourth grade)

- Words that are related and derive from the same root
- Morphemes – prefixes/suffixes
- Learning to preserve the meaning units of derivationally related words is the key issue
- Meaning connections expand their vocabulary