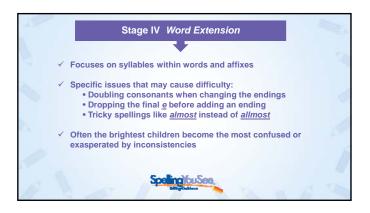




1500		Stage I Preliterate
	√	Children become aware of English print.
	✓	Children use "pretend writing" with scribbles or random marks.
	√	Children write actual letters, often beginning with their own names.
	√	Children need to have someone read to them a minimum of 1,000 hours before reading instruction becomes meaningful.
B	1	Spelling/CuSea

Stage II Phonetic Primarily auditory Phonemic awareness Matching individual sounds to letters Applying basic rules of phonics to both reading and spelling

Stage III Skill Development Phonics rules are de-emphasized. The primary focus is no longer auditory. Children must develop a visual memory for unpredictable spelling patterns. Spelling patterns must be connected to meaningful context so they can be linked to long-term memory.



Stage V Derivational Constancy Stage V Derivational Constancy Explores related words with the same derivation or origin Words usually have a consistent pattern despite changes in pronunciation. Greek and Latin root study helpful Language arts or vocabulary curriculum invaluable for study

1300	Overview				
	Level	Curriculum	Spelling Stage		
	Α	Listen and Write	Phonetic		
	В	Jack and Jill	Phonetic into Skill Development		
	С	Wild Tales	Skill Development		
	D	Americana	Skill Development		
	Е	American Spirit	Skill Development		
	F	Ancient Achievements	Skill Development		
	G	Modern Milestones	Word Extension		
	N.	Coefford	MCan		
		Spelling	IOUDBB,		