

Skills and Concepts Developed at Each of the Steps

<p>Step 1</p> <ul style="list-style-type: none"> • Written words are a means of communication • Beginning of letter formation (tracing) • Use of materials: glue, pens, paper punch • Responsibility for completing work and having it checked 	<p>Step 2</p> <ul style="list-style-type: none"> • Spelling for a few consonants • "Clumps" of sounds are written as separate words — one-to-one word/speech correspondence • Meaning of "sentence" • Sentences begin with capital letter and end with a period • Beginning of punctuation: ,?
<p>Step 3</p> <ul style="list-style-type: none"> • Spelling for most of the consonants • Spelling for some of the vowels and other digraphs • Use of one-letter-sound relationship as a "word attack" skill • Use of scissors • Use of pen/pencil (tracing) 	<p>Step 4</p> <ul style="list-style-type: none"> • Spelling for all of the consonants • Spelling for several vowels and other digraphs; using some digraphs as a "word attack" skill • Forming letters independently — copies with ease • Spelling for a few "high frequency" words and can "build" a few words
<p>Step 5</p> <ul style="list-style-type: none"> • Spelling for virtually all vowels and other digraphs • How to spell words by "sounding out," using digraphs, word families, prefixes, suffixes • How to use the High Frequency Word Chart and Class Wall Strip Dictionary for words too difficult to sound out • Some use of complex letter-sound 	<p>Step 6</p> <ul style="list-style-type: none"> • Reading to learn and transmit ideas and information • Effective use of word attack skills • Use of more complex punctuation: "... " ! (...) • Sustained interest in projects • Editing and publishing for an audience