

Lea M. McGee: Matching Word Work/Study to Text Reading Level and Strategic Activity during reading

Pre-/early partial alphabetic Word Work/Study, Level 1-4, A-C, Readiness, Lexile BR

- Recognize and write alphabet (with legible, easy formation)
- Segment beginning phonemes from orally spoken words
- Learn consonant letter-sound relationships
- Break letters out of known words, I can take words apart letter by letter
- Learns Feature A: Initial and Final Consonants (Words their way, Word journeys)

Pre-/early partial alphabetic Strategic Reading

- Use language and pictures to make attempts
- Monitor reading using one-to-one match
- Search and locate a new word before reading a text using first letter-sounds
- Notice mismatch between attempt and print using first letter expectation during reading
- Acquire a few sight words

Partial/Expanding Alphabetic Word Work/Study: RR 5/6-7/8, DE, Preprimer 2-3, Lexile 100

- Identify and write high frequency words (learns words more quickly)
- Articulate words slowly; hear salient consonant sounds in sound boxes and match with letters
- Add and subtract easy suffixes (s, ing, ed)
- Break words into onset and rime; I can break words into two parts (onset rime)
- Learn consonant digraphs and clusters (Letter Feature B, D,E: Words their way)
- Change the beginning letter on familiar short vowel rhyming words to make read and spell new words (Letter Feature C: Words their way) : retains rime and changes onset

Partial/expanding Alphabetic Strategic Actions

- Monitor fairly consistently using sight words, meaning, partial visual (monitors attempts beyond first letters including using easy suffixes)
- Locate new and important words using first letter (clusters, digraphs) and looking through words matching all sounds to letter/s in deliberate slow check
- Attempt to solve by saying first letter/s sound and looking through word along with rereading

- Begin to use analogy to solve and spell with support
- Notice easy suffixes during searching and confirming

Expanding/Fully Alphabetic Word Work/Study: 9/10-11/12, F G, Primer, Lexile 200

- Identify and write confusable high frequency words
- Learn short vowel sounds
- Learn to segment and blend CVC (short vowel) words (Feature C continued)
- Learn to segment and blend CCVC and CVCC words (Feature B, D, E continued)
- Hear all sounds in one syllable words left to right and spell most short vowels and all consonants (including most digraphs and some clusters) using sound boxes
- Hear syllables in multi-syllable words and identify visually the division between syllables

Expanding/Fully Alphabetic Strategic Activities

- Solve partially using visual information: consonants, digraphs, familiar rhyme patterns (analogy), suffixes ; confirms and integrates with meaning
- Integrate (combines) visual and meaning (rereading) to search and confirm
- Monitor meaning, syntax, visual consistently

Consolidated Alphabetic/Orthographic Word Work/Study: 13/14-15/16, H I, First Grade, Lexile 300

- Learn to segment and blend CVCe long vowels (Feature F)
- Learn to segment and blend other long vowels (Feature H)
- Use spelling boxes to integrate sound and visual information in orthographic spellings
- Build new words by changing beginning, middle, ending letters

Consolidated Alphabetic/Orthographic Strategic Activities

- Read and monitor 200 or more high frequency words
- Consistently solve single syllable unknown words left to right; confirm with meaning
- Use flexible and multiple attempts while solving including using analogy, word parts, inflectional endings, rereading; confirm with meaning and further visual inspection after solving
- Monitor fine details of visual information and meaning