



Thank you

FOR YOUR  
INTEREST IN  
CORWIN

Please enjoy this complimentary excerpt from *The Word Study That Sticks Companion* by Pamela Koutrakos. Use this helpful chart to match your students to the patterns and words they may be prepared to learn depending on their understanding.

**LEARN MORE** about this title, including Features, Table of Contents and Reviews.

# Appendix B

## If/Then Chart for Matching Students to Patterns and Words

If I see students are . . .	Then the students may be ready for . . .	A few sample patterns include . . .
<ul style="list-style-type: none"> <li>interested in words and reading</li> <li>attempting writing by using letter-like symbols to communicate a message</li> </ul>	<ul style="list-style-type: none"> <li>lots of playful phonemic awareness work</li> <li>beginning to work on the alphabetic principle</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> <li>Letter recognition—uppercase and lowercase letters</li> </ul>
<ul style="list-style-type: none"> <li>able to stretch words, separate sounds in words, blend sounds in words, and manipulate sounds in words</li> <li>recognizing and identifying some letters</li> </ul>	<ul style="list-style-type: none"> <li>continued phonemic awareness work</li> <li>sound–letter correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Letter studies—consonants and vowels</li> <li>beginning sounds</li> <li>ending sounds</li> </ul>
<ul style="list-style-type: none"> <li>able to recognize and identify letters</li> <li>able to often match a starting or ending sound to a letter</li> </ul>	<ul style="list-style-type: none"> <li>continued phonemic awareness work and consistent phonics work: short vowels, common CVC word families</li> </ul>	<ul style="list-style-type: none"> <li>-at, -an, -ap, -ad, . . .</li> <li>-et, -en, . . .</li> <li>-ip, -ig, -it, . . .</li> <li>-ot, -og, -op, . . .</li> <li>-ug, -ut, -un, -ug, . . .</li> <li>-ill, -ell, -all, . . .</li> </ul>
<ul style="list-style-type: none"> <li>able to spell most CVC words conventionally</li> </ul>	<ul style="list-style-type: none"> <li>blends and digraphs</li> </ul>	<ul style="list-style-type: none"> <li>sp, sk, sm, st, pl, bl, fl, sl, cr, fr, gr, pr, tr, dr, br . . .</li> <li>sh, th, ch, wh, . . .</li> </ul>

(Continued)

## The Word Study That Sticks Companion

(Continued)

If I see students are . . .	Then the students may be ready for . . .	A few sample patterns include . . .
<ul style="list-style-type: none"> <li>able to spell most CVC words conventionally <i>and</i> many words with beginning and ending blends and digraphs conventionally</li> </ul>	long vowel patterns	Long a vowel patterns (CVCe, ai, ay) . . . Long e vowel patterns (CVCe, ee, ea) . . . Long o vowel patterns (CVCe, oa, ow) . . . Long i vowel patterns (CVCe, igh, y) . . . Long u vowel patterns (CVCe, ew, ue) . . .
<ul style="list-style-type: none"> <li>able to spell most one-syllable short and long vowel sounds conventionally</li> </ul>	other vowel patterns (such as r-controlled vowels, diphthongs, and ambiguous vowel sounds) complex consonant clusters	-ar, -are, -air, -ir, -ire, -ier, -or, -ore, -oar, -ur, -ure, -eer, -ear, oo, ou, oi, oy, ow, au, aw, wa, al . . . scr-, str-, spr-, -dge, -tch, . . .
<ul style="list-style-type: none"> <li>able to spell most one-syllable words conventionally and most high-frequency words conventionally</li> </ul>	syllabification and inflected endings	-ed, -ing, -er, -est, -ier, -iest, -ness, -ful, -less, -le, -el, -al, . . .
<ul style="list-style-type: none"> <li>displaying a high understanding of the syntactical way words work, including multisyllabic words</li> </ul>	a preliminary study of word parts, including prefixes and suffixes	re-, un-, dis-, mis-, pre-, post-, fore-, after-, -ion, -ian, -tion, -ation, -sion, -ic, -ity, -ty, -ous, -able, -ible, . . .
<ul style="list-style-type: none"> <li>spelling most words conventionally and showcasing a strong understanding of how words work</li> </ul>	a more in-depth study of word parts, specifically highlighting Greek and Latin roots	inter-, sub-, over-, micro-, macro-, super-, hyper-, -spect, vis-, vid-, scrib-, -script, -graph, dic-, aud-, tele-, . . .