WORD PATTERN
Readers & Spellers Checklists

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Included in this download are behavior checklists for the word pattern stage of reading (pg. 2) and spelling (pg. 3). Print front and back (long-ways) to create a single page for your child or student.

As I mentioned in my Literacy Development article, this checklist is simply *one of many tools* we can use to help us, as observers, become more aware of what our child/student understands about reading and spelling so we can better guide our teaching.

Children in the alphabetic stage are typically 7-9 years old, although older and younger children may certainly exhibit some of these behaviors.

Read more about it!
(click on links below)

The Word Pattern Stage
5 Stages of Literacy Development

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WORD PATTERN
Reading Behaviors

Child's Name: _____

Date(s) Observed: _____

Beginning Word Pattern Behaviors

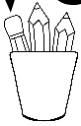|	Yes	No	Comments
is able to hear and count individual sounds words (phonemes)			
silent reading is vocalized most of the time			
begins to recognize and process common chunks, like –ck or -at			
self-corrects when it doesn't make sense most of the time			
reading begins to sound more fluent			
starts to focus more on comprehension as decoding becomes easier			
recognizes more high frequency words by sight			

Middle Word Pattern Behaviors

reads silently without much vocalizing			
needs less context clues to figure out unknown words			
self-corrects when it doesn't make sense			
processes word chunks while reading often, but still may not be automatic just yet			
comprehension comes easier, as the mind is freed more from decoding words (nonfiction may still be harder to comprehend)			
begins to read many 2- or even 3- syllable words if there's enough context to support him			

Ending Word Pattern Behaviors

can read silently, without vocalizing			
chunking parts of unknown words becomes more automatic			
discusses what's read in more depth because texts become longer and more complex			
sight word recognition and accuracy greatly increases			
reading sounds fluent, as the reader thinks beyond word-by-word and more phrase-by-phrase			

WORD PATTERN
Spelling Behaviors

Child's Name: _____

Date(s) Observed: _____

Beginning Word Pattern Behaviors

	Yes	No	Comments
spells most one-syllable short vowel patterns correctly			
spells most r-influenced CVC words correctly (*star, fork, girl*)			
may still reverse the spelling of words (FORM instead of *from*)			
spells common sight words correctly (*the, like, play*, etc.)			
long vowel team patterns are often spelling incorrectly (WATE for *wait* or BOTE for *boat*)			

Middle Word Pattern Behaviors

common long vowel patterns begin to be spelled correctly			
word endings such as –ck, -tch, and –dge are often spellled wrong			
confuses less common long vowel patterns CHOO for *chew*			

Ending Word Pattern Behaviors

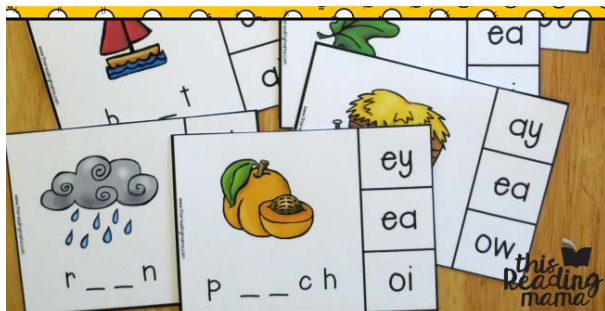|			
spells common long vowel patterns correctly			
begins to spell less common long vowel patterns correctly, like *igh* or *ew*			
still confuses the spellings of other ambiguous vowels, like *oi* or *au*			
begins to spells words with more complex consonant patterns correctly such as -tch, str- or thr-, but still may confuse them			
confuses the spellings of vowels in unaccented syllables, such as MARBUL for *marble* or ACTER for *actor*			

Extra Observations & Comments:

YOU MIGHT ALSO LIKE:
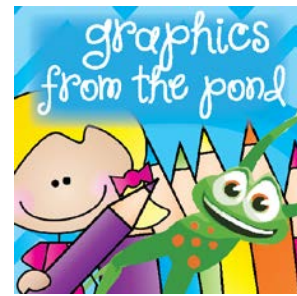
Click on each image to see the resource.

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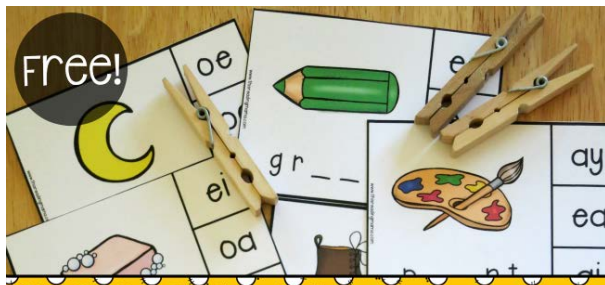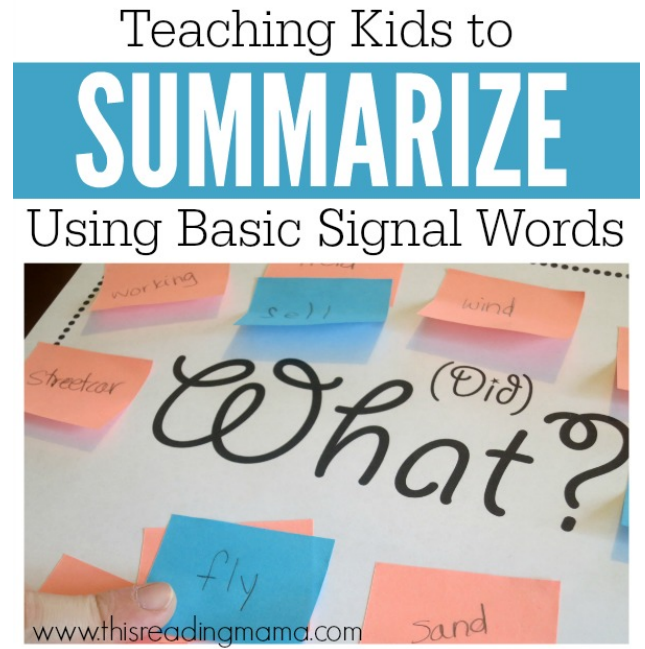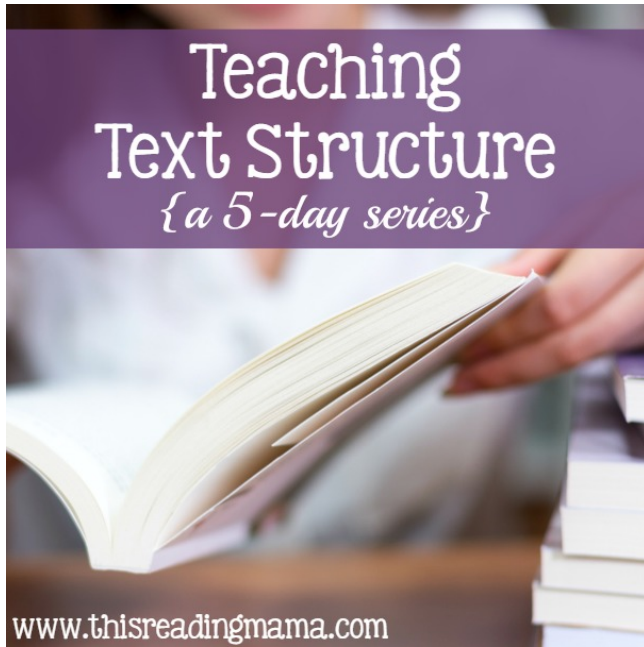
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