1. Introductions
2. How Words Their Way changed my life
3. What is Words Their Way
4. What are the stages of spelling development
5. What can it look like in your classroom
6. What does the data say
**LET’S GIVE IT A TRY**

1. On a piece of paper, sort these words into the 3 categories.
2. What do you notice?

<table>
<thead>
<tr>
<th>-dge</th>
<th>-ge</th>
<th>r, l, n + ge</th>
</tr>
</thead>
<tbody>
<tr>
<td>edge</td>
<td>age</td>
<td>large</td>
</tr>
<tr>
<td>stage</td>
<td>charge</td>
<td>bulge</td>
</tr>
<tr>
<td>rage</td>
<td>cage</td>
<td>lodge</td>
</tr>
<tr>
<td>huge</td>
<td>plunge</td>
<td>judge</td>
</tr>
</tbody>
</table>

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### WITHIN WORD – SORT 41

<table>
<thead>
<tr>
<th>-dge</th>
<th>-ge</th>
<th>r, l, n, + -ge</th>
</tr>
</thead>
<tbody>
<tr>
<td>edge</td>
<td>age</td>
<td>large</td>
</tr>
<tr>
<td>badge</td>
<td>stage</td>
<td>charge</td>
</tr>
<tr>
<td>lodge</td>
<td>cage</td>
<td>bulge</td>
</tr>
<tr>
<td>judge</td>
<td>huge</td>
<td>plunge</td>
</tr>
</tbody>
</table>

With a neighbour, can you come up with an overlaying pattern? How can you explain this to your students?

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Why Do Words Their Way - Let's start with some results!

<table>
<thead>
<tr>
<th>Words Their Way - Stages of Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Name - Alphabetic</td>
</tr>
<tr>
<td>Emergent / Early</td>
</tr>
<tr>
<td>Consonants</td>
</tr>
<tr>
<td>Kindergarten</td>
</tr>
</tbody>
</table>

- **Starting Point**
  - Control Group 1.63
  - WTW Instruction Group 1.50

- **2 (Grade Equivalent Progress)**
  - Grade One
  - Grade Two

- **2.2 (Grade Equivalent Progress)**
  - Grade Three

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WHAT IS WORDS THEIR WAY?

• Word study program vs. traditional
• Developmentally appropriate
• Children examine words and construct an ever-deepening understanding of how spelling works
• Hands-on & multi-sensory
• Shift away from traditional spelling programs
ENGLISH ORTHOGRAPHY

IF THE GH SOUND IN ENOUGH & THE O IN WOMEN MAKES THE SHORT “I” SOUND & THE TI IN NATION IS PRONOUNCED “SH” THEN THE WORD

“GHOTI” IS PRONOUNCED JUST LIKE “FISH”
3 LAYERS OF ENGLISH ORTHOGRAPHY

Meaning

Pattern

Alphabet

Groups of letters represent meaning directly
e.g. prefixes, suffixes, root words
heal and healthy

There are patterns that guide the groupings of letters
26 letters but 44 sounds
Syllable spelling patterns
e.g. cape and light

Relationship between letters and sounds
e.g. hat, chin, pet

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**WHAT LAYER OF ORTHOGRAPHY ARE THESE?**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>chin</td>
<td>cat</td>
<td>red</td>
</tr>
<tr>
<td>muscle</td>
<td>robot</td>
<td>photography</td>
</tr>
<tr>
<td>rethink</td>
<td>circular</td>
<td>sweet</td>
</tr>
<tr>
<td>taste</td>
<td>thread</td>
<td></td>
</tr>
</tbody>
</table>

Sort these words into **alphabet**, **pattern** or **meaning**
## WHAT LAYER OF ORTHOGRAPHY ARE THESE?

<table>
<thead>
<tr>
<th>Alphabet</th>
<th>Pattern</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>chin</td>
<td>taste</td>
<td>circular</td>
</tr>
<tr>
<td>cat</td>
<td>robot</td>
<td>muscle</td>
</tr>
<tr>
<td>red</td>
<td>thread</td>
<td>rethink</td>
</tr>
<tr>
<td></td>
<td>sweet</td>
<td>photograph</td>
</tr>
</tbody>
</table>
GENERAL DEVELOPMENTAL PROGRESSION

Spelling and reading are integrally related

Alphabet → Meaning → Pattern

- Pre K-Mid 1: Emergent Spelling → Letter Name-Alphabetic Spelling → Within Word Pattern Spelling
  - Emergent Reader
  - Beginning Reader
  - Transitional Reader

- K-Mid 2: Letter Name-Alphabetic Spelling
  - Beginning Reader

- Gr 1-Mid 4: Within Word Pattern Spelling
  - Transitional Reader
  - Intermediate Reader

- Gr 3-8: Syllables and Affixes Spelling
  - Intermediate Reader
  - Advanced Reader

- Gr 5-Beyond: Derivational Relations Spelling

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# Implementing Words Their Way

<table>
<thead>
<tr>
<th>Collect Data</th>
<th>Determine Their Spelling Stage</th>
<th>Plan Instruction</th>
<th>Monitor Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spelling Inventory</strong></td>
<td>Analyze inventories to determine:</td>
<td>Make small homogenous groups</td>
<td>Monitor weekly progress for:</td>
</tr>
<tr>
<td></td>
<td>-what students use</td>
<td></td>
<td>-understanding</td>
</tr>
<tr>
<td></td>
<td>-what students misuse</td>
<td></td>
<td>-pace</td>
</tr>
<tr>
<td></td>
<td>-what is missing</td>
<td></td>
<td>Look for transfer in:</td>
</tr>
<tr>
<td><strong>Compare against student writing</strong></td>
<td></td>
<td>Choose appropriate words sorts</td>
<td>-Spelling inventories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly assessments</td>
<td>-everyday writing</td>
</tr>
</tbody>
</table>
Primary Spelling Inventory (PSI)

1. fan
   I could use a fan on a hot day. **fan**
2. pet
   I have a pet cat who likes to play. **pet**
3. dig
   He will dig a hole in the sand. **dig**
4. rob
   A raccoon will rob a bird’s nest for eggs. **rob**
5. hope
   I hope you will do well on this test. **hope**
6. wait
   You will need to wait for the letter. **wait**
7. gum
   I stepped on some bubble gum. **gum**
8. sled
   The dog sled was pulled by huskies. **sled**
9. stick
   I used a stick to poke in the hole. **stick**
10. shine
    He rubbed the coin to make it shine. **shine**
11. dream
    I had a funny dream last night. **dream**
12. blade
    The blade of the knife was very sharp. **blade**
13. coach
    The coach called the team off the field. **coach**
14. fright
    She was a fright in her Halloween costume. **fright**
15. chewed
    The dog chewed on the bone until it was gone. **chewed**
16. crawl
    You will get dirty if you crawl under the bed. **crawl**
17. wishes
    In fairy tales wishes often come true. **wishes**
18. thorn
    The thorn from the rosebush stuck me. **thorn**
19. shouted
    They shouted at the barking dog. **shouted**
20. spoil
    The food will spoil if it sits out too long. **spoil**
21. growl
    The dog will growl if you bother him. **growl**
22. third
    I was the third person in line. **third**
23. camped
    We camped down by the river last weekend. **camped**
24. tries
    He tries hard every day to finish his work. **tries**
25. clapping
    The audience was clapping after the program. **clapping**
26. riding
    They are riding their bikes to the park today. **riding**
Elementary Spelling Inventory (ESI)

The Elementary Spelling Inventory (ESI) covers more stages than the PSI. It can be used as early as first grade, particularly if a school system wants to use the same inventory across the elementary grades. The 25 words are ordered by difficulty to sample features of the letter name-alphabetic to derivational relations stages. Call out enough words so that you have at least five or six misspelled words to analyze. If any students spell more than 20 words correctly, use the Upper Level Spelling Inventory.
LET’S TRY ONE TOGETHER

On the feature guide:
1. Highlight the features the student has correct
2. Identify how many words are correct (power score)
3. Add up the feature points and words spelled correctly
4. What spelling stage is this child in? (Instruction should begin at the point where a student first makes two or more errors on a feature)
1. Highlight the features the student has correct
2. Identify how many words are correct (power score)
3. Add up the feature points and words spelled correctly
4. What spelling stage is this child in? (Instruction should begin at the point where a student first makes two or more errors on a feature)
# GROUPINGS

## Words Their Way Primary Spelling Inventory Classroom Composite

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SPELLING STAGES</th>
<th>EMERGENT</th>
<th>LETTER NAME=ALPHABETIC</th>
<th>WITHIN WORD PATTERN</th>
<th>SYLLABLES AND AFFIXES</th>
<th>Correct Spelling</th>
<th>Total Rank Order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LATE</td>
<td>EARLY</td>
<td>LATE</td>
<td>EARLY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students' Names</td>
<td>Initial</td>
<td>Final</td>
<td>Short</td>
<td>Vowels</td>
<td>Verb</td>
<td>Inflected</td>
</tr>
<tr>
<td></td>
<td>Consonants</td>
<td></td>
<td>Vowels</td>
<td>Blends</td>
<td>Common Long Vowels</td>
<td>Endings</td>
</tr>
<tr>
<td>Possible Points</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>1. Student A</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>6</td>
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<tr>
<td>2. Student B</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Student C</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>0</td>
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<tr>
<td>4. Student D</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. Student E</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. Student F</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Student G</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>8. Student H</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>9. Student I</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10. Student J</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Student K</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>12. Student L</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>13. Student M</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>14. Student N</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>15. Student O</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>16. Student P</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>17. Student Q</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>18. Student R</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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Talking Point - Thoughts, Questions or Concerns

How is WTW different than traditional spelling programs? Do you have any questions regarding what we have covered so far?
WHAT DOES WORD STUDY LOOK LIKE?

• Explicit and centre-based approach
• Run through a 6-day rotation
• Hands-on approach
• Multiple opportunities for physical engagement (hear, see, say, manipulate & write)
• Consistent
• Flexible
Key Elements of Instruction

**Introduction**
- Teacher directed
- Make patterns explicit

**Sorts**
- Students construct understanding of patterns
- Multi-sensory: See, Hear, Say, Discuss
- Repeated Practice with one sort

**Formative Assessment**
- Weekly spelling check
- Showing & reading sorts to teacher
- Repeat spelling inventory at intervals
- Transfer to everyday writing & reading

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### Words Their Way Elementary Spelling Inventory Feature Guide

<table>
<thead>
<tr>
<th>Feature Points</th>
<th>Words Spelled Correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/17</td>
<td>5/5</td>
</tr>
<tr>
<td>5/16</td>
<td>6/17</td>
</tr>
<tr>
<td>4/5</td>
<td>4/7</td>
</tr>
<tr>
<td>1/5</td>
<td>0/5</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td>0/5</td>
<td>0/5</td>
</tr>
<tr>
<td>0/5</td>
<td>1.4/25</td>
</tr>
</tbody>
</table>

### Table 6.3 Pacing and Sequence Guide for Within Word Patterns

#### Early Within Word Pattern
- **Common and Less Common Long Vowels**
  - Long and short vowels in picture and word sorts
  - Short a, e, i
  - Short o, u
  - Short a, e
  - Combine all CVC vs. CVCC
  - Final k, 6-k, ke
  - Final i, 6-i, ie
  - Short a, o, ai
  - Short o, ea
  - Short i, u, ow
  - Short e, re, ed
  - Review CVC across all words
  - Short e, i, y
  - VCC in vs, ex, is, et

#### Middle Within Word Pattern
- **Influenced Vowels**
  - Short a, o, or
  - Short i, u, e, er
  - Short r, o
  - Short e, i
  - Short a, e, i
  - Short o, u
  - Short e, i
  - Short a, o, ow
  - Short e, i
  - Short a, o, ow
  - Short e, i
  - Short a, o, ow

#### Late Within Word Pattern
- **Digraphs and Other Ambiguous Vowels**
  - Long a, oy
    - ore, book
    - Short a, o, ow
    - Short o, u, ow
    - Short e, i
    - Short u, ow
    - Short a, o, ow
    - Review ow, ow
    - ow, ow
6-DAY ROTATION SCHEDULE
WTW ONLY

Day 1 • Highlight, cut and bag
Day 2 • Teacher group
Day 3 • Blind sort
Day 4 • Buddy sort (timed sort)
Day 5 • Independent sort
Day 6 • Test day
**DAY 1: Highlight, Cut and Bag**

**Purpose**
- Fill out recording sheet
- Highlight headers and cue words
- Cut out words

**Materials**
- Pocket folder
- Ziploc bag
- Recording sheet
- Word/picture sort
- Scissors
- Highlighter

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### DAY 2: Teacher Sort

**Purpose**

Explicitly teach children the sorting pattern
Ensure they know and can read all of the words

<table>
<thead>
<tr>
<th></th>
<th>a CVC</th>
<th>a CVCe</th>
<th>a CVVC</th>
</tr>
</thead>
<tbody>
<tr>
<td>oddball</td>
<td>space</td>
<td>rain</td>
<td></td>
</tr>
<tr>
<td>Jack</td>
<td>black</td>
<td>pain</td>
<td></td>
</tr>
<tr>
<td>brain</td>
<td>paint</td>
<td>place</td>
<td></td>
</tr>
<tr>
<td>rash</td>
<td>blame</td>
<td>train</td>
<td></td>
</tr>
<tr>
<td>main</td>
<td>faint</td>
<td>want</td>
<td></td>
</tr>
<tr>
<td>chain</td>
<td>camp</td>
<td>tail</td>
<td></td>
</tr>
<tr>
<td>said</td>
<td>frame</td>
<td>flash</td>
<td></td>
</tr>
</tbody>
</table>

**Materials**

Word sort

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DAY 3: Buddy Sort

**Purpose**
- Hear, say, and manipulate the words
- In pairs, students sort the words, one-at-a-time
- Students then write out the words
- Student then reads the words to an adult

**Materials**
- Word sort
- Buddy sort page
## DAY 4: Blind Sort

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students sort the words orally with a partner</td>
<td>Word sort</td>
</tr>
</tbody>
</table>

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### Purpose

Student sorts words independently and glues them to the page
Student reads all words to an adult as a ‘check-in’

### Materials

Word sort
Independent sort page

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## DAY 6: Test Day

<table>
<thead>
<tr>
<th>Goal</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess student’s knowledge of the spelling pattern</td>
<td>Test day sheet</td>
</tr>
<tr>
<td>Determine if they know oddballs/sight words</td>
<td></td>
</tr>
<tr>
<td>Can you they apply the pattern to different words</td>
<td></td>
</tr>
</tbody>
</table>

### Test day sheet

<table>
<thead>
<tr>
<th>NAME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

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# 6-DAY ROTATION SCHEDULE

**WTW AND GUIDED READING**

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Word Sort</strong></td>
<td><strong>Word Lesson Blue</strong></td>
<td><strong>Word Lesson - green</strong></td>
<td><strong>Partner Sort</strong></td>
<td><strong>All groups Blind Sort</strong></td>
<td><strong>All groups Timed Sort</strong></td>
<td><strong>All groups Sort, check &amp; paste</strong></td>
</tr>
<tr>
<td><strong>Literacy Period 1</strong></td>
<td><strong>(10 minutes)</strong></td>
<td><strong>All others cut &amp; bag</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Guided Reading A</strong></td>
<td><strong>Guided Reading B</strong></td>
<td><strong>Guided Reading C</strong></td>
<td><strong>Guided Reading D</strong></td>
<td><strong>Guided Reading E</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy Period 2</strong></td>
<td><strong>(20 minutes)</strong></td>
<td><strong>Literacy Centers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group lesson Yellow</strong></td>
<td><strong>All others cut &amp; bag and begin partner sort</strong></td>
<td><strong>Word Lesson Purple Group</strong></td>
<td><strong>Partner Sort</strong></td>
<td><strong>Blind Sort</strong></td>
<td><strong>Timed Sort</strong></td>
<td><strong>Sort &amp; Paste</strong></td>
</tr>
<tr>
<td><strong>Literacy Period 3</strong></td>
<td><strong>(10 Minutes)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Six Day Rotation Schedule with Guided Reading Embedded**

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ADDITIONAL ACTIVITIES

• Timed/speed sort
• Poems related to pattern
• Book/word hunts
• Writing Sorts - create the category and generate as many words possible that follow the pattern
• Illustrate and label 2 words from the list
• Write 3 sentences using one or more word from the list
• Write the words in alphabetical order
• Listen and write - write the words as your partner dictates them

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ASSESSMENT

1. On-Going (Formative)
2. Summative
3. Diagnostic

What can it look like?:
weekly tests
weekly check-ins
3 times/year primary spelling inventory

Flexible Groupings
TAKEAWAYS FOR INSTRUCTION

1. Look for what students use but confuse.
2. A step backward is a step forward.
3. Use words that students can read.
4. Compare words “that do” with words “that don’t”.
5. Sort by sight, sound & manipulatives.
6. Begin with the obvious contrasts first.
7. Don’t hide exceptions - make them the oddballs.
8. Avoid rules.
10. Return to meaningful texts.

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LET’S LOOK AT THE NUMBERS

Full year of WTW (Grade 1 Gifted)

Average September spelling stage:
Late Letter Name-Alphabetic

Average end of year spelling stage:
Early Syllables and Affixes

An increase of 3 grade-levels

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Average September spelling stage: Early Letter-Name
Average end of year spelling stage: Early Within Word
Increase of almost 2 grade-levels
MORE DATA

Average September spelling stage:
Mid Letter-Name

Average end of year spelling stage:
Early/Mid Within Word

Increase of almost 1.5 grade-levels
A snowy day!

I would go outside. And I would make snow angels. Then I would make a snowman.
And I would get a friend. We would play a snow fight. Then I found a frozen pond. We went skating. Then we build a snow fort.
Dear Mr. Munsch,

May 17, 2018

I am a grade 3 student from Charter School, and I have been studying all year. My name is [insert name].

Your books are so funny. My favorite books are mom, mummy, and more pies! Why were you a bad student when you were a kid? Who’s your best friend?

How many illustrators have you worked with? What are your most popular books? Are you going to write anymore books? Are you a gambler? Who’s your favorite illustrator? What’s your favorite part of being an author? Do you have a wife? Do you have any kids? What’s your favorite food? Where do you live?

Love from

[signature]

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KEY ELEMENTS OF WORD STUDY PROGRAM

1. Developmentally reflective
2. Flexible
3. Consistent
4. Direct
5. Pattern seeking
6. Multi-sensory
QUESTIONS/COMMENTS/THOUGHTS

Resource links found at: http://bit.ly/2T7uhQY

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