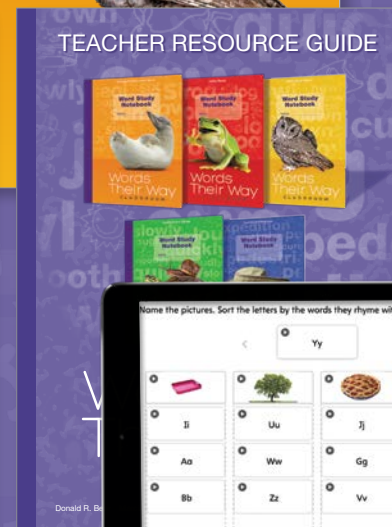
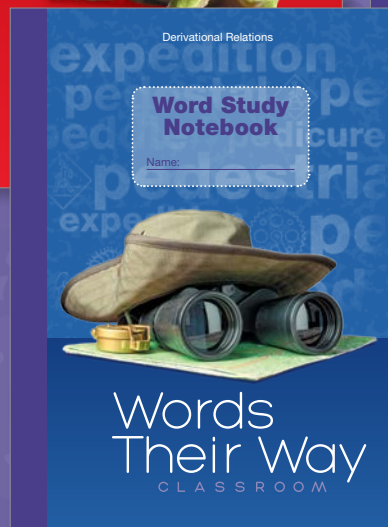
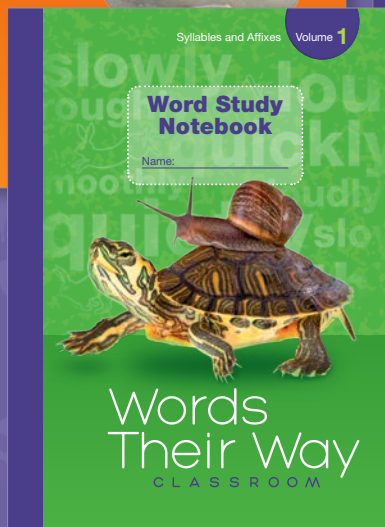
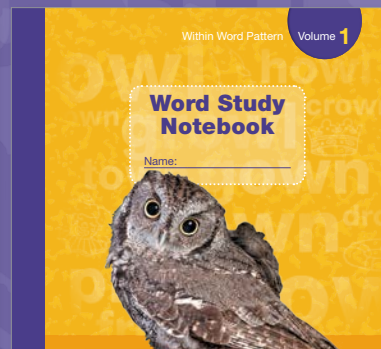
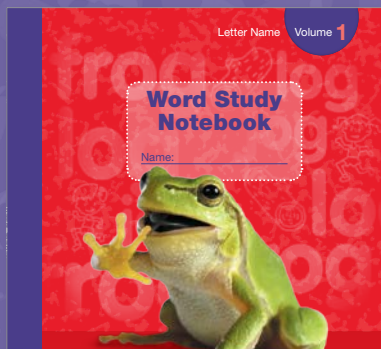
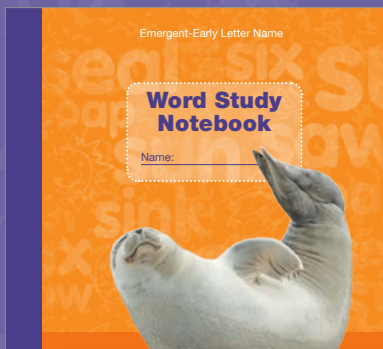


Words Their Way

CLASSROOM



Personalized

Match Spelling Development, Generate Word Study

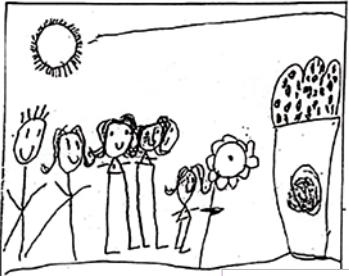
Teach word study at students' developmental spelling stages. *Words Their Way Classroom* meets students' instructional needs, addressing word recognition, vocabulary, phonics, and spelling.

DEVELOPMENTAL SPELLING STAGES

Word study activities target the five research-based stages of spelling. As students progress, they build their skills to spell, read, understand, and use new words. It's a highly supportive, effective, and personalized approach.

EMERGENT-EARLY LETTER NAME STAGE


Name: Ingrid



W Y M T F P I
M I T K F F F M
D T K T K P P T F
E V P F K M F T A M

LETTER NAME STAGE

Trout Date: OCT 25 2015



I BOON BE TREP MY DAD.
I BILAST ON THE TIB
AD FRND THE SHUR HAD.


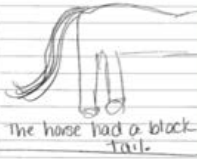

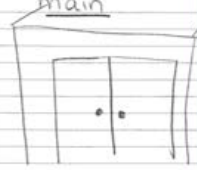
WITHIN WORD PATTERN STAGE

In summer I like to
eat ice cream. I love
ice cream. It's
my favorite. Ice cream
makes me happy!

my my tow!

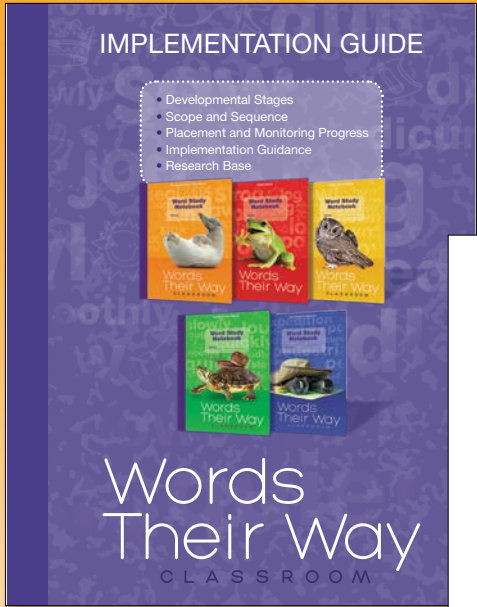
My Favoret holiday is Christmas. Well sort of. My Family Celebrates Jul (Jul). Jul is O Christmas in Northern Europe. My dad's family is from Northern Europe. Jul is a holiday when I sing and leave carrots, Cinnamon rice porage and Cookies at the door. No Sant Nick for me! His name is Tommy. It means Sopta in Swetish. I go to bazars in Marid and get decorations, Souge, and clothing. Once I got my face painted with a Jul Tommy. Jul is Clebrate on the same day as Christmas. My Grandma is a Crishton So she dose NOT Celabrate Jul. I get a ton of presents

DAD
A D:

<p>tale</p>  <p>I dont like fairytale.</p>	<p>tail</p> 
<p>mane</p>  <p>The lion has a big mane.</p>	<p>main</p>  <p>The main door in our house.</p>

SYLLABLES AND AFFIXES STAGE

DERIVATIONAL RELATIONS STAGE



IMPLEMENTATION GUIDE

The **Implementation Guide** is where you will find the Qualitative Spelling Inventory — use it to place students in their correct developmental stage of Word Study.

Assessment Materials | 317

General Directions for Administering the Words Their Way Inventories

Students should not study the words before a test. Assess students that they will not be graded on this activity, and that they will be helping you plan for their needs. Introduce the assessment to students, for example:

I am going to ask you to spell some words. Spell them the best you can. Some of the words may be easy to spell, some may be difficult. When you do not know how to spell a word, spell it the best you can.

Ask students to number their paper (or prepare a numbered paper for kindergarten or early first grade). Call each word aloud and repeat it. Say each word naturally, without emphasizing phonemes or syllables. Use it in a sentence, if necessary, so be sure students know the exact word. Sample sentences are provided along with the words. After administering the inventory, use a Feature Guide, Class Composite Form, and, if desired, a Spelling-by-Stage Classroom Organization Chart to complete your assessment. Error Guide forms for the Primary and Elementary Inventories are available at PD Toolkit for *Words Their Way*. The online assessment application helps complete the feature guide and create a class composite automatically.

Scoring the Inventory Using the Feature Guides

- To score by hand, make a copy of the appropriate Feature Guide (PSI p. 320, ESI p. 324, USI p. 327) for each student. Draw a line under the last word used if you called fewer than the total number and adjust the possible total points at the bottom of each feature column.
- Score the words by checking off the features spelled correctly that are listed in the cells to the right of each word. For example, if a student spells *had* as *HAD*, he gets a check in the initial *h* cell and the final *d* cell, but not for the short vowel *a*. Write in the vowel used (*a* in this case), but do not give any points for it. If a student spells *rate* as *TRANSE*, she gets a check in the initial *r* cell and the final *e* cell, but not for the long vowel pattern. Write in the vowel pattern used (*e-i* in this case), but do not give any points for it. Put a check in the "Correct" column if the word is spelled correctly. Do not count reversed letters as errors but note them in the cells. If unnecessary letters are added, give the spelling credit for what is correct (e.g., if *had* is spelled *BEIDE*, the student still gets credit for representing the consonants and short vowel), but do not check "Correct" spelling.
- Add the number of checks under each feature and across each word, double-checking the total score recorded in the last cell. Modify the ratios in the last row depending on the number of words called aloud.


Interpreting the Results of the Spelling Inventory


- Look down each feature column to determine instructional needs. Students who miss only one (or two, if the features sample 8 to 10 words) can go on to other features. Students who miss two or three need some review; students who miss more than three need careful instruction on this feature. If a student did not get any points for a feature, confer features need to be studied first.
- Determine a development stage by noting where students first make two or more errors under the stages listed in the shaded box at the top of the Feature Guide and circle the stage.
- Use power scores or total number correct as a guide to calling the stage. Refer to the Power Scores and Estimated Stages table in Chapter 2.


MONITOR PROGRESS


Administer spell checks as a spelling pretest to assess prior knowledge, or as a posttest immediately following instruction.


➔ Think about the short vowel sound you hear in the name of each picture. Write the word on the line below the picture.


1. 


2. 


3. 


4. 


5. 


7. 

8. 

10. 

11. 

13. 

14. 

➔ Listen to each word as it is read aloud. Write the word on the line in the first column. Then add at least one ending to the base word and write the new word in the correct column.

Base Word	Add -y, -ly, -ily	Add -er, -est	Add -ness, -ful, -less
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____
10. _____	10. _____	10. _____	10. _____
11. _____	11. _____	11. _____	11. _____
12. _____	12. _____	12. _____	12. _____
13. _____	13. _____	13. _____	13. _____
14. _____	14. _____	14. _____	14. _____
15. _____	15. _____	15. _____	15. _____

200 Spell Check 4: Mixed Vowel Word Families



Engaging

Teach Word Knowledge, Not Memorization

Words Their Way Classroom creates word detectives who explore, compare, and categorize word patterns and relationships. It's a deeper, better way to learn. Students make their own discoveries about how words work.

SORTING DEVELOPS THINKING SKILLS

Sorting encourages students to organize information, analyze, and compare. Students connect ideas and concepts, moving beyond memorization. Three types of sorts are provided:

- Sound Sorts • Picture Sorts • Word Sorts


Word Families -op, -ot, -og

Sort 10

pot	hog	cot	hop
log	frog	top	jog
mop	dot	hot	pop
			
			
			

Sort 10: Word Families -op, -ot, -og (37)

Word Families -op, -ot, -og

-op	-ot	-og
		

Sort 10: Word Families -op, -ot, -og (38)

Write on the lines words that rhyme with hop, hot, and hog.

hop	hot	hog

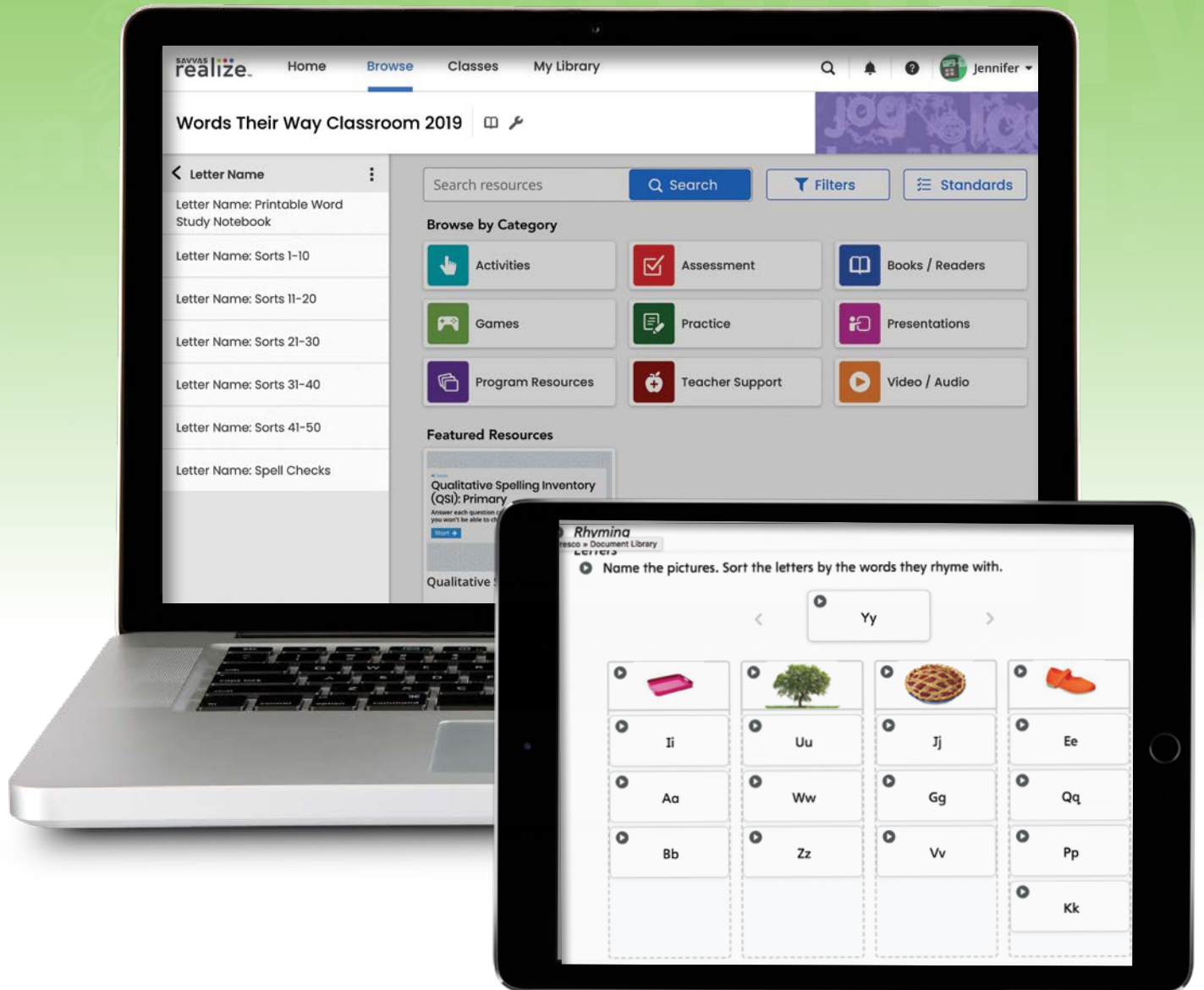
Sort 10: Word Families -op, -ot, -og (40)

INCREASE INTEREST, INCREASE ABILITY

The **Word Study Notebook** contains hands-on sorts and practice activities for one developmental stage. Students cut out the sorting cards and use the sorting mats for developmentally appropriate word work.

Try It!

SIGN UP FOR A DEMO AT
SavvasRealize.com



ADD VARIETY, SORT ONLINE

What do kids love? Digital interactivity! Take word work online with interactive resources. Demonstrate the sort and allow students to practice online. Combine with the print resources, or download and copy PDFs for students.

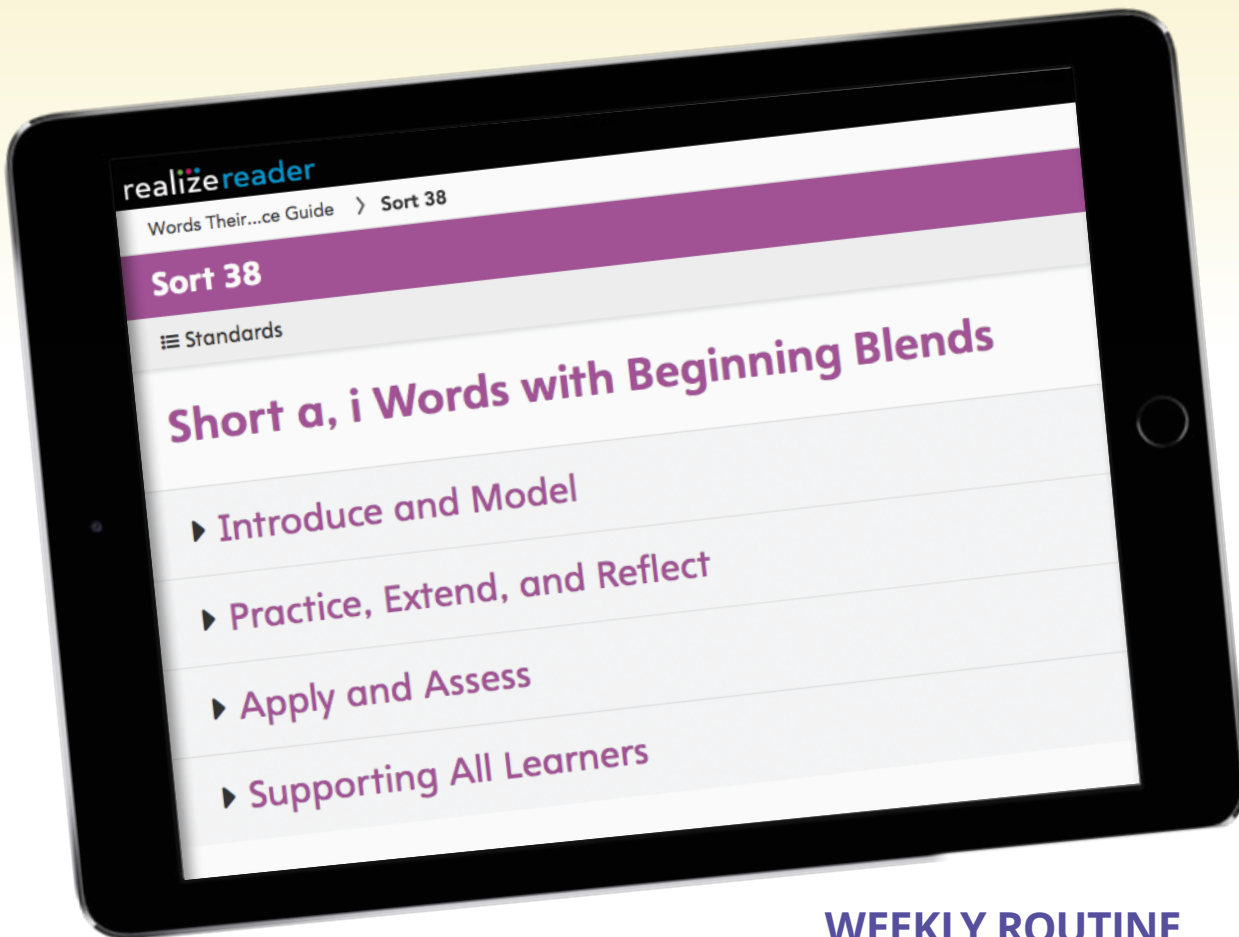
Manageable

Manage It All in Just 15 to 20 Minutes a Day

Words Their Way Classroom provides daily word study activities based on students' developmental spelling levels in just 15 minutes a day!

WORD STUDY LESSON PLANS

The **Teacher Resource Guide** provides a simple and effective lesson plan for each sort. The guide includes objectives, routines, ELL strategies, differentiated support, and assessment ideas.



WEEKLY ROUTINE

The sort is the heart of the program. A simple routine supports teacher-directed instruction, modeling, practice, and applications.

WEEKLY WORD STUDY ROUTINE

DAY 1

One Hot Day

One hot day a dog and hog
Saw a frog hop on a log.
Dog and Hog like the spot
To sit and rest when it is hot.
Frog said, "I know what to do!"
Then Dog and Hog hopped in, too.



INTRODUCE/MODEL SORT
Introduce the pattern with a poem or sort.

DAY 2

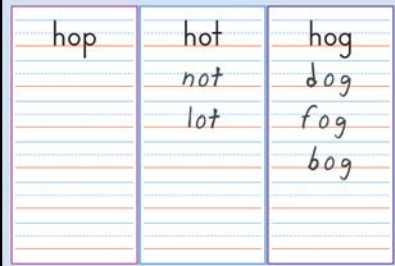
Word Families



STUDENT SORTING
Let students practice the sort and pattern.

DAY 3

Write on the lines words that rhyme with hop, hot and hog.



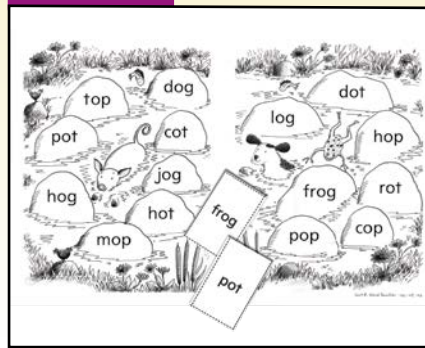
WRITING SORT
Connect the pattern or skill to writing.

DAY 4



WORD HUNT
Hunt for words and patterns in reading.

DAY 5



SORT GAME
Play engaging word sorting games.

WORDS THEIR WAY CLASSROOM ON REALIZE™

Words Their Way Classroom allows for easy combination of interactive online word sorts with hands-on student practice. Students and teachers have access to all five stages with one account.



Learn More! [VIEW THE SCOPE & SEQUENCE](https://www.savvas.com/wtw)
Savvas.com/wtw

Words Their Way

CLASSROOM

Building a Literacy Foundation One Sort at a Time



RESOURCES

Words Their Way Classroom is a complete word study program.

- One comprehensive Teacher Resource Guide that includes all five spelling stages and enhanced lesson support for each sort.
- Implementation Guide, with background and getting started support.
- Multiple volume, full-color, consumable student workbooks.
- Complete digital functionality and access to all five stages on the Savvas Realize™ platform.
- Big Book of Rhymes and Classroom Libraries to support Emergent-Early Letter Name, Letter Name, and Within Word Pattern.

To make sure we are nurturing our Spanish speaking students' love of reading, the new *Palabras a su Paso Salon de Clases* builds on vocabulary, phonics, and spelling skills giving students a solid foundation to master the Spanish Language.

Palabras
a su paso
SALÓN DE CLASES

Contact your Savvas Representative to learn more.

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