SAVVAS

PROGRAM OVERVIEW

Words Their Way

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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**

**WITHIN WORD PATTERN STAGE**

**SYLLABLES AND AFFIXES STAGE**

**DERIVATIONAL RELATIONS STAGE**
General Directions for Administering the Words Their Way Inventories

Students should not study the words before a test. Assure 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, to 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 PDT tool kit 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

1. 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.

2. 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 bed as BAD, he gets a check in the initial b cell and the final d cell, but not for the short vowel. Write in the vowel used (a, in this case), but do not give any points for it. If a student spells train as TRANE, she gets a check in the initial tr cell and the final n cell, but not for the long vowel pattern. Write in the vowel pattern used (a–e 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 speller credit for what is correct (e.g., if bed is spelled BEDE, the student still gets credit for representing the consonants and short vowel), but do not check “Correct” spelling.

3. 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

1. 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 work; students who miss more than three need careful instruction on this feature. If a student did not get any points for a feature, earlier features need to be studied first.

2. 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.

3. 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.
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

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

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.
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.

SIGN UP FOR A DEMO AT SavvasRealize.com
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**

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

_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.

**DAY 2**

*STUDENT SORTING*
Let students practice the sort and pattern.

**DAY 3**

*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
Savvas.com/wtw
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.

Contact your Savvas Representative to learn more.