

Words Their Way Classroom © 2019 Program Overview

Introduction



Hi, I'm Tracy, and welcome to *Words Their Way Classroom*, a student-centered, assessment-driven program that outlines word study instruction for phonics, vocabulary, and spelling.

The heart of the program is the sort; an exercise that enhances students' learning through hands-on experiences in each lesson.

We'll explore how the program works, look at the components, lesson steps, and assessments, so you'll be ready to jump in on day one.

Let's begin!

Differentiated Instruction through Word Study



Now let's take a look at how the *Words Their Way* method of word study helps students learn to examine and categorize words to support differentiated instruction.




The goal of word study is to learn specific words and then generalize that knowledge to words with similar spelling patterns. This helps students become better spellers and readers.

Word study is taught in small groups based on your students' developmental spelling stages. You can determine each student's developmental stage by analyzing his or her writing and by using the Qualitative Spelling Inventory and Feature Guide. You can find these resources on My Savvas Training.

During small-group instruction, you'll provide differentiated instruction in phonics, spelling, and vocabulary. This approach works well because students are learning at their instructional levels.

Three Layers

Three Layers
to understanding words

 <p>Alphabet Layer Students use the sounds of letters to spell words</p>	 <p>Pattern Layer Students learn to put letters together to represent the different sounds</p>	 <p>Meaning Layer Students learn that chunks of words have meaning, such as <i>pre</i> and <i>bio</i></p>
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When you're ready, click **Next** below.

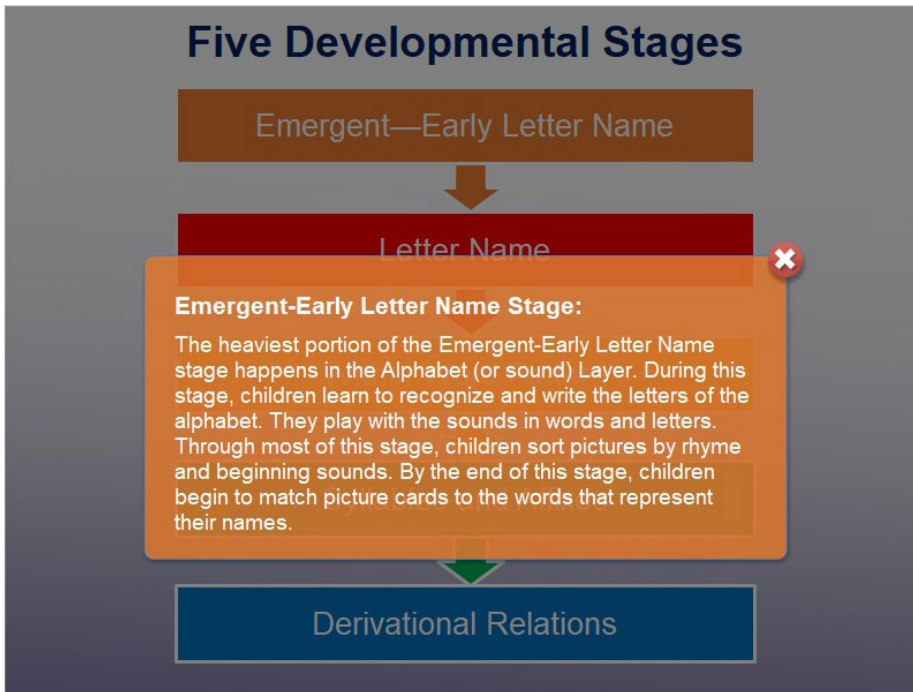
There are three layers to understanding words: the Alphabet Layer, Pattern Layer, and Meaning Layer.

Five Developmental Spelling Stages

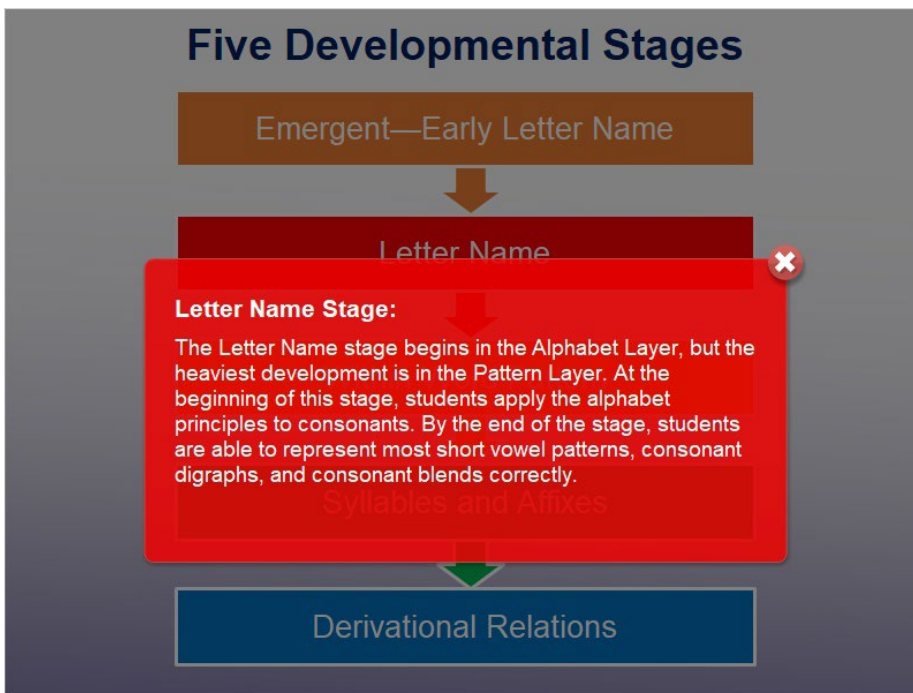


In addition to the three layers, there are five stages of spelling development which occur in the sequence you see here. This graph displays how the stages correspond to the layers. Notice that each stage spans more than one layer. Finding each student's spelling stage is the key to instruction and differentiation in the program.

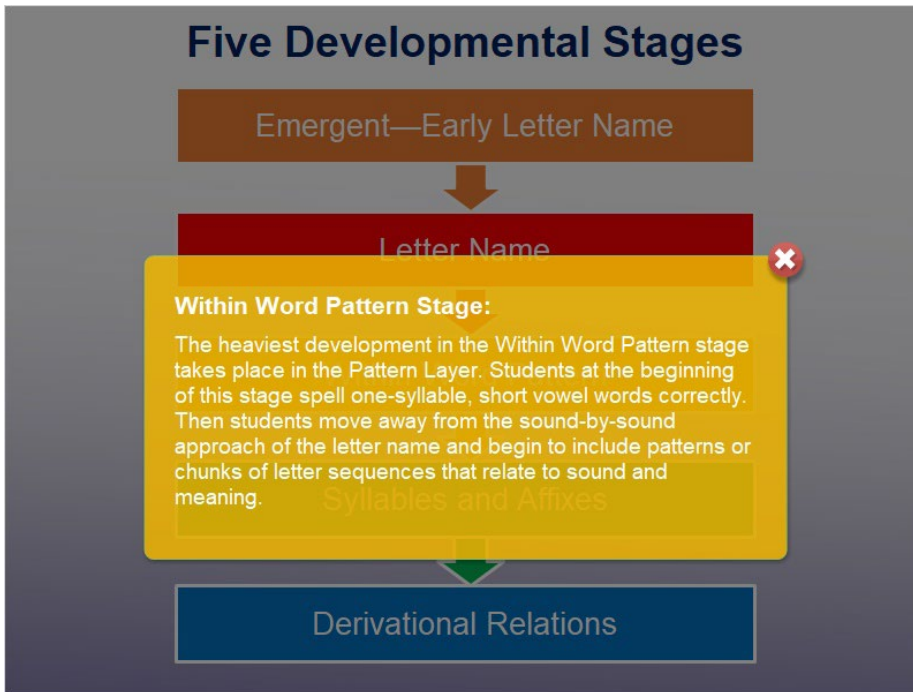
Emergent



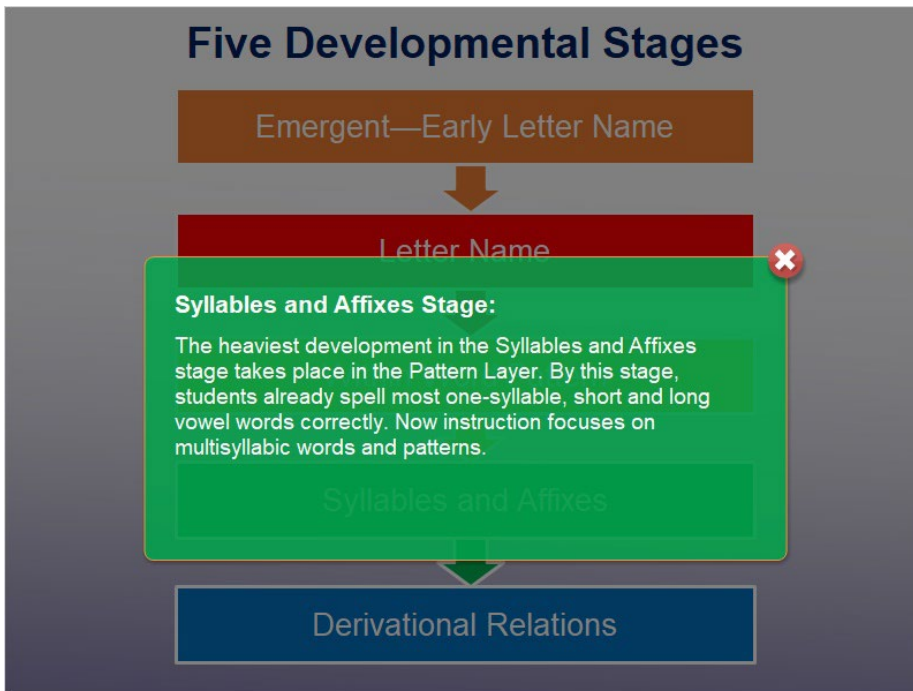
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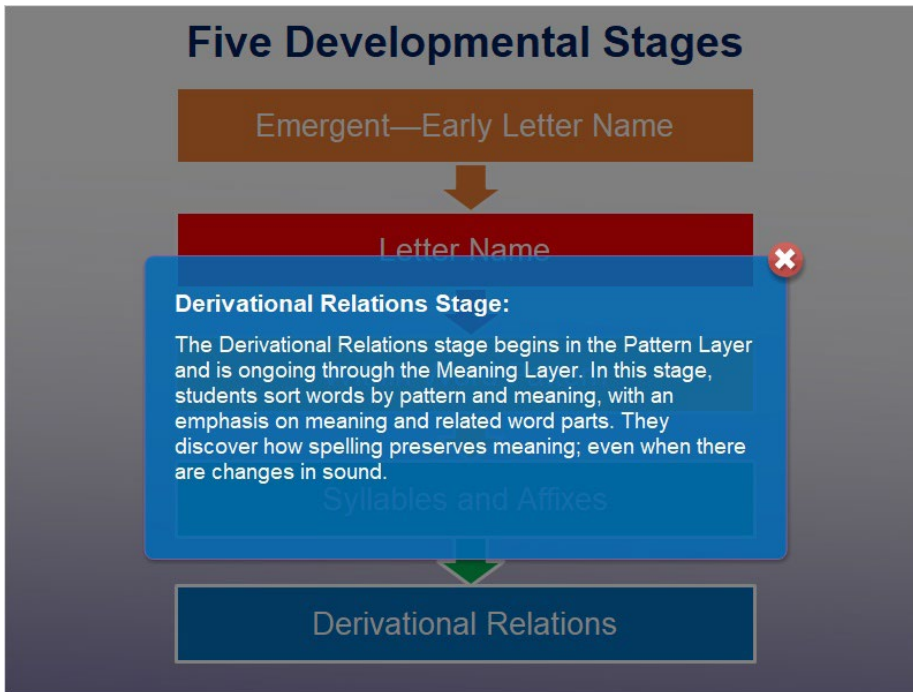
Within Word Pattern



Syllables and Affixes



Derivational Relations



Lesson Overview

Sort 38

Short a, i Words with Beginning Blends

Generalization Words that begin with blends fit the CVC pattern. When there is one vowel in the middle, the vowel is usually short.

Student Objective Read and spell words with short a and i vowel sounds that start with blends.

Materials

- Big Book of Rhymes, "This and That," page 67
- Student Book, pages 149–152
- Library Book, *A Fun Place to Eat*
- PearsonRealize.com
 - Sort 38 Word Maker Game
 - Sort 38 Digital Activities Material

Practice and Extend

Sort by Blend Model for students how to sort the words by consonant blends. Listen to the beginning sound in the word glad. I'll say it slowly, *gl-ah-ad* (emphasize the blend). The blend is about because it won't exist if you don't have it.

Apply and Assess

Additional Words & tram, stab, sang, span, snag; t, snip, grin, trim, slim, trim

Additional Words Activity Display the additional words. Have students practice reading and spelling the words. Have pairs sort the words into categories in a blind sort.

15-20 minutes

One lesson takes five days

What does a lesson look like, and how long will it take? Within the *Teacher Resource Guide*, or *TRG*, you'll find easy-to-follow lesson plans. Lessons take 15-20 minutes and one lesson typically takes five days.

Each sort begins with a **generalization** and an **objective**.

A list of **materials** lets you know at a glance where to find each lesson component.

Now let's go over the steps of a sort (which, remember, is really a lesson).

Introduce, Model, and Reflect



Step 1: Introduce, Model, and Reflect

- Introduce and model the sort
- Read a poem from the *Big Book of Rhymes* to introduce the words
- Model the sort using the word cards
- Reflect on what they learned

In **Step 1**, you introduce and model the sort in small groups.

The step uses the *Big Book of Rhymes* to introduce the words in the first three stages. You model the sort using word cards.

Lastly, students reflect on what they learned from doing the sort.

Practice and Extend



Step 2: Practice and Extend

- Students practice the sort independently or in partners
- Compare and contrast words by sound and spelling pattern
- Categorize words by meaning, use, and parts of speech
- Complete and check sorts
- Complete a writing sort
- *Words Their Way* libraries contain books that correspond to the sorts

In **Step 2**, students work independently or with a partner to practice the sort. Students compare and contrast words by sound and spelling pattern, as well as categorize the words by meaning, use, and parts of speech.

Students complete and check their sorts and demonstrate what they learned by completing a writing sort.

Additionally, the *Words Their Way* libraries contain books that correspond to the sorts to help reinforce skills.

Apply and Assess



Step 3: Apply and Assess

- Apply what they have learned through a writing activity
- Assess students' understanding

In **Step 3**, students apply what they have learned by completing activities to reinforce generalizations and their memory of words.

You can also assess students' understandings on the sort lesson.

Supporting All Learners

SORT 38 (continued)

Alternative Sort: Hands and Feet Ask students to find the words that name things they can do with their hands (crum, trap, drag, slap, clip, grip, flip) and ones they can do with their feet (slip, slid, skip, spin).


Assess. After working with the words and sorting them, students should be able to spell them correctly. Select ten words (students should not know which ones) and call them aloud for students to spell on a piece of paper. You can also challenge students by calling two words from the additional words list to check for transfer.

Supporting All Learners

School-Home Connections		
Sort and Read Sort the words into the same categories you did in school. Read the words aloud to a family member. Explain how and why you sorted the words into those categories.	Word Hunt Choose a book or magazine in your home and hunt for words with beginning blends and short vowels. Sort those words based on the short vowels. Explain your sort to a family member.	Writing Sort Have a family member read aloud the words for you to sort. After you have completed writing each word, check to make sure that you have spelled all of the words correctly.

Supporting Multilingual Learners		
Language Production Help children pronounce and distinguish between the beginning sound of gr in grin and gl in glad. First, have them repeat each word after you. Listen carefully as students pronounce the words. If they need support with this difficult sound combination, make a game of chanting each sound g-rrr-grrr and g-lll-gl before blending the entire word.	L1 Considerations Spanish does not allow initial s- blends, so Spanish speakers may add a short e sound at the beginning of words such as slip, slap, skip, and spin. Help children practice blending the sounds of initial s- blends. Initial s- blends also do not appear in Cantonese, Hmong, Khmer, Korean, Spanish, and Vietnamese and they may add a vowel in between the two letters of the blend.	L1 Considerations English-language learners from various language backgrounds may pronounce the short i sound like the ee in see. Help children practice saying and writing word pairs such as slip/sleep and grin/green.

Differentiated Support	
Extra Support For any words that have been difficult to read, help students look beyond the blends to the rimes. Point out that they have learned some of these word families in, such as -ap, -ip, and -in, in previous sorts. If students have difficulty sorting these words, you may want to start students with only the words they can read and add in the other words over the course of the week.	Challenge Have students find other words with short vowels and beginning blends to add to their list of words to sort.



Every lesson ends with a handy chart that outlines ideas for Supporting All Learners.

Use this information for school-home connections, supporting multilingual learners, and differentiated support.

Assessment and Progress Monitoring Tools

Feature Guide

Student's Name Jake Fisher Teacher T. Atkinson Grade 5 Date September
 Words Spelled Correctly: 9/25 Feature Points: 43/62 Total: 52/87 Spelling Stage: Late Within Word Pattern

Features →	EMERGENT		LETTER NAME-ALPHABETIC				WITHIN WORD PATTERN				SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS		Words Spelled Correctly
	Initial	Final	Short Vowels	Digraphs	Blends	Common Long Vowels	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes	Bases or Roots	Feature Points			
1. bed	b ✓	d ✓	e ✓										3	1		
2. ship		p ✓	i ✓	sh ✓									3	1		
3. when			e ✓	wh ✓									2	1		
4. lump	l ✓		u ✓		mp ✓								3	1		
5. float		t ✓			fl ✓	oa ✓							3	1		
6. train		n ✓			tr ✓	ai ✓							3	1		
7. place					pl ✓	a-e ✓							2	1		
8. drive		v ✓			dr ✓	i-e ✓							3	1		
9. bright					br ✓	igh j-e ✓							1			
10. shopping													2			
11. spoil													1			
12. serving													2	1		
13. chewed													2			
14. carries													1			
15. marched													3			
16. shower													3			
17. bottle								tt ✓	le ✓				1			
18. favor								v ✓	or ✓				1			
19. ripen									pen ✓				1			
20. cellar								ll ✓	ar ✓				1			
21. pleasure										ure ✓	pleas ✓		1			
22. fortunate							or ✓			ate ✓	fortun ✓		2			
23. confident										ent ✓	confid ✓					
24. civilize										ize ✓	civil ✓					
25. opposition										tion ✓	pos ✓					
Totals			7/7	5/5	6/6	7/7	4/5	5/7	3/5	2/5	2/5	1/5	1/5	43	9	

Analyze students' spelling and determine starting place for instruction

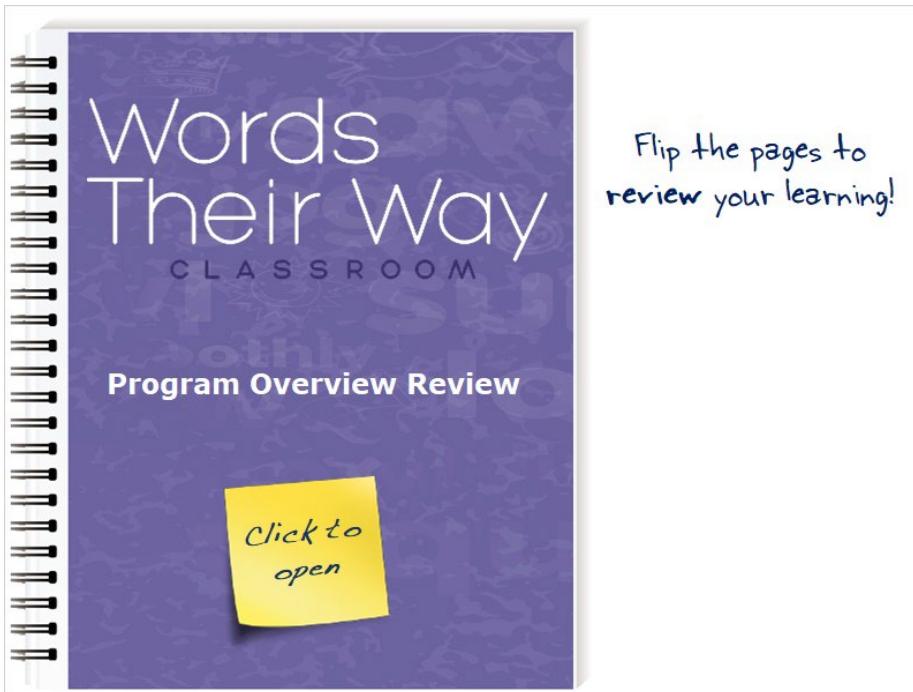
You might wonder how you'll assess and monitor your students.

You can administer the Qualitative Spelling Inventory (or QSI) two to three times per year to help place students into the appropriate spelling stages and to monitor their progress. Students take the inventory as they would a spelling test, but they do not study the words in advance.

Use the Feature Guide to analyze students' spelling and determine a starting place for instruction.

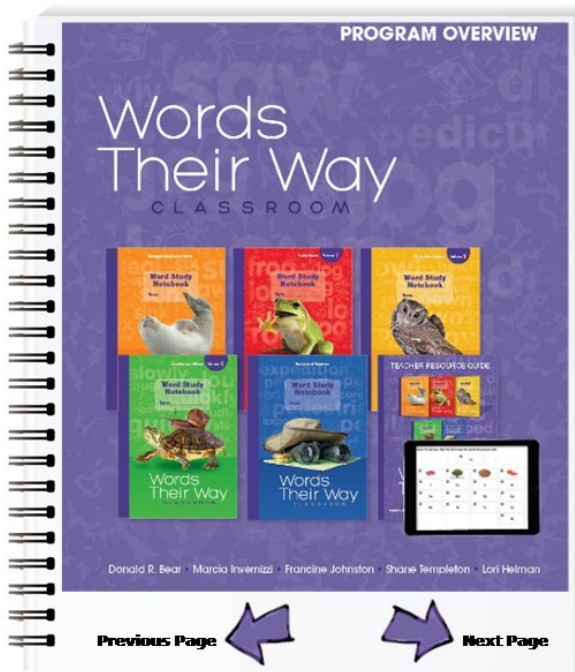
Additionally, you can monitor student progress through their assignments and by analyzing their writing within extension activities.

Flipbook Review



So what are your take-aways?

Overview



Overview

It is a program that outlines word study for phonics, vocabulary, and spelling. Created for students in Grades K-5, the program offers teachers the research, purpose, and activities for every learning stage along a developmental continuum.

The heart of the program is the sort-the process of grouping words or pictures that represent sounds into specific categories. Students learn to examine and categorize words.

Components



Components

- Words Their Way Classroom* has six components:
1. *Implementation Guide*
 2. *Teacher Resource Guide*
 3. *Word Study Notebooks*
 4. *Big Book of Rhymes*
 5. *Words Their Way Libraries*
 6. Digital resources on Savvas Realize, which is a web-based digital portal

Developmental Stages



Developmental Stages

There are five developmental stages that students work through in their acquisition of the principles and elements of phonics, spelling, and vocabulary development.

The developmental stage is determined by analyzing student writing and by using a Qualitative Spelling Inventory.

Lesson Plan

Sort 38 (continued)

Alternative Sort: Hands and Feet Ask students to find the words that name things they can do with their hands (ram, trap, drag, slap, clip, grip, flip) and ones they can do with their feet (slip, slid, skip, spin).

Assess After working with the words and sorting them, students should be able to spell them correctly. Select ten words (students should not know which ones) and call them aloud for students to spell on a piece of paper. You can also challenge students by calling two words from the additional words list to check for transfer.

Supporting All Learners

Sort and Read Sort the words into the same categories you did in school. Read the words aloud to a family member. Explain how and why you sorted the words into those categories.	School-Home Connections	Word Hunt Choose a book or magazine in your home and hunt for words with beginning blends and short vowels. Sort those words based on the short vowels. Explain your sort to a family member.	Writing Sort Have a family member read aloud the words for you to sort. After you have completed writing each word, check to make sure that you have spelled all of the words correctly.
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Supporting Multilingual Learners

Language Production Help children pronounce and distinguish between the beginning sound of <i>gr</i> in <i>grin</i> and <i>gl</i> in <i>glad</i> . First, have them repeat each word after you. Listen carefully as students pronounce the words. If they need support with this difficult sound combination, make a game of chanting each sound <i>grrr-grrr</i> and <i>gl-gl-gl</i> before blending the entire word.	LL Considerations Spanish does not allow initial <i>s</i> blends, so Spanish speakers may add a short <i>e</i> sound at the beginning of words such as <i>slip</i> , <i>slap</i> , <i>skip</i> , and <i>spin</i> . Help children practice blending the sounds of initial <i>s</i> blends. Initial <i>s</i> blends also do not appear in Cantonese, Hmong, Khmer, Korean, Spanish, and Vietnamese and they may add a vowel in between the two letters of the blend.	LL Considerations English-language learners from various language backgrounds may pronounce the <i>ee</i> in practice saying word pairs <i>sa</i> and <i>grin/ree</i> .
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TEACHER RESOURCE GUIDE

Words Their Way

Extra Support For any words that have been difficult to read, help students look beyond the blends to the rimes. Point out that they have learned some of these word families in, such as *-ap*, *-ip*, and *-in*, in previous sorts. If students have difficulty sorting these words, you may want to start students with only the words they can read and add in the other words over the course of the week.

Challenge Have students find short vowels and beginning blends in their list of words to sort.

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Lesson Plan

Lessons follow an easy-to-follow format of **Introduce, Model, and Reflect; Practice and Extend; and Apply and Assess.**

Every lesson ends with a **Supporting All Learners** section with school-home connection ideas, supporting multilingual learners, and differentiated support.

Assessment

Feature Guide

Student's Name: *Jake Fisher* Teacher: *T. Morrison* Grade: *5* Date: *September*

Words Spelled Correctly: *4/25* Feature Points: *15/62* Total: *52/187* Spelling Stage: *Late Within Word Patterns*

STAGES	EMERGENT-EARLY LETTER NAMES				EMERGENT-EARLY PATTERNS				EMERGENT-EARLY SOUNDS				Feature Points	Words Spelled Correctly
	Initial	Final	Medial	Word	Initial	Final	Medial	Word	Initial	Final	Medial	Word		
1. bed	b ✓	e ✓	d ✓											
2. ship	sh ✓	i ✓	p ✓											
3. when	w ✓	h ✓	e ✓	n ✓										
4. lump	l ✓	u ✓	m ✓	p ✓										
5. float	f ✓	l ✓	o ✓	a ✓	t ✓									
6. train	t ✓	r ✓	a ✓	i ✓	n ✓									
7. place	p ✓	l ✓	a ✓	c ✓	e ✓									
8. drive	d ✓	r ✓	i ✓	v ✓	e ✓									
9. bright	b ✓	r ✓	i ✓	g ✓										
10. shopping	sh ✓	o ✓	p ✓	i ✓	n ✓									
11. spyle	s ✓	p ✓	y ✓	l ✓	e ✓									
12. serving	s ✓	e ✓	r ✓	v ✓	i ✓	n ✓								
13. choood	ch ✓	o ✓	o ✓	d ✓										

Monitor Progress SPELL CHECKS

Spell Checks are provided at the back of the Emergent-Early Letter Name Student Book. Spell Checks may be used as a pretest to determine what children need to study as well as a posttest.



Spell Check 1 Rhyming Words Use after Sort 13. This Spell Check assesses children's ability to identify rhyming sounds.

1. cat, bat
2. hen, ten
3. mop, top
4. bug, rug
5. tag, bag
6. net, jet

Jake 5th

1. bed 1st
2. ship 1st
3. when 1st
4. lump 1st
5. float 1st
6. train 1st
7. place 2nd
8. drive 2nd
9. brite bright 2nd
10. shoping shopping 2nd
11. spoyle spoil 2nd
12. serving 2nd
13. choood chewed 2nd

24. shvulise civilize
25. epozishun opposition

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Assessment

Administer Qualitative Spelling Inventory two to three times per year to help place students into the appropriate spelling stages and to monitor their progress.

Closing



Now it's your turn. You know the *Words Their Way Classroom* components, lesson steps, and assessments. Go ahead and try it in your classroom.

Thanks for watching!