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Teacher Account:

UN: WTW@issaquah

PW: issaquah2021

Grade 2 Student Accounts:

UN: jblume1

PW: issaquah2021

UN: jreynolds8

PW: issaquah2021

Grade4 Student Accounts:

UN: rpalacio

PW: issquah2021

UN: bstevenson1

PW: issaquah2021

Quick overview video:

<https://www.youtube.com/watch?v=xWYkxViALv8>

Word Study to Teach Phonics, Vocabulary, and Spelling: The Why, What, and How

BY DONALD R. BEAR, PH.D.

Introduction

Word study is a process of discovery and is an integrated approach to teach *word knowledge* in phonics, vocabulary, and spelling. Four principles of word study and the essential elements of instruction and specific routines to examine focused contrasts of words by sound, pattern and meaning are presented. This paper shows what word study looks like, and what it takes to provide explicit and differentiated word study instruction. The essential elements of word study in the *Words Their Way Observation Tool* are presented to think about deep professional development.

In the first section of this paper, word study is shown to be explicit and experientially based with activities for practice that lead students to understand the generalizations that underlie how to read and spell words. To illustrate how a teacher guides this discovery process, consider the way Ms. Kiernan interacts with students. Building on this example, in the second section, we examine the key elements of word study instruction and organization, the *how* of word study.



DONALD R. BEAR, PH.D.

Donald Bear is a professor in literacy education at Iowa State University where he teaches doctoral, Master's, and preservice teachers, and directs the Duffelmeyer Reading Clinic. He is also professor emeritus from the University of Nevada, Reno. Donald is an author and co-author of numerous articles, book chapters, and 12 books, including *Words Their Way*, *Words Their Way with English Learners*, *Vocabulary Their Way* and *Words Their Way with Struggling Readers, 4 - 12*.

Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated a statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The levels are defined by the research study design.

Words Their Way® meets ESSA’s “Promising” evidence criteria

Promising Evidence Criteria	Alignment to Requirements
Correlational study with statistical controls for selection bias	Exceeds A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.
Show a statistically significant and positive effect on student outcomes	Meets  Students using <i>Words Their Way</i> achieved statistically significant growth on the Metropolitan Achievement Tests™, Reading Diagnostic Tests, 8th Edition during the first year of implementation increasing 24 points. <ul style="list-style-type: none"> • Fourth grade treatment students outperformed comparison peers by roughly 10 points. • Minority students using <i>Words Their Way</i> outperformed their counterparts by 9 points.  

What does the National Center on Intensive Intervention say about *Words Their Way*?

The National Center on Intensive Intervention (NCII) reviewed the *Words Their Way* study and awarded the study quality “Convincing Evidence” across the board for Participants, Design, Fidelity of Implementation, Measures (Targeted) and Measures (Broader).

[See the full NCII review of *Words Their Way* here.](#)

For more information, visit:

[Savvas.com/EvidenceBased](https://www.savvas.com/EvidenceBased)

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Words Their Way CLASSROOM

Study completed by:

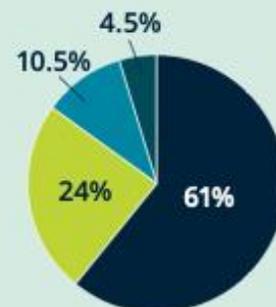
Cobblestone Applied Research & Evaluation, Inc.

[Available here.](#)

Year: 2010-11

Study description: The study focused on improving second and fourth grade intervention students’ spelling, phonics, vocabulary, and word study skills in a small group, pull-out format. Students used the intervention for 20 minutes, four times a week for 18 weeks. Results were analyzed for 257 participating students, taught by 23 intervention teachers across 15 schools in 6 states, with matched pretest/posttest scores.

The final sample was diverse including:



- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:



qualified for free/
reduced lunch



were designated
English learners

0220_S001_NL_G&P_5/15/15-41

SUPPORTING STUDENTS WITH DYSLEXIA

Words
Their Way
CLASSROOM

Palabras
a su paso
SALÓN DE CLASES



RESEARCH SUGGESTS THAT EXPLICIT, INTENSIVE, AND MULTISENSORY METHODS WORK BEST IN SUPPORTING STUDENTS WITH DYSLEXIA.

Words Their Way Classroom integrates phonology (sound), orthography (visual representation of language), and writing activities, enabling students to say, read, write, and talk about words. They clap, sing, and read throughout the lessons, and interactive games provide additional practice for the word features taught in each sort.

Here are some tools that you can use to support this special student population:

- Check for understanding in each word study lesson to see which words students know. Then, provide explicit vocabulary instruction for unknown words.
- Pronounce picture names before, during, and after sorting.
- Have students illustrate words with simple drawings to remind them of meanings.
- Encourage students' frequent oral use of the sort words. Have students use the words orally in sentences or phrases, depending on their developmental stage.
- Concept sorts in which students categorize the words or pictures into columns is an interactive practice to teach vocabulary.
- Incorporate multimodal strategies, such as chanting, tapping, moving, and acting out a word or sentence's meaning.
- Pair students at different developmental stages as partners in buddy activities.

QUICK TIP

The hands-on sorts located in the *Student Word Study Notebooks* differ from those provided online, so that students can use two different mediums for practicing their sorting techniques.

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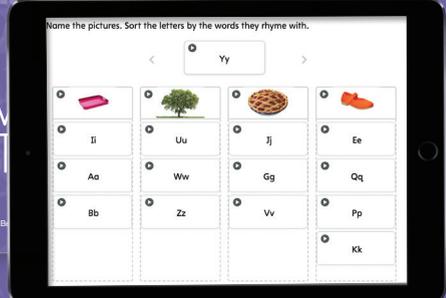
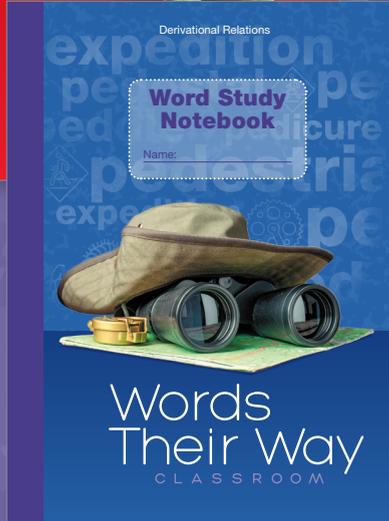
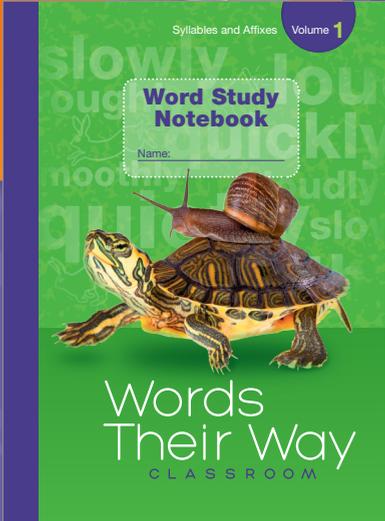
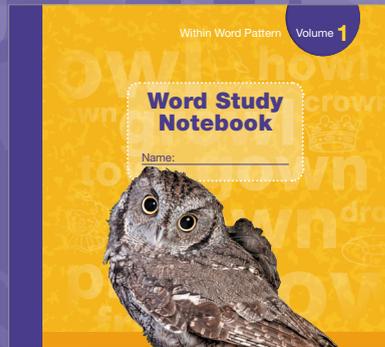
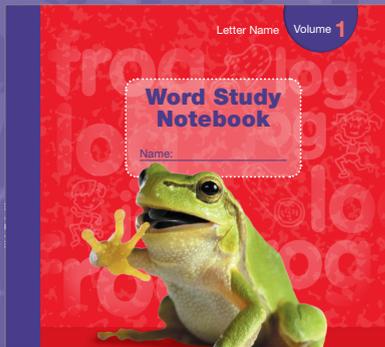
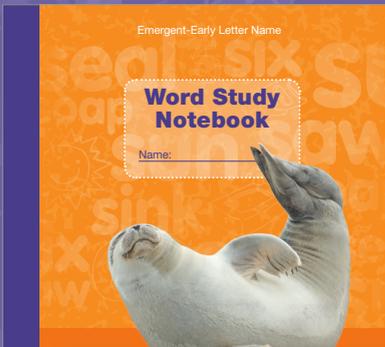


Get Fresh Ideas for Teaching

 Blog.Savvas.com

Words Their Way

CLASSROOM



Personalized

Match Spelling Development, Generate Word Study

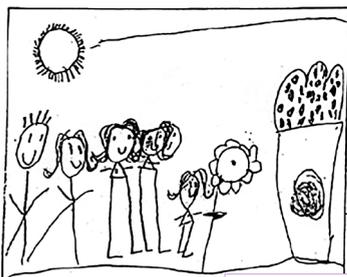
Teach word study at students' developmental spelling stages. *Words Their Way Classroom* meets students' instructional needs, addressing word recognition, vocabulary, phonics, and spelling.

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

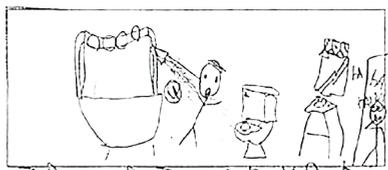
Name: Ingrid



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

LETTER NAME STAGE

Trent Date: OCT 15 2015



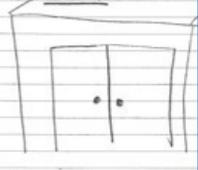
I BOO BE TRET MY DAD.
I BILAST ON THE TIB
AD FRYN THE SAUR HAD.

WITHIN WORD PATTERN STAGE

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

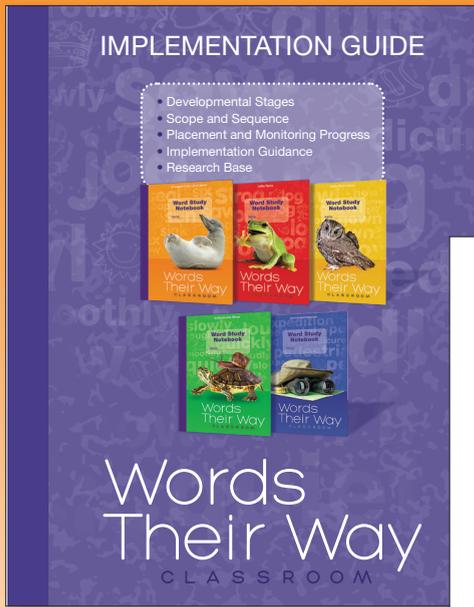
My Favoret holiday is Christmas. Well sort of. My Family celebrates Jul (Jul). Jul is a Christmas in Northern Europe. My dad's family is from Northern Europe. Jul is a holiday when I sing and leave carrots, cinnamon, rice porage and cookies at the door. No Saint Nick for me! His name is tommy. It means Sopta in Swetish. I go to bazars in Marland and get decorations, sausage, and clothing. ONCE I got my face painted with a Jul tommy. Jul is Clelabore 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 fairytals.</p>	<p>tail</p>  <p>The hose had a black tail.</p>
<p>mane</p>  <p>The lion has a big mane.</p>	<p>main</p>  <p>The main door is on the...</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. 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 grades). 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 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. 124, USI p. 127) 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 *bad*, he gets a check in the initial *a* cell and the final *d* cell, but not for the short vowel. Write in the word used (in this case), but do not give any points for it. If a student spells *ran* as *TRAN*, he gets a check in the initial *r* 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 *had* is spelled *HEDE*, 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 9 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.
- 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.

Spell Check 4: Mixed Vowel Word Families



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Savvas.com/ESSA

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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.

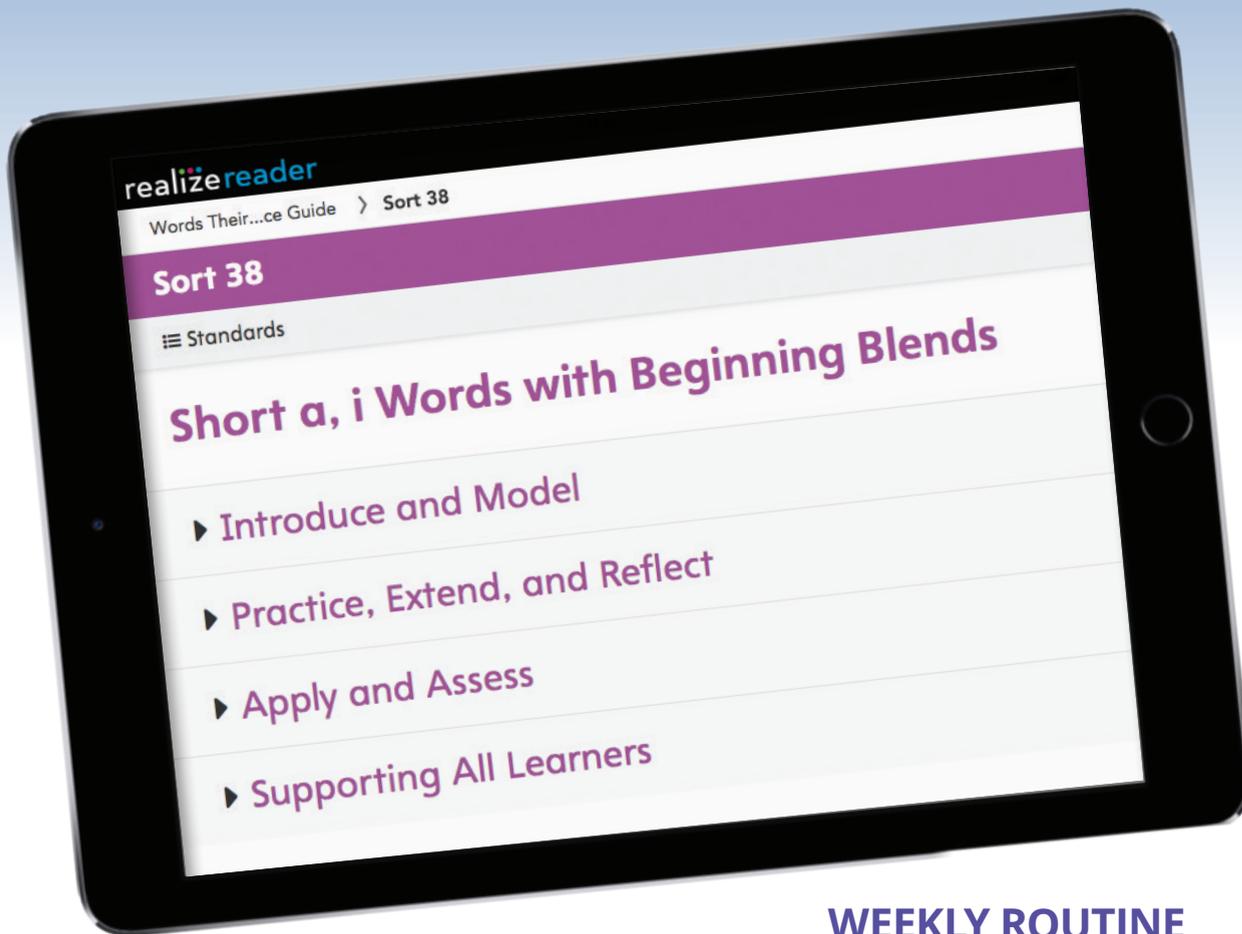
Manageable

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

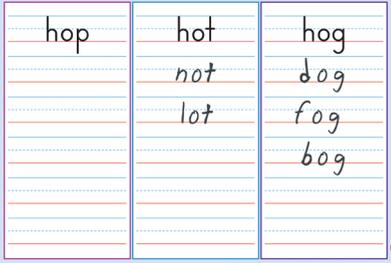
Word Families



STUDENT SORTING
Let students practice the sort and pattern.

DAY 3

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



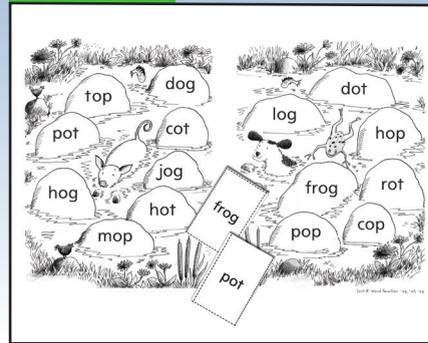
WRITING SORT
Connect the pattern or skill to writing.

DAY 4



WORD HUNT
Hunt for words and patterns in reading.

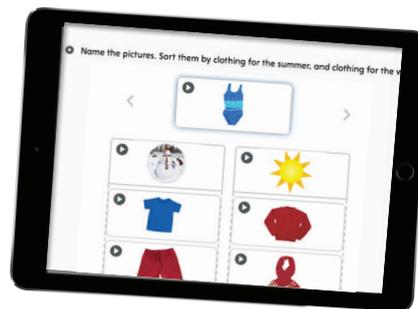
DAY 5



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.



VIEW THE SCOPE & SEQUENCE
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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.

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