



**Word Study Protocol - Grades 3 through 5**

Word Study/Spelling instruction occurs daily for 15 minutes using the *Words Their Way: Word Study in Action, Developmental Model* materials with the Comprehensive Literacy Model framework. Each class is divided into two groups and students receive differentiated instruction based on their developmental spelling stage as identified by the district spelling inventory. The steps below list the 5-day framework for each group you will work with. To stay within the daily 15-minute instructional block and work with two continuous groups, follow the suggested staggered or offset plan in the grid below.

DAILY FOCUS STEPS	LOOK-FORS	OBSERVATIONS
<p><b><u>Day 1:</u></b>  <b>Introduce the Sort</b>                      (Teacher led as teacher meets formally with the group.)                      15 minutes</p>	<ul style="list-style-type: none"> <li>○ Teacher introduces the words and they are sorted as a <b>teacher-directed</b> or <b>student-centered sort</b> (based on student experience with sorts or word features). See page 60 in <i>Words Their Way</i> theory book.</li> <li>○ Teacher and students discuss the words, the features, and/or the categories/generalization for the sort.</li> <li>○ Students sort their words, reread, and check/reflect on the sort individually within the small group.</li> <li>○ Teacher and students discuss how this knowledge can be applied to reading and writing words.</li> </ul>	
<p><b><u>Day 1B (Optional):</u></b>  <b>Introduce the Sort</b>                      (Teacher led as teacher meets formally with the group.)                      15 minutes</p>	<ul style="list-style-type: none"> <li>○ Teacher repeats steps for Day 1A as needed if students need additional instruction or scaffolding to be successful with the activities for Days 2-4. Indicators to necessitate the need for Day 1B may include students' inability to read the words, understand the meaning, or confusion with the word features or sort categories.</li> </ul>	
<p><b><u>Day 2:</u></b>  <b>Day 2 Menu Activity</b>                      (Teacher led if needed or teacher circulates as students work individually or with a partner)                      15 minutes</p>	<ul style="list-style-type: none"> <li>○ Students complete one Day 2 Menu Activity. Teacher may allow student choice or select an activity fit for the word list. See pages 64-65 in the <i>Words Their Way</i> theory book.                         <ul style="list-style-type: none"> <li>○ <b>Repeated Sort</b></li> <li>○ <b>Buddy Sort</b></li> <li>○ <b>Writing Sort</b></li> </ul> </li> <li>○ If time allows, students may complete another activity from above.</li> </ul>	
<p><b><u>Day 3:</u></b>  <b>Speed Sort and Day 3 Menu Activity</b>                      (Teacher circulates and students work in pairs.)                      15 minutes</p>	<ul style="list-style-type: none"> <li>○ Students complete a <b>directed speed sort</b> (with use of header/key word card to start). See page 64 in the <i>Words Their Way</i> theory book.</li> <li>○ Students complete one Day 3 Menu Activity. Teacher may allow student choice or select an activity fit for the word list. See pages 64-65 in the <i>Words Their Way</i> theory book.                         <ul style="list-style-type: none"> <li>○ <b>Blind Sort</b></li> <li>○ <b>Blind Writing Sort</b></li> </ul> </li> </ul>	

<p><b>Day 4:</b>  <b>Speed Sort and Day 4 Menu Activity</b>          (Teacher circulates and students work in pairs or individually.)</p> <p>15 minutes</p>	<ul style="list-style-type: none"> <li>○ Students complete a <b>directed speed sort</b> or a <b>blind speed sort</b> (no use of header/ key word to start). See page 64 in the <i>Words Their Way</i> theory book.</li> <li>○ Students complete one Day 4 Menu Activity. Teacher may allow student choice or select an activity fit for the word list. See pages 65-68 in <i>Words Their Way</i> Theory book.             <ul style="list-style-type: none"> <li>○ <b>Brainstorming</b></li> <li>○ <b>Draw and Label</b></li> <li>○ <b>Word Definitions</b></li> <li>○ <b>Word Manipulations</b></li> <li>○ <b>Writing Sentences</b></li> <li>○ <b>Word Hunt</b> (with teacher-selected mentor text or text students have written)</li> </ul> </li> </ul>	
<p><b>Day 5:</b>  <b>Informal Ongoing Assessment to Monitor Progress and Transfer</b></p> <p>15 minutes</p>	<ul style="list-style-type: none"> <li>○ Teacher gathers spelling group to monitor transfer of word study to reading and writing by doing a <b>formative or summative spell check</b> or a <b>teacher-directed investigation</b>.</li> <li>○ <b>Formative Check:</b> Teacher administers spell check with 6-8 words from the lesson <b>OR</b> with 6-8 words from the bonus word list provided in some lessons or from Appendix D and E in the <i>Words Their Way Theory Book</i>. Formative spell check could take the form of students reading the words, reading and sorting the words, writing the words, or writing and sorting the words.</li> <li>○ <b>Summative Writing Check:</b> Administer when and as indicated in the <i>Words Their Way</i> Teacher Resource Guide, to monitor student progress and transfer.             <ul style="list-style-type: none"> <li>○ <b>Letter Name Stage:</b> See page 80 in Teacher Resource Guide.</li> <li>○ <b>Within Word Pattern Stage:</b> See page 135 in Teacher Resource Guide.</li> <li>○ <b>Syllables and Affix Stage:</b> See page 184 in Teacher Resource Guide.</li> <li>○ <b>Derivational Relations:</b> See page 245 in Teacher Resource Guide.</li> </ul> </li> <li>○ <b>Teacher-Directed Investigation:</b> Teacher has each student analyze a piece of independent writing. The students investigate for words/word features that correlate to the sort (or previous sorts) that have been studied as directed by the teacher. As applicable words are identified, the teacher and students collaboratively:             <ul style="list-style-type: none"> <li>○ reinforce correct transfer of word knowledge to writing and spelling words</li> <li>○ prompt for action to transfer and apply word study knowledge by editing to correct spelling of words</li> <li>○ set goals for how to apply word study knowledge in future writing</li> </ul> </li> <li>○ Students glue word sort cards in their workbook.</li> </ul>	

**Staggered or Offset Daily Plan**

The plans below show an option of what a week could look like daily for two continuous groups in *Words Their Way*. In these models, the teacher-led sort introduction days and informal ongoing assessment days are shaded. Non-shaded days the teacher circulates, prompts, and monitors individual and partner work.

**Daily Plan (Both Groups Need Day 1B)**

	Day 1	Day 1B (Optional)	Day 2	Day 3	Day 4	Day 5
<b>Group One</b>	Introduce the Sort (Teacher-directed or student-centered; open or closed)	Introduce the Sort (Teacher-directed or student-centered; open or closed)	Day 2 Menu Activity	Speed Sort and Day 3 Menu Activity	Speed Sort and Day 4 Menu Activity	Day 5 Informal Ongoing Assessment to Monitor Progress and Transfer
	Day 3	Day 4	Day 5	Day 1	Day 1B	Day 5
<b>Group Two</b>	Speed Sort and Day 3 Menu Activity	Speed Sort and Day 4 Menu Activity	Day 5 Informal Ongoing Assessment to Monitor Progress and Transfer	Introduce the Sort (Teacher-directed or student-centered; open or closed)	Introduce the Sort (Teacher-directed or student-centered; open or closed)	Day 2 Menu Activity

**Daily Plan (One Group Needs Day 1B)**

	Day 1	Day 1B (Optional)	Day 2	Day 3	Day 4	Day 5
<b>Group One</b>	<b>START:</b> Introduce the Sort (Teacher-directed or student-centered; open or closed)	Introduce the Sort (Teacher-directed or student-centered; open or closed)	Day 2 Menu Activity	Speed Sort and Day 3 Menu Activity	Speed Sort and Day 4 Menu Activity	Day 5 Informal Ongoing Assessment to Monitor Progress and Transfer
	Day 3	Day 4	Day 5	*Day 1	Day 1	Day 2
<b>Group Two</b>	Speed Sort and Day 3 Menu Activity	Speed Sort and Day 4 Menu Activity	Day 5 Informal Ongoing Assessment to Monitor Progress and Transfer	*Start next 5-day plan to <b>Introduce the Sort</b> .	<b>START:</b> Introduce the Sort (Teacher-directed or student-centered; open or closed)	Day 2 Menu Activity

**Daily Plan (No Groups Need Day 1B)**

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Group One</b>	Introduce the Sort (Teacher-directed or student-centered; open or closed)	Day 2 Menu Activity	Speed Sort and Day 3 Menu Activity	Speed Sort and Day 4 Menu Activity	Day 5 Informal Ongoing Assessment to Monitor Progress and Transfer
	Day 4	Day 5	Day 1	Day 2	Day 3
<b>Group Two</b>	Speed Sort and Day 4 Menu Activity	Day 5 Informal Ongoing Assessment to Monitor Progress and Transfer	Introduce the Sort (Teacher-directed or student-centered; open or closed)	Day 2 Menu Activity	Speed Sort and Day 3 Menu Activity

