

Recognize the stages of word work

Assess, decide, and guide.

Administer assessments to determine what students are using and confusing.

CAN THEY WRITE IT?

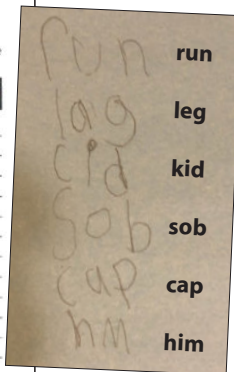
- Evident when asked to write a word from a list in isolation.
- Evident in guided writing.

Name Leo Date _____

Word Study Inventory for Transitional Readers

DIRECTIONS: Dictate the following words as the student writes them on a blank sheet of paper. Then circle the skills that need further instruction. Teach short vowels and digraphs before you teach blends and endings.

	Short Vowel	Digraph	Initial Blend	Final Blend	Long Vowel VCe	Vowel Team Diphthong	R-Controlled Vowel	Inflections
1. span	a		sp					
2. sled	e	ea	sl					
3. chip	i	ch						
4. shot	o	sh						
5. thud	u	th						
6. brick			br	-ck				
7. plump			pl	-mp				
8. skunk			sk	-nk				
9. clasp			cl	-sp	sspe			
10. grope			gr		o-e			
11. twine			tw		i-e			
12. blade			bl		a-e			
13. stark			st				ar	
14. thorn		th					or	
15. chirp		ch					ir	
16. snare			sn		-are			
17. sprain			spr			ai	a-e	
18. dream			dr			ea		
19. croak			cr			oa		
20. fright			fr			igh	i-e	
21. glowing			gl			ow		-ing
22. talked				alk				-ed (/t) +
23. pouted				ou	ow			-ed (/v) + /d/
24. broil			br		oi	a		
25. prowled			pr		ow	a-e		-ed (/d/)
26. flapped			fl					pped doubling feature
27. tries			tr					y to i, add -es /s
28. hiking								e drop
Word study activities	picture sorts, making words, sound boxes, and analogy charts				analogy charts			



LEVEL C WORDS
KINDERGARTEN
EXAMPLE

CAN THEY READ IT?

- Evident when asked to read a word from a list in isolation.
- Evident in guided reading when reading a text with meaning.

High-Frequency Word Chart

Level A	Student 1	Student 2	Student 3	Student 4
at			✓	✓
can	✓			
go	✓✓	✓✓	✓	✓
is	✓✓			
me	✓✓	✓✓	✓	✓
my				✓
see	✓✓		✓✓	✓✓
the	✓			✓

HIGH-FREQUENCY WORD ASSESSMENT
PER READING LEVEL

SECRET SITE RESOURCES

Locate high-frequency words in small-group meetings.



CAN THEY HEAR IT?

- Evident when asked to name the sound in a spoken word.
- Evident when asked to produce a word with the sound.



RELEVANT RESOURCE

The Next Step Forward in Word Study & Phonics, Jan Richardson & Michèle Dufresne

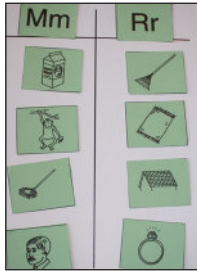


Follow the hierarchy of development to *know* and *use* the sounds.

1 Hear the sound.

SOUND SORT (LEVELS A-E)

- Name the pictures for the students.
- Sort as a group with 3 or 4 cards per student.
- Students say the picture name, the target sound, and the letter(s).
- Students place the picture in the correct column.



2 See the sound.

MAKING WORDS (LEVELS A-I)

- State a word for students to make.
- Students run fingers under the word as they say it.
- Break at the onset if above level D.
- State a new word.
- Students run fingers under the old word to decide what to change.

a c h i p s t

cat
chat
chap
chip
ship

3 Hear & record the sound.

SOUND BOXES (LEVELS A-G)

- Name the number of boxes.
- Students run fingers under the boxes as they say the word.
- Students write the letters in the corresponding boxes.
- Digraphs go in one box.

t	r	i	p
---	---	---	---

f	i	s	t
---	---	---	---

4 Decode more efficiently.

BREAKING WORDS (LEVELS D-P)

- Write the word on a whiteboard (thin).
- Students take letters off trays to make the word.
- Students break the word at onset and rime.
- Name a part for students to change.
- Students break the word at onset and rime.
- Write a new word on the whiteboard (chin).
- Students read the new word.

thin
th-in
shin
sh-in
chin

NOTE | Adjust the words as students progress.

5 Firm up vowel patterns.

ANALOGY CHARTS (LEVELS G-P)

- Use to teach vowel patterns such as silent -e and vowel clusters.
- Name the known key words for students to write at the top.
- Say a new word with the same pattern and have students pick the column to write the word.
- Students read the words in the column.
- Write a new word on the whiteboard and have students read it.

ham	name
ram	game
jam	tame
bam	same

6 Decode multi-syllabic words.

MAKE A BIG WORD (LEVELS J-P)

- Say the big word and have students clap each syllable.
- Students make the word.
- Break it into parts and remake it.

prevention

1. Clap the word.
2. Make it.
3. Break it.
4. Read it.

7 Connect known to new.

WRITING BIG WORDS (LEVELS J-P)

- Show students a known word or affix.
- Say a new big word.
- Students write the word and underline the known part.
- Say other words with the same part.
- Discuss any unfamiliar words.

cow

uncrowded
crowned
downtown

8 Use roots for meaning.

WORKING WITH AFFIXES (LEVELS Q-Z)

DAY 1—

- Introduce an affix. Give the meaning and a familiar word.
- Say a new word with the affix.
- Students make and break the word.

DAY 2—

- Review the affix.
- Dictate three words with the affix.
- Students write the words and underline the affixes.

DAY 3—

- Review the affix.
- Give each student a different card with a word containing the affix.
- Students read the words and explain their meanings.



Honor the scope & sequence of target skills.

LEVEL A FOCUS | Initial consonants

- Sort sounds by initial consonants.
- Fill in 2- or 3-letter sound boxes.
- Make words by exchanging initial consonants.

cat-fat-mat-bat



LEVEL B FOCUS | Initial & final consonants, short vowels /a/ & /o/

- Sort sounds by initial and final consonants and short *a* and *o*.
- Fill in 2- or 3-letter sound boxes.
- Make words by exchanging initial and final letters.

can-pan-pat-mat-man

m	e	g	o	t
h	e	c	a	n
w	e	b	a	g

LEVEL C FOCUS | Short vowels & hearing sounds in sequence

- Sort sounds by short *e*, *i*, *u*.
- Fill in 3-letter sound boxes.
- Make words by exchanging initial, medial, and final letters; include all short vowels.

pot-hot-hop-mop-map-cap-lap-lad-lid



SECRET SITE RESOURCE

Increase word-study knowledge with sorts.



LEVEL D FOCUS | Digraphs, endings (-s, -ing), & onset/rime

- Sort initial and final digraphs.
- Fill in 3-letter sound boxes with digraphs.
- Make words by exchanging initial, medial, and final letters; include all digraphs; break at onset and rime.

hop-shop-chop-chip-chin-thin

LEVEL E FOCUS | Initial blends, onset/rime, & endings (-ed, -er)

- Sort initial blends.
- Fill in 4-letter sound boxes with initial blends.
- Make words by adding and deleting initial clusters; break at onset and rime.

br	bl

cap-clap-clip-grip-grin-spin

LEVEL F FOCUS | Final blends, onset/rime

- Sort final blends.
- Fill in 4-letter sound boxes with final blends.
- Make words by adding and deleting final clusters; break at onset and rime.

went-wept-west-lest-list-limp



Honor the scope & sequence of target skills, *continued*.

LEVEL G FOCUS | Initial and final blends, silent -e

- Fill in 4- or 5- letter sound boxes with initial and final blends and digraphs.
- Make words with the silent -e feature; break at onset and rime.
mat-mate-mane-man
- Use analogy charts adding the silent -e to short vowel words.

ham	name
ram	game
jam	tame
bam	same

LEVEL H-I FOCUS | Vowel patterns and endings

- Fill in 5- letter sound boxes with initial and final blends and digraphs.
- Make words with the same vowel patterns *all, ar, ay, ee, oa, oo, or, ow* (*cow*); break at onset and rime (*cow-clown-crown-crowd*).
- Use analogy charts, sorting by vowel teams and adding endings.

eat	day
beat	gray
seating	stayed
cheater	prayed

LEVEL J-K FOCUS | Silent -e, vowel patterns, r-controlled vowels, endings & compound words

- Break a word by taking off the ending and breaking at the vowel (*sp-inn-ing—gr-inn-ing—thinner*).
- Make big words; break at the syllable.
scorch ing im por tant
- Write a few big words with the same vowel pattern *ai, ea, oi*.
rain—mermaid, reclaim, exclaimed
- Use analogy charts, sorting by vowel teams, r-controlled vowels, and inflectional endings with and without spelling changes. Increase difficulty adding digraphs, blends, prefixes, and suffixes.

LEVEL L-M FOCUS | Vowel patterns, r-controlled vowels, endings, compound words, prefixes & suffixes

- Break a word by taking off the ending and break at the vowel (*r-ight-ful—fr-ight-ful—brightness*).
- Make a big word and break at the syllable.

pow er ful ly part ner ship

- Write a few big words with the same vowel pattern *aw, igh, ow* (*cow*), *ew*.
ous—fabulous, joyous, enormous
- Use analogy charts, sorting by all vowel teams and changing the spelling to add an ending. Increase difficulty adding prefixes (*over, un*) and suffixes (*ship, ful, ly, ness, ous*).

LEVEL N-P FOCUS | Vowel patterns, endings, prefixes & suffixes

- Break a word by taking off the ending and breaking at the vowel:
(com-mo-tion—completion).
- Make a big word and break at the syllable.
pre ven tion fur ni ture
- Write a few big words with the same vowel pattern (*action—vacation, nation, pollution*).
- Use 3-column analogy charts, sorting by changing the spelling when adding an ending by dropping the -e or doubling the consonant or adding prefixes (*dis, com, pre*) and suffixes (*tion, ture, less, ment*).

LEVEL Q-Z FOCUS | Affixes & roots

- Make an affix word with magnetic letters and break at the syllable and then by affix.
gui tar ist guitar ist
- Write an affix word. Dictate a word for the students to write (*alarmist, tourist*).
- Read an affix word. Give a different word with the same affix to each student. Each student reads, defines, and uses the word in a sentence (*nutritionist, motorist, terrorist, chemist, etc.*).