

SUBJECT AREA-WORD STUDY

<p align="center">BASIC ASSUMPTIONS (PHILOSOPHY)</p>	<p align="center">WHAT IF WILL LOOK LIKE (MORE OF, LESS OF)</p>	<p align="center">REQUIRED RESOURCES</p>	<p align="center">COMMON VOCABULARY PROFESSIONAL</p>	<p align="center">COMMON VOCABULARY STUDENT</p>	<p align="center">ASSESSMENT</p>	<p align="center">NON-NEGOTIABLES</p>	<p align="center">WHAT WE NEED</p>
<p>STUDENTS WORD KNOWLEDGE IS DEVELOPMENTAL</p> <p>STUDENTS SHOULD BE INSTRUCTED AT THEIR DEVELOPMENTAL STAGE</p> <p>BECOMING FULLY LITERATE IS DEPENDENT ON FAST, ACCURATE RECOGNITION OF WORDS IN TEXTS AND FAST, ACCURATE PRODUCTION OF WORDS IN WRITING SO THAT READERS AND WRITERS CAN FOCUS THEIR ATTENTION ON MAKING MEANING</p> <p>THE BRAIN CAN BE MORE EFFICIENT WITH SPELLING IF IT KNOWS HOW THE PATTERNS WORK</p>	<p>MORE WORD STUDY ACTIVITIES</p> <p>MORE SKILLS TAUGHT THROUGH SHARED READING, WRITING WORKSHOP, POETRY, ETC.</p> <p>LESS FILL-IN-THE-BLANK WORKSHEETS</p> <p>SPELLING INVENTORIES WILL BE UTILIZED TO DETERMINE STUDENT DEVELOPMENTAL LEVEL</p> <p>DIFFERENTIATED INSTRUCTION</p>	<p><u>WORDS THEIR WAY</u></p> <p><u>WORDS THEIR WAY</u> WORD SORT BOOKS</p>	<p>WORD STUDY</p> <p>WORD WALL</p> <p>DEVELOPMENTAL PHASES:</p> <p>EMERGENT (K-1)</p> <p>ALPHABETIC (1-2)</p> <p>WITH-IN WORD PATTERN (2-3)</p> <p>SYLLABLES & AFFIXES (3-4)</p> <p>DERIVATIONAL PATTERN (4-5)</p> <p>WORD FAMILIES</p> <p>SPELLING PATTERNS</p>	<p>SORTS</p> <p>ODDBALL WORDS/PICTURES</p> <p>FREQUENTLY USED TERMS FROM <u>WORDS THEIR WAY</u></p>	<p>WORD SORTS</p> <p>WORD SEARCHES</p> <p>SPELLING TESTS</p> <p>SPELLING INVENTORY IN <u>WORDS THEIR WAY</u></p>	<p>READING, WRITING AND SPELLING ARE INTERWOVEN</p> <p>WORD STUDY INSTRUCTION MUST MEET THE NEEDS OF THE STUDENT</p>	<p>CARD STOCK FOR SORTS</p> <p>PAPER</p> <p>VOLUNTEER HELP TO MAKE SORTS</p>