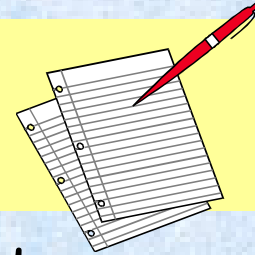


# Word Study



## Week 1 and Week 2 of Word Study

***Mondays-*** Students meet in guided word study groups to be introduced to their sort for the week. Look for your child's word sort to come home on this night.

***Tuesdays - Thursdays*** - Students complete a variety of in-class activities independently or with a partner. These activities include writing a sort, buddy sorts, speed sorts, word hunts, and sentence writing.

***Fridays- Final Test*** -Students take a written test. Students are asked to spell words that include the pattern they have been working on, sort their words, dictate or write 1 sentence using a pattern word, and write their own sentence including a vocabulary word. Their test grade is based on sorting the words correctly, spelling the words correctly, applying the spelling pattern in a sentence, applying a vocabulary word in a sentence, and appropriately incorporating mechanics into each sentence.

***Homework-*** It is your child's responsibility to practice his/her spelling words each night. Nearly all the activities we do in class for word study can be done at home.

***Words on the spelling test will follow the pattern they have been working on throughout the week but some will not be words that were on the list they brought home.***

## Sample Sort-Long a and Short a

made	Dave	sad	whale	great
addend	shake	cave	safe	batter
face	cupcake	frame	pattern	faster
shave	have	male	slate	waste
chase	crash	date	cabin	rapid

Sample  
Test-  
Front  
Side

Name \_\_\_\_\_ Date \_\_\_\_\_

Long a    a_e	Short a    a

# Sample Test-Back Side

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

Sorting Words	Correctly Spelling Sorted Words	Applied Spelling- Pattern Word	Applied Spelling- Vocabulary Word	Mechanics (Punctuation & Capitalization)
/	/	/2	/2	/

## Applied Spelling- Pattern Word

## Applied Spelling- Vocabulary Word

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Word Study Application Assessment Rubric	Beginning-1	Developing-2	Proficient-3 *GOAL*	Exemplary-4
<b>PATTERN WORDS</b>	I correctly used and spelled 0-2 pattern words.	I correctly used and spelled 3-4 pattern words.	I correctly used and spelled 5 pattern words.	I correctly used and spelled 6 or more pattern words.
<b>WORD WALL</b>	I correctly used and spelled 0-2 word wall words.	I correctly used and spelled 3-4 word wall words.	I correctly used and spelled 5 word wall words.	I correctly used and spelled 6 or more word wall words.
<b>WORD MEANING</b>	The reader can understand the meaning of 0-4 words.	The reader can understand the meaning of 5-7 words.	The reader can understand the meaning of 8-10 words.	Words convey the intended message in a precise, interesting and natural way. The words are powerful and engaging.
<b>LANGUAGE/CONVENTIONS</b> <ul style="list-style-type: none"> <li>o Form and use regular and irregular plural nouns</li> <li>o Use abstract nouns (e.g., childhood).</li> <li>o Form and use regular and irregular verbs.</li> <li>o Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>o Ensure subject-verb and pronoun-antecedent agreement.*</li> <li>o Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>o Use coordinating and subordinating conjunctions.</li> <li>o Produce simple, compound, and complex sentences.</li> <li>o Capitalize appropriate words in titles.</li> <li>o Use commas in addresses.</li> <li>o Use commas and quotation marks in dialogue.</li> <li>o Form and use possessives.</li> <li>o Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>o Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p><i>Language Standards K-5, page 28</i></p>	Demonstrates less than 50% usage of the Third Grade conventions of standard English grammar.	Demonstrates 50-79% usage of the Third Grade conventions of standard English grammar.	Demonstrates at least 80% usage of the Third Grade conventions of standard English grammar.	Demonstrates 100% of Third Grade expectations and begins to incorporate Fourth Grade expectations for conventions of standard English grammar and usage. <ul style="list-style-type: none"> <li>o Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>o Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</li> <li>o Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>o Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>o Form and use prepositional phrases.</li> <li>o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>o Correctly use frequently confused words (e.g., to, too, two; there, their).*</li> <li>o Use correct capitalization.</li> <li>o Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>o Use a comma before a coordinating conjunction in a compound sentence.</li> </ul>