**Assessment**

1. Administer QSI.
2. Complete “Inventory Feature Guide”. Check or circle the orthographic features that a student uses CORRECTLY. Features that are not used correctly should be left blank. (See page 36 of [attached document](qsi.pdf) for more information about scoring.)
3. To save time in your analysis, do not correct students’ work. There is no point in it because you are completing the feature guide, which includes a column to indicate whether or not words were spelled correctly. Besides, the students (and their parents) will not be seeing the assessment because it will compromise its integrity if they do.
4. Instruction should begin where a student makes two or more errors in a feature column.

**Instruction**

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| Day | What to Do |
| 1 | Students are given word cards. Allow students a couple of minutes to read words silently. Next, students will read the words chorally (it gives the students more ownership in this if you don’t read aloud with them). It is vital to have the students practice reading in unison so that you can quickly and easily identify mispronunciations. Projecting a document with the words is helpful so that you can point to each word. If a student mispronounces a word, point to it again until he/she catches on to the correct pronunciation. In rare cases, no one will know how to pronounce a word, in which case, you can give them the correct pronunciation and have them repeat it.  Independent work will be to cut apart the words and sort them in vertical columns by themes they recognize. This is called the “open sort”, and should be recorded in a table with column headings explaining the sorting pattern. |
| 2 | Give students the opportunity to explain their sorts. Introduce “closed sort”, which is determined by the spelling patterns used in a particular list. Use a table to introduce the closed sort ([see examples](Closed%20Sort%20Directions/13111Directions.docx)). You can either give the students a copy or have them record a copy in word study notebooks. Before dismissing students from group, make sure they have identified and copied one example in each column. When working independently, students should manipulate their words into columns before copying down the sort on their tables. |
| 3 | Allow the students to correctly sort the words together. It is motivating to students when you use an interactive whiteboard, however, you can also give them a paper copy to sort, or simply read off a word and have them tell you in which column to place it. Students often like to play a game with the words, and several are discussed in the *Words Their Way* text to correlate with words from each developmental level. A low-prep and simple game is a “buddy blind sort”, during which partners with the same word list sit back-to-back and use spelling pattern clues to get their partner to guess the word they hold in their hand. When the student guesses the word correctly, he/she must spell it. Homework could include an activity from the [Word Study Activities](Word%20study%20calendar.doc) or [More Word Study Activities](More%20Word%20study%20Activities.doc) menus. Make sure the students mark off each activity as they complete it so that they don’t do the same thing each week. |
| 4 | By this time, the students should have had plenty of experience with the words on their list so that other words following the same spelling patterns are easily recognizable. A “word hunt” requires students to read a book, ANY book, and keep an eye out for additional words which follow the same spelling patterns as the words on their lists. Students will complete another closed sort table with the words they find during their hunts.  For homework, I like to assign an alphabetical order sort with a twist. The students must alphabetize their flashcards any way they want. In the past, I’ve had students alphabetize their words in an accordion book, create picture frames with their words and then draw a picture within the frame, and even create board games. By requiring the students to use their spelling words for this activity, you will have much fewer word cards left lying on the classroom floor! |
| 5 | Administer the test. You can do this in a couple of different ways: use the traditional method of calling off words and having students spell them. Alternately, you can give the students a copy of the closed sort and require them to both only spell each word correctly and place it in the correct column. |