

# Words Their Way Digital User Guide

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# Getting Started

## Defining User Roles

*Words Their Way Digital* supports two different user types: **Teacher** and **Admin**. The type of access you need will depend on your role. Please see the descriptions of the two user types below, along with suggestions for how the user types align to different educator roles.

**Teacher Access:** The Teacher user type is intended for any classroom teacher or teacher candidate who plans to use *Words Their Way Digital* in their classroom. Teachers have the ability to create and manage a class roster, and will have access to the other key features of the website: online spelling inventories and reporting, interactive sorts, and printable game templates. **We suggest Teacher access for the following educator roles:**

- Teacher candidates (college students training to become teachers)
- K12 classroom teachers

**Admin Access:** The Admin user type is intended for any educator who needs to have oversight over multiple classroom teachers or teacher candidates. Admins have the ability to create a *school* and invite users with Teacher access to join the school. If the Teacher user accepts the invitation, the Admin will have access to the Teacher's class roster and reporting, and can also administer online spelling inventories and interactive sorts on the Teacher's behalf. **We suggest Admin access for the following educator roles:**

- College instructors
- K12 literacy specialists or coaches
- K12 administrators

**Gaining access to the correct user type:** If you are reading this document, you have already registered as either a Teacher or an Admin. After reading the above descriptions of user types, if you believe you have the wrong access type, contact your sales representative. To find your sales representative:

- K12 users: **click here**

## Ordering Information

Please visit our website for current options available  
[www.pearsoncanada.ca/wordstheirway](http://www.pearsoncanada.ca/wordstheirway)

Please note, bundles are no longer available for purchase in Canada.

For Canadian K-12 Teachers:

eText is available on the Revel Platform, per teacher, for 1 year access.

To access, please register your subscription through this link:

<https://console.pearson.com/enrollment/5mpqoy>

## **Customer Support Resources**

**Find your sales representative:**

- K12 users: [click here](#)

**Pearson technical support: [click here](#)**

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# Create and Manage Schools/Classes

## Create and Manage a School (Admin users only)

*Words Their Way Digital* allows Admin users to create a school and invite teachers in order to have oversight capabilities over multiple classrooms. Teacher users have the ability to create a class only, not a school (see next section). To create a school and invite teachers:

1. From the home screen, click **Manage Schools & Reporting** > **Schools & Reporting** > **Create New School**.
2. Enter a school name (required), phone number (optional), and notes (optional). For college instructors serving as an Admin, we recommend naming your school based on your course number and term information (e.g., READ-300-001 Fall 2019). Then click **Done**. Your newly created school now appears on your dashboard.
3. To invite Teacher users to join your school, click on the **Teachers** tab, then click the **Invite Teacher** button. *Important: You can only invite Teacher users who have already registered for WTW Digital as a Teacher.*
4. Select the desired school from the drop down menu. Next, enter the teacher's name (required), email (required), phone (required), and notes (required). If you do not wish to enter a phone number or notes, just enter placeholder text. Then click **Invite**. The teacher will receive an automated email invitation with the option to accept or decline the invitation. If accepted, the Admin will have access to the Teacher's data for all classes.
5. Repeat the above steps as necessary until you have invited all teachers.

To manage an existing school, click on the school name from the **Manage Schools & Reporting** > **Schools & Reporting** screen. After clicking on the school name, you can edit the school details, delete the school, invite teachers, or view teachers' archived classes.

## Create and Manage a Class

*Words Their Way Digital* allows Teacher users to create multiple class rosters to keep track of spelling inventory data, and to create word study groups. If you are an Admin, you will have the ability to create and manage classes on behalf of any Teacher user who has accepted your invitation to join your school. To create a class:

1. From the home screen, click **Manage Classes & Reporting** > **Classes & Reporting** > **Create New Class**. If you are an Admin creating a class on behalf of a Teacher, you must first select that teacher from within that teacher's school.
2. Enter a class name (required), select a grade level (required), and select a class start/end date range (required). Then click **Next**.
3. Next you will add students to the class roster using one of two methods:
  - a) Download and import the .csv template: To do this, click **Download .CSV Template**, then open the file. There are four columns of data in this spreadsheet:

**Student name** (required): Enter the student's first and last name

**Student ID note** (optional): Enter additional unique student identifier

**Development stage** (optional): Leave this column blank unless you know a student's exact stage of spelling development. This information will automatically populate once the student takes the online spelling assessment.

**Student group** (optional): Leave this column blank unless you have already determined word study groups for your students. This information will automatically populate once students take the online spelling assessment.

Begin by deleting the sample data included on lines 2-4 of the spreadsheet template. Enter student names in Column A, and use the other columns to enter data as outlined above (if desired). After entering desired data, save the spreadsheet. *Important: Make sure you save the spreadsheet in the same .csv file format you downloaded.* Click the **Choose Files** button and select the spreadsheet you saved. Your list of students should automatically populate below.

b) Add students manually using the **Add Student** button. If you are adding students manually and do not know their stages or word study groups yet, select **To be determined**.

4. When you have finished creating your roster, click **Next**. Review the class details, and if everything looks correct, click **Done**.

To manage an existing class, click on the class name from the **Manage Classes & Reporting > Classes & Reporting** screen. From there you can edit the class, delete the class, or archive the class.

## Archived Classes

*Words Their Way Digital* automatically archives classes 90 days after the class end date. Archived classes will automatically delete one year after the archive date. If you want to retain student data, we recommend exporting student reports (e.g. class composites, feature guides) as needed. Archived classes can be reinstated, and you can change the class end date if needed.

To access archived classes: **Manage Classes & Reporting > Archived Classes**.

# Spelling Inventories and Reporting

## Conducting a Spelling Inventory

*Words Their Way Digital* offers online versions of all three spelling inventories (Primary, Elementary, and Upper Level). After the student submits an online inventory, the results are automatically scored and the student's spelling stage is approximated based on total words spelled correctly (Power Score). After all students within a class have completed a spelling inventory, you can use *WTW Digital* to automatically assign word study groups. More information on word study groups can be found in the Reporting section of this guide.

**Note:** If a student is unable to key in spellings on their own, you may choose to administer the inventory on paper, then transfer the students spellings into an online spelling inventory to take advantage of the automatic scoring.

To launch an online spelling inventory:

1. Click **Spelling Inventories > Launch Live Inventory**. Before clicking "Launch Live Inventory", you will notice there are three files listed under **Spelling Inventory Teacher Instructions**. These are step by step guides on how to administer a spelling inventory to your class, including the list of words to be spelled, and sample sentences. These instructions also include the forms necessary to administer inventories on paper.
2. Select the inventory you would like to administer, then click **Next**.
3. Select a class from the drop-down menu. **Note:** Admin users will first have to select a "School". Next, select the name of the student taking the inventory. Then click **Launch**.
4. You are now on the screen where the student can enter spellings directly. You may choose to read the words aloud to the student, or the student can take the assessment without the teacher present using the audio buttons next to each entry field (see screenshot below). When clicked, an audio file will play back the word to be spelled, and a sample sentence.

The screenshot shows two identical input fields stacked vertically. Each field consists of a light blue rounded rectangle. On the left side of each rectangle is a small white square containing a number (1 for the top field, 2 for the bottom field). To the right of the number is a circular speaker icon with sound waves. Further right is a horizontal line representing a text input field.

5. When the student is finished with the spelling inventory, click **Submit**.

## Reporting

*Words Their Way Digital* offers reporting at the class level and at the individual student level for performance on the spelling inventories. The purpose of this data is to help you approximate each student's stage of spelling development in order to help group students for word study. Class level data is presented as a Class Composite. To review the Class Composite:

1. Click **Manage Classes & Reporting > Classes & Reporting**. Click the **Reporting** button next to the class you would like to review. The Class Composite report shows all features across the three spelling inventories in a single continuum. The screenshot on page 9 includes explanations of what you will find on this report.
2. To see student-level reporting, click the **View** button next to any student's name in the far left column. The screenshot on page 10 includes explanations of what you will find on this report.
3. From the student-level report, click the **View** button next to any of the dates/names of the inventories to view the detailed feature guide that was generated from that spelling inventory. Pages 11-12 include a sample Feature Guide and explanation of what you will find in this report.

The remainder of this page was intentionally left blank. The guide resumes on page 13.

Sample Class

\*In the Upper Level Spelling Inventory only, all vowel types are included in a single column: short, long, diphthongs, r-influenced, and ambiguous.

Student Inventory	Initial Consonants	Final Consonants	Short Vowels	Digraphs	Blends	Common Long Vowels	Vowels*	Diphthongs, R-influenced & Ambiguous Vowels	Complex Consonants	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Prefixes & Suffixes	Advanced Suffixes	Reduced Vowels In Unaccented Syllables	Bases or Roots	Greek & Latin Elements	Assimilated Prefixes	Total Feature Points	Power Score	Total Rank Order	Approximate Stage
Jake Fisher <i>Elementary Inventory</i>	<a href="#">View</a>	2/2	5/5	5/5	6/6	7/7	4/5	5/7		3/5	2/5	2/5		1/5		1/5			43/62	9/25	52	WWP L
Brooke Warner <i>Primary Inventory</i>	<a href="#">View</a>	7/7	7/7	7/7	7/7	7/7		2/7		3/7									47/56	17/26	64	WWP L
Kevin Davis <i>Upper Inventory</i>	<a href="#">View</a>				1/1	4/4		9/9	7/7	4/4	3/4	3/9	3/10		0/6		0/8	0/6	34/68	11/31	45	SA Mid

Class Composite Report

In the far left column below each student's name you can see each student took a different inventory. Because the data is presented on a single continuum, you are able to see how students' spelling stages and areas of need are aligned regardless of which inventory was administered.

In the far right column you will notice an approximate stage has been automatically determined for each student based on their inventory results. Stages are determined by how many words the student spelled correctly (Power Score). Below you will find an explanations for the abbreviations that show up in this column:

- Stages of Spelling Development:**  
 LNA = Letter Name-Alphabetic  
 WWP = Within Word Pattern  
 SA = Syllables and Affixes  
 DR = Derivational Relations

- Gradations:**  
 E = Early  
 M = Middle  
 L = Late

You will also notice a blue highlight for each student in the column where they first missed 2 or more feature points. This will give you an idea of the types of features students should be working on during word study, and will also help determine word study groups.

**Note:** Blank cells mean that particular feature is not measured on the spelling inventory that was administered to the student. For example, the Upper Level inventory does not measure Initial/Final Consonants or Short Vowels, which is why the first three cells on Kevin's report are blank.

\*In the Upper Level Spelling Inventory only, all vowel types are included in a single column: short, long, diphthongs, r-influenced, and ambiguous.

Month/Year Inventory		Initial Consonants	Final Consonants	Short Vowels	Diagraphs	Blends	Common Long Vowels	Vowels*	Diphthongs, Influenced, & Ambiguous Vowels	Complex Consonants	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Prefixes and Suffixes	Advanced Suffixes	Reduced Vowels In Unaccented Syllables	Bases or Roots Greek & Latin Elements	Assimilated Prefixes
Aug 2019 Upper Level	<a href="#">View</a>				1/1	4/4		9/9		7/7	4/4	4/4	9/9	10/10	6/6		6/8	0/6
Aug 2019 Upper Level	<a href="#">View</a>				1/1	4/4		9/9		7/7	4/4	3/4	3/9	3/10	0/6		0/8	0/6

## Student Report

The student-level report shows a full history of all spelling inventory results for a single student. Results are displayed in chronological order, with the top row being the most recent spelling inventory taken by the student.

In the above example, you will notice Kevin made progress on his most recent spelling inventory and can now focus on Greek & Latin Elements, which means he is in the Derivational Relations (Middle) stage of spelling development. Previously, he was working on Unaccented Final Syllables in the Syllables & Affixes (Middle) stage.

To view the results of Kevin's individual spelling inventories, you would click the **View** button next to date/name of the inventory you would like to review.

**Please note:** The above report is provided for example purposes only. You can see both of Kevin's inventory results are from August 2019. It is unlikely you would every administer two inventories to a student within the same month.

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Original Word Student Spelling	Within Word Pattern						Syllables & Affixes			Derivational Relations			Feature Points	Power Score
	Early		Middle		Late		Early	Middle	Late	Early	Middle	Late		
	Blends	Digraphs	Vowels	Complex Consonants	Inflected Endings	Syllable Juncture	Unaccented Final Syllables	Prefixed and Suffixes	Reduced Vowels in Unaccented Syllables	Greek & Latin Elements	Assimilated Prefixes			
switch switch	sw <input checked="" type="checkbox"/>		i <input checked="" type="checkbox"/>	tch <input checked="" type="checkbox"/>								3/3	1	
smudge smudge	sm <input checked="" type="checkbox"/>		u <input checked="" type="checkbox"/>	dge <input checked="" type="checkbox"/>								3/3	1	
trapped trapped	tr <input checked="" type="checkbox"/>				pped <input checked="" type="checkbox"/>							2/2	1	
scrape scrape			a-e <input checked="" type="checkbox"/>	scr <input checked="" type="checkbox"/>								2/2	1	
knotted knotted			o <input checked="" type="checkbox"/>	kn <input checked="" type="checkbox"/>	tted <input checked="" type="checkbox"/>							3/3	1	
shaving shaving		sh <input checked="" type="checkbox"/>			ving <input checked="" type="checkbox"/>							2/2	1	
squirt squirt			ir <input checked="" type="checkbox"/>	squ <input checked="" type="checkbox"/>								2/2	1	
pounce pounce			ou <input checked="" type="checkbox"/>	ce <input checked="" type="checkbox"/>								2/2	1	
scratches scratches			a <input checked="" type="checkbox"/>	tch <input checked="" type="checkbox"/>	es <input checked="" type="checkbox"/>							3/3	1	
crater crater	cr <input checked="" type="checkbox"/>					t <input checked="" type="checkbox"/>	er <input checked="" type="checkbox"/>					3/3	1	
sailor sailor			ai <input checked="" type="checkbox"/>				or <input checked="" type="checkbox"/>					2/2	1	
village village						ll <input checked="" type="checkbox"/>	age <input checked="" type="checkbox"/>					2/2	1	
disloyal disloyal			oy <input checked="" type="checkbox"/>				al <input checked="" type="checkbox"/>	dis <input checked="" type="checkbox"/>				3/3	1	
tunnel tunnel						nn <input checked="" type="checkbox"/>	el <input checked="" type="checkbox"/>					2/2	1	
humor humor						m <input checked="" type="checkbox"/>	or <input checked="" type="checkbox"/>					2/2	1	
confidence confidence								con <input checked="" type="checkbox"/>	fid <input checked="" type="checkbox"/>			2/2	1	
fortunate fortunate							ate <input checked="" type="checkbox"/>			fortun <input checked="" type="checkbox"/>		2/2	1	
visible visible								ible <input checked="" type="checkbox"/>		vis <input checked="" type="checkbox"/>		2/2	1	
circumference circumference								ence <input checked="" type="checkbox"/>		circum <input checked="" type="checkbox"/>		2/2	1	
civilization civilization									liz <input checked="" type="checkbox"/>	civil <input checked="" type="checkbox"/>		2/2	1	
monarchy monarchy										arch <input checked="" type="checkbox"/>		1/1	1	
dominance dominance								ance <input checked="" type="checkbox"/>	min <input checked="" type="checkbox"/>			2/2	1	
correspond corespond									res <input checked="" type="checkbox"/>		rr <input type="checkbox"/>	1/2	0	
illiterate illiterate							ate <input checked="" type="checkbox"/>				ll <input type="checkbox"/>	1/2	0	
emphasize emphasize								size <input checked="" type="checkbox"/>		pha <input checked="" type="checkbox"/>		2/2	1	
opposition oposition									pos <input checked="" type="checkbox"/>		pp <input type="checkbox"/>	1/2	0	
chlorine clorine								ine <input checked="" type="checkbox"/>		chlor <input type="checkbox"/>		1/2	0	
commotion comotion								tion <input checked="" type="checkbox"/>			mm <input type="checkbox"/>	1/2	0	
medicinal medisinal							al <input checked="" type="checkbox"/>			medic <input type="checkbox"/>		1/2	0	
irresponsible iresponsible								ible <input checked="" type="checkbox"/>	res <input checked="" type="checkbox"/>		rr <input type="checkbox"/>	2/3	0	
succession susion								sion <input checked="" type="checkbox"/>			cc <input type="checkbox"/>	1/2	0	
Totals	4/4	1/1	9/9	7/7	4/4	4/4	9/9	10/10	6/6	6/8	0/6	60/68	23/31	

## Feature Guide Report

Feature guide reporting includes all of the details from the online spelling inventory that was submitted by the student. Individual word features are automatically scored (see individual check boxes), and feature point totals and Power Score (number of words spelled correctly) are automatically totaled.

In the far left column you will notice the report includes both the original word to be spelled **and** the spelling that was keyed in by the student. Here is an example from Kevin's report on page 11:

<i>Original Word</i>	<i>medicinal</i>
Student Spelling	medisinal

At the top of the report, you will see a blue circle indicates the student's approximate stage of spelling development. This is calculated based on the Power Score (total words spelled correctly). The table below shows how Power Scores align to different stages for all three inventories:

### Power Scores and Estimated Stages

Inventory	Letter Name			Within Word Pattern			Syllables and Affixes			Derivational Relations		
	<i>E</i>	<i>M</i>	<i>L</i>	<i>E</i>	<i>M</i>	<i>L</i>	<i>E</i>	<i>M</i>	<i>L</i>	<i>E</i>	<i>M</i>	<i>L</i>
Primary Spelling Inventory	0	1-3	4-6	7-10	11-15	16-19	20-22					
Elementary Spelling Inventory	0	1-2	3-4	5-6	7-8	9-10	11-13	14-16	17-18	19-25		
Upper-Level Spelling Inventory				1-2	3-6	7-8	9-10	11-15	16-18	19-22	23-25	26-31

**Note:** If you disagree with the way the website automatically scored an individual feature, you can edit the check box(es) within the Feature Guide report screen. Simply click on a check box to select or de-select the feature. Changes are automatically saved and will reflect in the student- and class composite-level reporting.

When editing check boxes, only the feature point totals will change, and this will not have impact on whether or not the word was spelled correctly (Power Score). Therefore, editing an individual Feature Guide will not change the student's approximate stage, but it might change which feature column is highlighted as an emphasis for word study.

# Assigning and Editing Groups

## Auto-Assigning Groups

*Words Their Way Digital* provides a way to auto-assign groups based on students' approximate stage of spelling development. To auto-assign groups:

1. Start by navigating to the Class Composite reporting screen. Instructions for locating this report are included on page 8 of this guide.
2. Click on the **View Groups** toggle above the Class Composite report. A message will appear in blue prompting you to click **Edit Groups**.
3. You can now see your full class roster. Click the button labeled **Auto Assign Groups**. This will automatically group students by their stage of spelling development. Click the **Save** button to keep these changes.

## Editing Groups

If auto-assigning results in more than 2-3 groups, you might want to edit student groupings. You will find guidelines for grouping students for word study on the next page. To edit student groups:

1. **Manage Classes & Reporting > Classes & Reporting**. Next, click on the name of the class for which you wish to edit student groupings. Click on a student's name, then click on the **Edit** button.
2. Locate the drop-down menu labeled **Group**, and select the desired group, then click **Save**.
3. Repeat as needed until students are grouped based on your classroom needs and resources.

## Guidelines for Grouping Students for Word Study

*Words Their Way Digital* will organize all students within a class by their stage (Letter Name-Alphabetic through Derivational Relations) and gradation (early, middle, or late). Because the online spelling inventories measure up to 12 stage/gradation combinations, it is possible you could end up with 12 groups to start (though it would be very unlikely). If the initial grouping results create more than 2-3 groups, it will be up to you to further organize groups based on students' needs and available staffing. Remember, the auto-suggested groups on *WTW Digital* are just a starting place - an approximation.

Familiarize yourself with Chapter 2 of *Words Their Way* which covers assessment and grouping. Look for these sections in the main text:

- Stage determination can be based on students' power scores as found in Table 2.2.
- Stage determination is also based on the Feature Guide results such as the one in Figure 2.3 that shows a student in the late within word pattern stage. Feature scores are transferred to a Classroom Composite Chart such as the one in Figure 2.5 that can reveal possible groups. *WTW Digital* creates a composite chart for you.
- Both power scores and feature guide designations can be used to create a Spelling by Stage Classroom Chart such as the one in Figure 2.6 that provides an example of three grouping configurations.
- Each stage chapter, with the exception of Chapter 4, provides more information about the early, middle and late gradations in the text and in the tables listing characteristics of the stage.
- There are tips for creating and managing groups in Chapter 9 as well as at the end of each instructional chapter.

Here are some basic principles for grouping:

- Assign students as closely as possible to their developmental stage.
- If there are more than 3 groups, we recommend combining students who are in adjacent stages (i.e., students in early and middle WWP might be grouped together). Avoid grouping students that are more than  $\pm 2$  gradations apart.
- Group the lowest scoring students first, as close to their stage as possible ( $\pm 1$  gradation) as these are the students who need word study the most. Students who are above grade level in spelling will not be as negatively impacted if they are not placed at their exact developmental level; one solution discussed in the text is for them to join their nearest group in the class or a group in a colleague's upper level word study group.
- There may be students who are 2 or more gradations below or above the established groups and additional staffing (aides or specialists) may be necessary to meet their needs. Creating an additional group with grade level colleagues and involving push-in staff is an option discussed in Chapter 9 in the heading *Creating Word Study Groups*.
- Flexibility is important. Students may need to be reassigned based upon additional assessment or observations. In addition, students will progress at different rates and may need to be reassigned over time.



## Sorts Overview

*Words Their Way Digital* offers 130+ interactive online sorts across all five stages of spelling development. Click on the **Sorts** pane in the left navigation to access this section of the website. At the bottom of the Sorts Overview screen you will find a section titled **Sort Instructions for Teachers**. Here you will find a PDF for each stage. These instructions will help you understand the content within each sort, and will also provide suggestions for how to introduce and discuss each sort with students. Each sort described in the instructions has a corresponding interactive version on the website. However, you can also print sorts from the instructions for in-class sorting on paper.

## Interactive Sorts

To access interactive sorts:

1. Click on the **Sorts Library** button from the Sorts Overview screen. Under the section labeled "Developmental Stages", click **View Sorts** next to the desired stage. A full list of sorts will appear for that stage. The numbering and order of the sorts match the sort instructions document described above.
2. Click on any of the sort titles to preview the sort. When ready, click the **Launch Sort** button. You will be prompted to one of two modes:

Practice: This mode gives immediated feedback when a sorted item is correct/incorrect.

Test: This mode waits until all items are sorted and submitted before providing feedback.

**Note:** The concept sorts in the Emergent stage do not have predefined categories or "right" and "wrong" answers. This is because concept sorts present the opportunity to think creatively about different ways to categorize and sort objects. For each concept sort, we offer a few suggestions for creating categories to get you started.

3. Select the desired mode, then click **Continue**. When ready, click **Start**. When the student is finished sorting, click **Submit**.

## Create a Custom Sort

To a custom interactive sort:

1. From the Sorts Overview screen, click on **Sorts Library > Custom > Create Custom Sort**.
2. Enter a title, directions, and select a developmental stage for your custom sort. Then click **Next**.

3. Enter a title for each sort header (this is required, but will not show up for the student while sorting).

4. Under "Visual", select a radio button to determine if your sort column header will be an image, text, or a combination of image and text.

Image: If selected, a **Change Image** button will appear, where you can select your image. Use the search function to look for a picture that matches the subject of your sort, select the check box, then click **Add**.

Text: If selected, a text box will appear where you will enter your text.

Image and Text: If selected, you will be prompted to select an image and enter accompanying text.

5. After determining your sort column headers, click the **Add Sort Card** button under one of the headers. You will complete a similar process to Step 4 above to create your sort cards.

6. Repeat Step 5 until you have the desired number of sort cards under each header, then click **Next**. You will be able to preview your sort before clicking **Done**.

To find your custom sorts: **Sorts > Sorts Library > Custom (tab) > View Sorts**.

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# Games

## Printing Games and Templates

*Words Their Way Digital* offers 40+ printable game templates across all five stages of spelling development. Click on the **Games** pane in the left navigation to access this section of the website. Click on the **Games Library** button to access preloaded games (organized by stage). Each game includes a set of instructions along with the reproducible resources needed to play each game. The **Templates** tab includes all of the templates used in the various games and can be used to create your own word study games.

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