Assessing Student Learning

Goal	Accuracy
Strategy	Trade a Word/Guess a Word That Makes Sense
Common Core Alignment	RF.1.3 RF.2.4 RF.3.4 RF.4.4 RF.5.4
Possible Text Selections	*Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move* by Judith Viorst *Enemy Pie* by Derek Munson *I Need My Monster* by Amanda Noll *Hooray For Fly Guy* by Tedd Arnold *Zoomer* by Ned Young *No Jumping On the Bed* by Tedd Arnold
Instruction	See **Ready Reference Guide**
Possible Options for Assessment ** These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*	**Sticky Notes** Students can mark words they are unsure of with either a sticky note or highlighter tape. They can then trade or guess a word that would fit in the context of the story and has the same beginning sound. Older students might also write the word they have chosen to replace it with on the sticky note. This will encourage students to attend to those confusing words and also allow the teacher to see if there is a pattern in the words the student is struggling with. **Trade a Word/Guess a Word Organizer (example below)** On this organizer, students can record the words they have had to use this strategy on. They can also record the word they traded or guessed and the context clues that helped them determine which word to select. **Conferring** • Before asking students to read from their good fit book, ask if they have had to trade or guess a word that makes sense in their text. Observe which words students are utilizing the strategy on and determine if students are substituting a word that makes sense and has the same beginning sound. • Ask students to read a portion of their good fit book. • While listening to the student read, determine if they are using the strategy accurately and at appropriate times. Discuss with the student which context clues helped him/her determine the word they guessed. If the student seems to be struggling with trading a word or guessing a word that makes sense, provide further instruction.

Trade a Word/Guess a Word That Makes Sense Rubric

	4	**3**	**2**	**1**
	Exceeds Standard	**Meets Standard**	**Approaching Standard**	**Below Standard**
Prediction	The student successfully trades or guesses a word that makes sense in the text and has the same beginning sound. The student is able to verbalize which context clues helped him/her make the guess.	The student successfully trades or guesses a word that makes sense in the text and has the same beginning sound.	The student guesses or trades a word, but does not use letter sounds and/or context to help determine the word.	The student does not trade or guess a word.

Trade a Word/Guess a Word Chart

Name: _____ Date: _____

Word From Text	Traded or Guessed Word	Context Clues From Text