

Effective Word Study to Advance Literacy Achievement

**Donald Bear
Marcia Invernnizzi**

TOPICAL OUTLINE

WHAT IS WORD STUDY?

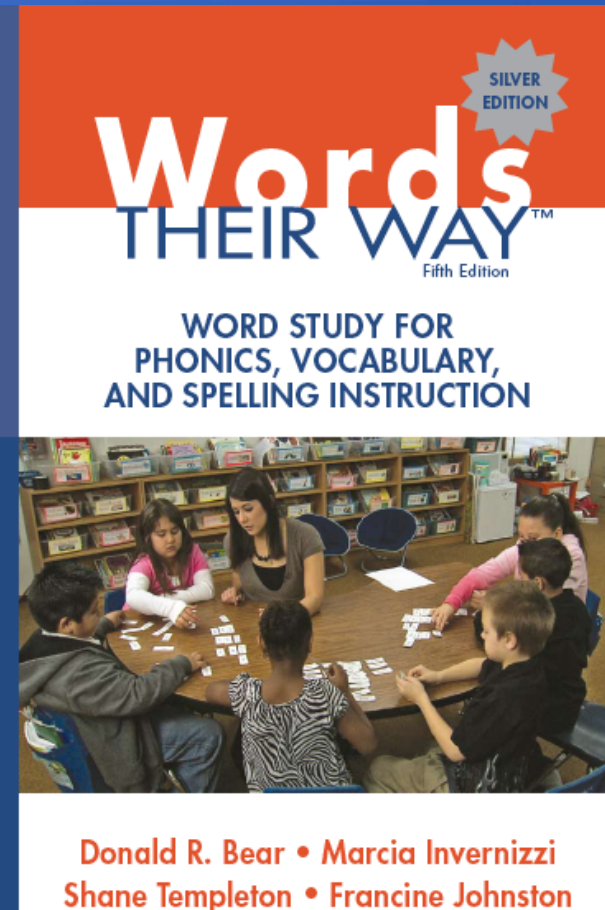
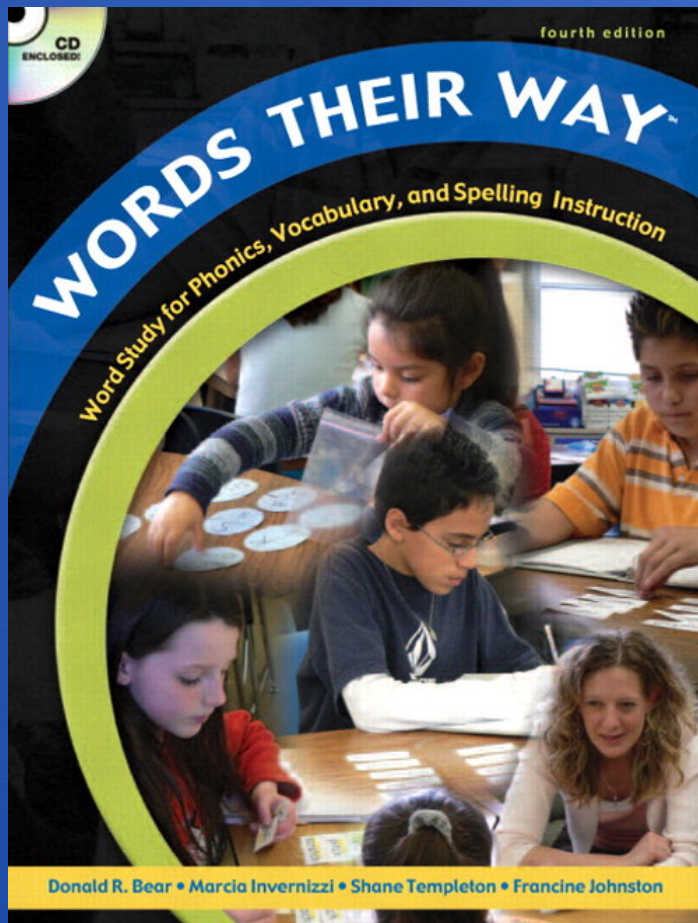
**WHY IS WORD STUDY ESSENTIAL TO
LITERACY ACHIEVEMENT?**

ASSESSING DEVELOPMENT

**ORGANIZATION AND INSTRUCTION OF
WORD STUDY**

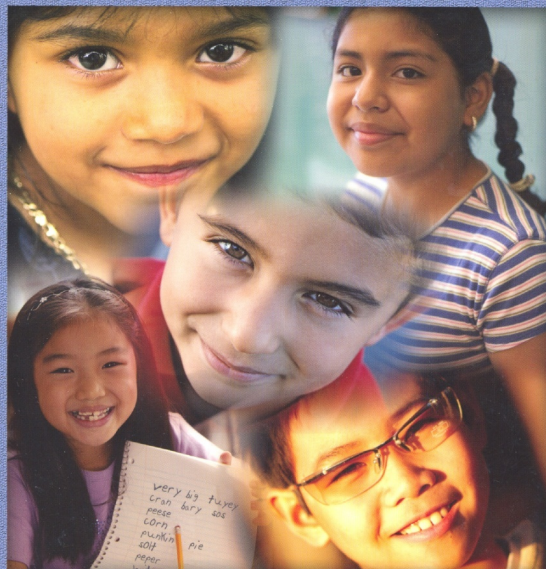
QUESTIONS

Resources for Word Study



Words Their Way™ with English Learners

Word Study for Phonics,
Vocabulary, and Spelling Instruction



Donald R. Bear • Lori Helman • Shane Templeton
Marcia Invernizzi • Francine Johnston

Words THEIR WAY

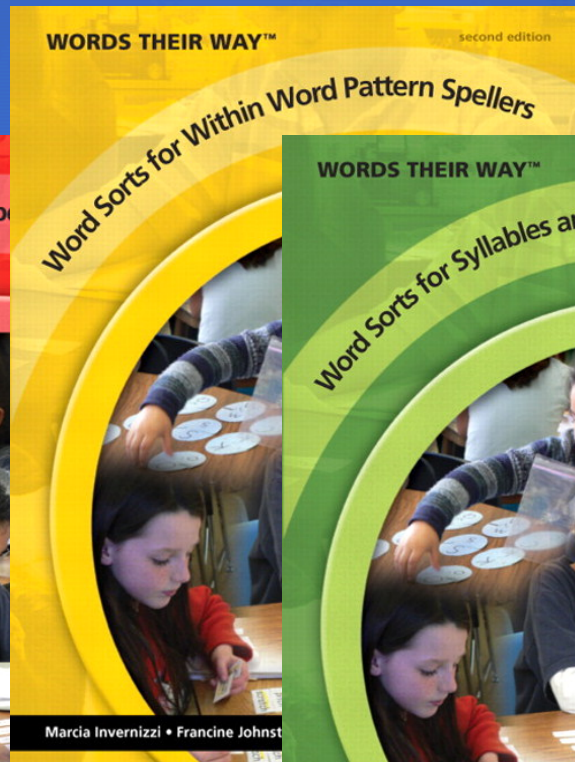
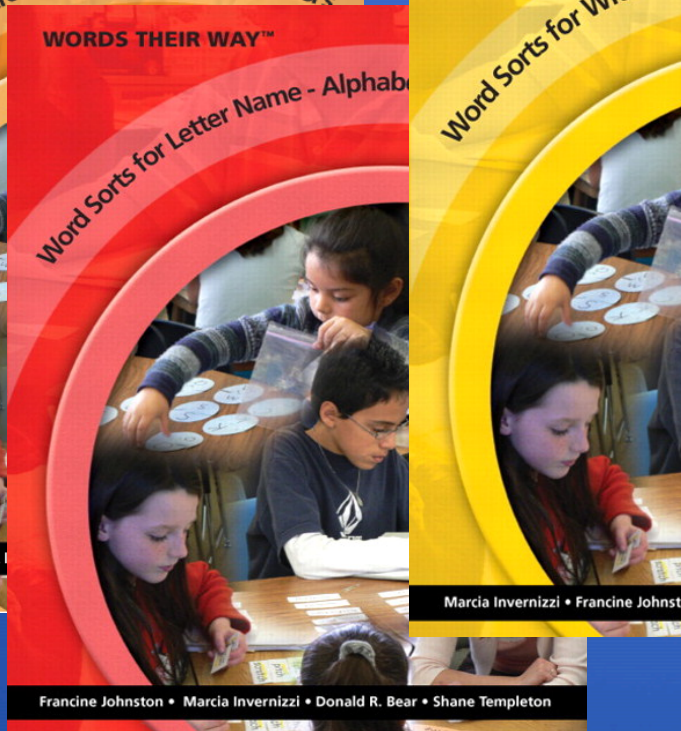
With English Learners

**WORD STUDY FOR PHONICS,
VOCABULARY, AND SPELLING**



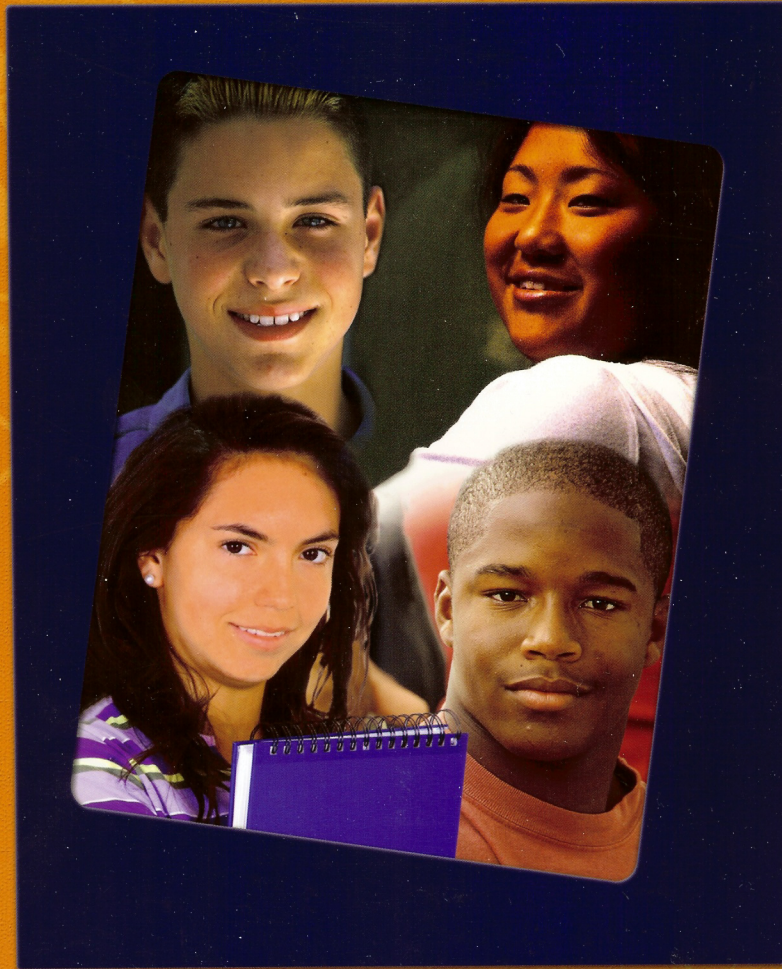
Lori Helman • Donald Bear • Shane Templeton
Marcia Invernizzi • Francine Johnston

Books of Prepared Sorts



Vocabulary Their Way™

Word Study with Middle and Secondary Students



Shane Templeton • Donald R. Bear • Marcia Invernizzi • Francine Johnston

SILVER
EDITION

Words THEIR WAY™

Fifth Edition

WORD STUDY FOR
PHONICS, VOCABULARY,
AND SPELLING INSTRUCTION



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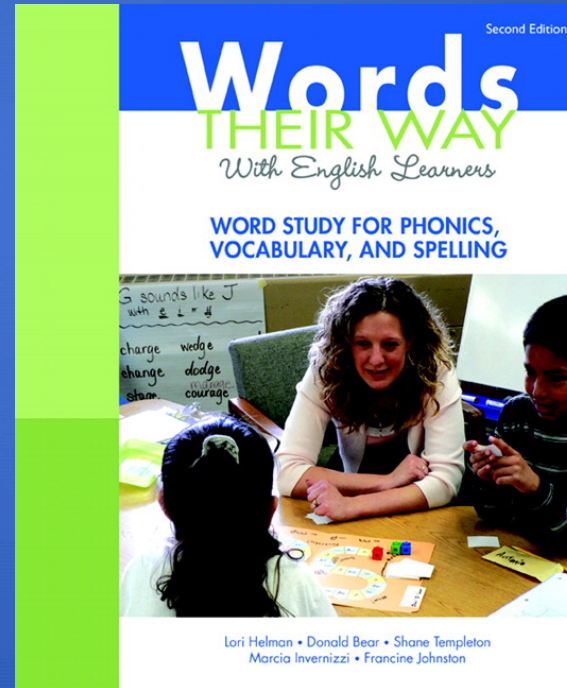
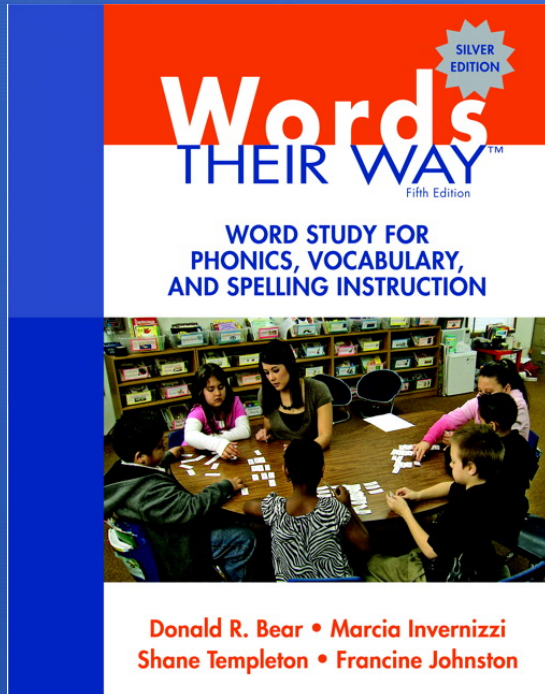
Words Their Way 5th edition Features

- Progress monitoring assessments
- More vocabulary instruction
- Continuum of support for pacing
- Emergent stage enhanced with more activities
- Expanded chapter on derivations
- What used to be on the CD and DVD are online

Words Their Way 5th edition (coming soon) provides an interactive website that you can subscribe to for:

- Create your own sorts and games
- 40 videos of word study instruction
- Interactive word sorting
- Electronic assessment materials and classroom organization forms
- Pre-made sorts spanning the full developmental continuum

PDToolkit for Words Their Way™



<http://pdtoolkit.pearson.com/>

WORDS THEIR WAY

WORD STUDY FOR PHONICS, VOCABULARY, AND SPELLING INSTRUCTION

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[Sorts & Games](#)

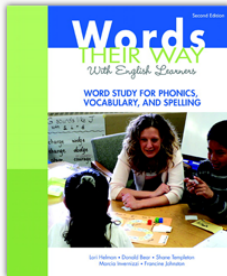
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WELCOME TO PDToolkit FOR Words Their Way



Words Their Way is a developmentally driven instructional approach providing an integrated way to teach phonics, vocabulary, and spelling to improve literacy skills. Using a systematic approach to word study, guided by an informed interpretation of spelling errors and other literacy behaviors, Words Their Way offers a teacher-directed, child-centered plan for vocabulary growth and spelling development. The keys to this research-based approach are knowing your students' literacy progress, organizing for instruction, and implementing word study.

The PDToolkit allows you to access the three major components of the Words Their Way model: Sorts & Games, Videos, and Assessment Tools. The application also provides additional resources including blank templates and more in-depth instructions.

Sorts & Games

Hundreds of sorts and games in the five word study developmental stages are pre-loaded for you to either print to use in the classroom or have your students interact within the application. As a teacher, you will be able to choose in which mode your student will use: practice or test. The practice mode provides immediate feedback, whereas the test mode allows the student to finish the sort before receiving any feedback. Students will be timed and the sort results will flow into the assessment application.

You will also have the opportunity to create your own sorts. Entering any word you like and selecting from a catalog of hundreds of images, you will be able to create a sort that relates to the most appropriate developmental stage for your students. You can save your sorts to use at a later time and will also have the opportunity to edit them.

Videos

There are over forty videos loaded into the application relating to the five developmental stages as well as other topics such as assessment, classroom organization, development of students, monitoring progress, small group instruction, whole class instruction, word study activities, and word study intervention. Each video is accompanied by a description and related artifacts that you can refer to while watching the video. All videos also have closed captioning and full transcripts.

Assessment Tools

The assessment tools section has two components: assessment materials and assessment application. Assessment materials include resources that will aid you in assessing your students' development. The assessment application will allow you to gauge your students' stage through spelling inventories, error guides, and feature guides. From the assessment application, you can enter your students' grades on spelling inventories and sorts and run a number of reports including progress monitoring and a class composite. The results of these reports will allow you to group your students into their appropriate stages.

My Favorites

Sorts

Sort #WWP24: R-influenced i: ir, ire
(with a review of r-blends)

Sort #SA17: R-Influenced Vowels in Two Syllables: or, ore, ire, ure

Sort #LN20: Short Vowel Picture A, O, E

Games

Turkey Feathers: for Each Long Vowel

Take a Card Game: Words that End in -ch and -tch

Videos

Video #6-4: Short-a and Long-a (CVCe, CVC -ai, and -ay)

- Home page
- Four major components : Sorts & Games, Assessment Tools, Videos, and Additional Resources
- My Favorites accessible from home page

#WWP24: R-influenced i: ir, ire (with a review of r-blends)

TIME:
00:15
CARDS LEFT: 16



grill

girl

fire

hire

birth

wire

drill

grip

dirt

tire

bird

bring

first

drip

third

trick

chirp

drink

shirt

VIEW ALL CARDS

- **Practice Mode**
- **Correct answer**

#WWP24: R-influenced i: ir, ire (with a review of r-blends)

TIME:
01:16
CARDS LEFT: 0



grill

girl

fire

trick

chirp

drink

drill

birth

dirt

shirt

bird

wire

hire

tire

bring

grip

drip

first

third

Sort Completed!

You've completed
#WWP24: R-influenced i: ir, ire (with a review of r-blends) in

1 Minute and 16 Seconds!

You had **15 CORRECT** answers and **1 INCORRECT** answer.

Continue ►

[VIEW ALL CARDS](#)

- Results
- Timer

WORDS THEIR WAY

WORD STUDY FOR PHONICS, VOCABULARY, AND SPELLING INSTRUCTION

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[Home](#) > [Sorts & Games](#) > #WWP24: R-influenced i: ir, ire (with a review of r-blends)

[Back to Search](#)

 #WWP24: R-influenced i: ir, ire (with a review of r-blends)

[EDIT](#) [PRINT](#) [START](#)

Select your mode of play

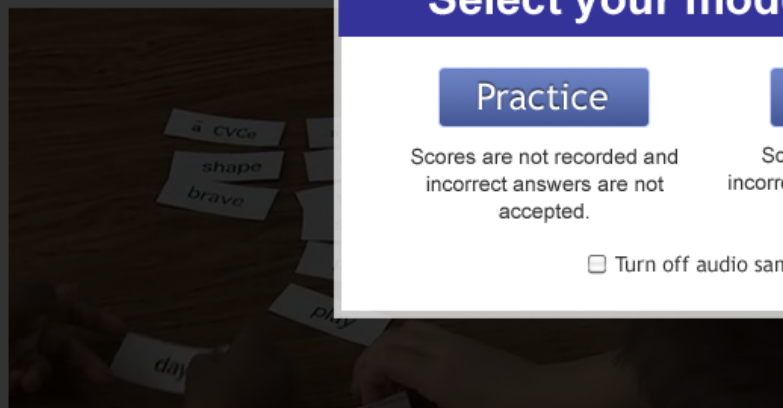
Practice

Scores are not recorded and incorrect answers are not accepted.

Test

Scores are recorded and incorrect answers are accepted.

☐ Turn off audio samples



Pattern

und and students sometimes have in the word it occurs so in this sort d. Establish three categories a r-blend in grill, the ir in girl and

- **Practice Mode: immediate feedback, results are not recorded**
- **Test Mode: must submit answers to receive feedback, results are recorded**

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Home > Sorts & Games > Create Your Own

Create Your Own Sort

[Choose Your Sort Settings](#)

[Choose Your Categories](#)

[Choose Your Cards](#)

[FINISH!](#)

C

Word	Word Picture	Word
Chair	Kite	Captain
Word	Word	Word
Koala	Kit	Cut
Word	Word	Word
Word	Word	Word
Word	Word	Word
Word	Word	Word

K

Word	Word Picture	Word
Cat	Cookie	Knife
Word	Word	Word
Knot	Kids	Cook
Word	Word	Word
Word	Word	Word
Word	Word	Word
Word	Word	Word

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Would you like to use this picture?



Yes

No

- Create Your Own Sort, Step 3
- Enter any word
- Select images from database of hundreds
- Application can recognize correct answers in play mode
- When complete, sorts save to My Sorts and are searchable within the application

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Optional:
Keywords, Titles, and Descriptions

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Choose Your Stage

- ☐ Emergent Stage
- ☐ Letter Name / Alphabetic Stage
- ☐ Within Word Pattern Stage
- ☐ Syllables & Affixes Stage
- ☐ Derivational Stage

Choose Your Strategy

- ☐ Assessment
- ☐ Classroom Organization
- ☐ Development of Students
- ☐ Monitoring Progress
- ☒ Small Group Instruction
- ☐ Whole Class Instruction
- ☐ Word Study Activities
- ☐ Word Study Intervention

Preferences

- ☐ Favorites
- ☐ Recently Viewed
- ☐ Recently Added Videos

Videos [FILTER RESULTS](#)



#5-4: Sorting Short e, o, and u with Initial Blends

Keywords: first grade; Ms. Kiernan; CVC pattern; small group teacher-directed sort; pocketchart sort; word study games

Description: Ms. Kiernan introduces a short vowel word sort across the short e, u, and o vowels to a small group of first graders. Students take turns placing words in the pocket chart underneath the correct short vowel. They reread the columns to check their sort. Ms. Kiernan then shows students that all of the words follow the CVC pattern. The games that accompany this sort are introduced.



#6-4: Short-a and Long-a (CVCe, CVC -ai, and -ay)

Keywords: second grade; Ms. Flores; word sort; long vowel patterns: CVVC, CVCe, CVV; small group teacher-directed sort

Description: Ms. Flores conducts a small group lesson with students in the middle of the Within Word Pattern stage of spelling. The sort focuses on the long vowel patterns CVCe, CVVC, and CVV along with one column of short vowel words that follow the CVC pattern. Ms. Flores lesson: she demonstrates the sort, students sort, they reflect on the sort, and finally, Ms. Flores sorts the sort to sort throughout the week and Spelling.



#5-4: Sorting Short e, o, and u with

Keywords: first grade; Ms. Kiernan; CVC pattern; pocketchart sort; word study games

Description: Ms. Kiernan introduces a short vowel word sort across the short e, u, and o vowels to a small group of first graders. Students take turns placing words in the pocket chart underneath the correct short vowel. They reread the columns to check their sort. Ms. Kiernan then shows students that all of the words follow the CVC pattern. The games that accompany this sort are introduced.

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- Videos
- Over 40 video clips pre-loaded
- Filter by stage and teaching/classroom strategy
- Results narrow as user filters

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[Sort Instructions](#)

[Emergent Stage](#)

[Letter-Name Alphabetic Stage](#)

[Within Word Pattern Stage](#)

[Syllables & Affixes Stage](#)

[Derivational Stage](#)

Directions for Syllables and Affixes Sorts

[WORD DOC](#) [PDF](#)

Sorts for Early Syllables and Affixes

DIRECTIONS FOR INFLECTED ENDING SORTS 1-5

These directions offer some basic guidelines for each sort and show what the final sort will look like. See Words Their Way: Word Study Phonics, Vocabulary and Spelling for complete instructions about how to place students, how to conduct sorts, and the follow-up activities that will assure students practice for mastery over the week. Chapter 2 describes assessment, Chapter 3 describes organizations and core activities and Chapter 7 describes the syllables and affixes stage in detail. Similar sorts, as well as additional sorts for this stage, can be found in the supplemental book: Words Sorts for Syllables and Affixes Spellers, which offers more details about implementing the sorts.

Pretest: To determine how much students already know about patterns you may want to administer Spell Checks 18 and 19 using Setting Forms available with other assessment resources at the end of the book.

1. Adding S and ES

Put up the headers and underline the base word in each one (chicks, farms, walls, tribes, foxes, taxes, buses, dresses, passes, glasses, dishes, brushes, ashes, lashes). Have students examine the words with the base word. Help establish categories that end with the base word. (Note that only an s was added to tribe). As you emphasize the fact that when es is added, another syllable is added, it is easy to spell the words.

chicks	foxes	buses	dishes
farms	taxes	dresses	brushes
walls		passes	ashes
tribes		glasses	lashes
		gases	

2. Inflected Endings: Double or Not

Put up the word humming and hummed. Underline the base word and show how it changed when ed and ing were added and introduce the headings camping and establish that the endings were simply added and not changed. That this sort will help them learn a rule about when to double a consonant and then get the students to help sort the rest. After sorting, discuss the category and talk about how they are alike (Under "DOUBLE" they have a consonant followed by a single consonant, VC. Under "NOTHING" they have a consonant followed by a single consonant, VCC. You can add these patterns to the key words).

humming	hummed	camping
trapping	trapped	yelling
skipping	skipped	thanking
shrugging	shrugged	melting
swatting	swatted	talking
		curling

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- **Additional Resources**
- **Includes more in-depth instructions, blank templates for classroom use, and stage-specific resources**
- **User can browse through the left navigation bar or use the search button**
- **Resources can be exported to Word or PDF**

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Other *Words Their Way* Materials

- *Words Their Way with Struggling Readers, 4 – 12*
- *WTW with Spanish Speakers Supplements*
 - a) Emergent and b) Letter Name
- Online course, and professional development
- Upcoming books and tools

What is word study?

Word study =
phonics + spelling +
vocabulary instruction

Word study is an approach to phonics, vocabulary and spelling instruction.











Why word study?

- Becoming literate depends on the fast, accurate recognition of words in texts, and fast accurate production of words in writing so that readers can focus their attention on making meaning.
- Word study explicitly teaches students with hands-on activities the vital skills necessary to excel at word recognition, spelling and vocabulary.

Why is word study essential to reading and writing achievement?

- Word study is supported by research.**
- Supported by the research discussed in the National Reading Panel Report.**
- Word study is an essential element of a robust literacy program (RRWWT).**
- Word study is an active way to teach phonics, spelling, and vocabulary. It is generative. Students go beyond memorization and learn how words work in English.**

Scope and Sequence of Word Study Instruction

Alphabet —————> Pattern —————> Meaning

Phonology

1. Beginning consonants
2. Ending consonants
3. Short vowels
4. Consonant digraphs
5. Consonant blends
6. Preconsonantal
Nasals

Orthography

7. CVCe
8. Other common long
vowel patterns
9. Less common long
vowel patterns
10. Consonant Influenced
vowels (r,l,w)
11. Complex consonant
clusters
12. Diphthongs & other
ambiguous vowels
13. Inflectional endings:
plural and past tense
14. Open & closed syllable
patterns
15. Vowel patterns in
accented syllables
16. Unaccented syllables

Morphology

17. Common prefixes
18. Common suffixes
19. Sounded-silent spelling/
meaning connections
20. Consonant alternations
in derivationally related
pairs
21. Greek roots
22. Latin stems
23. Predictable changes in
derivationally related
words
24. Advanced suffixes
25. Absorbed or assimilated
prefixes

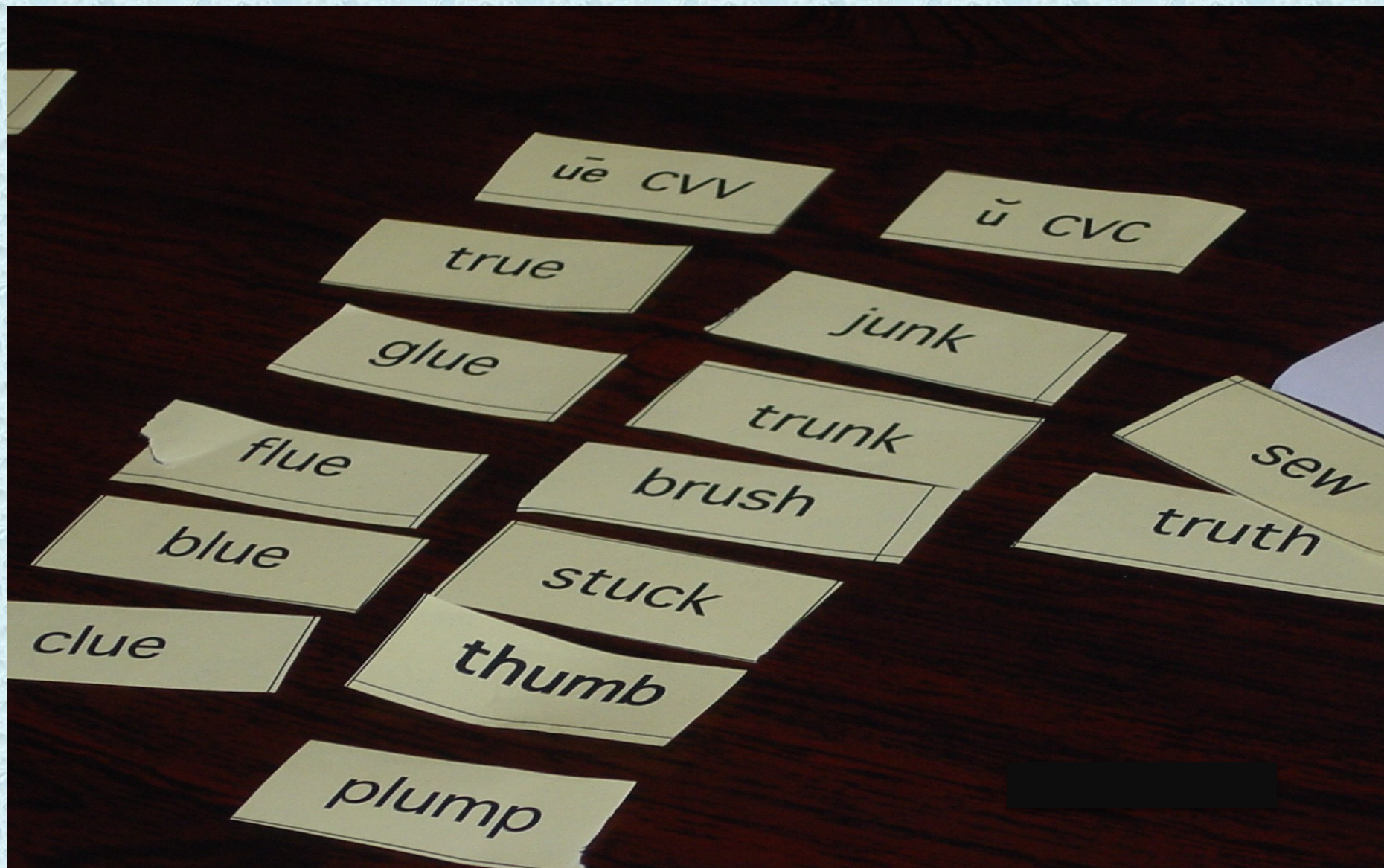
In word study, students...

1. Have a word study notebook

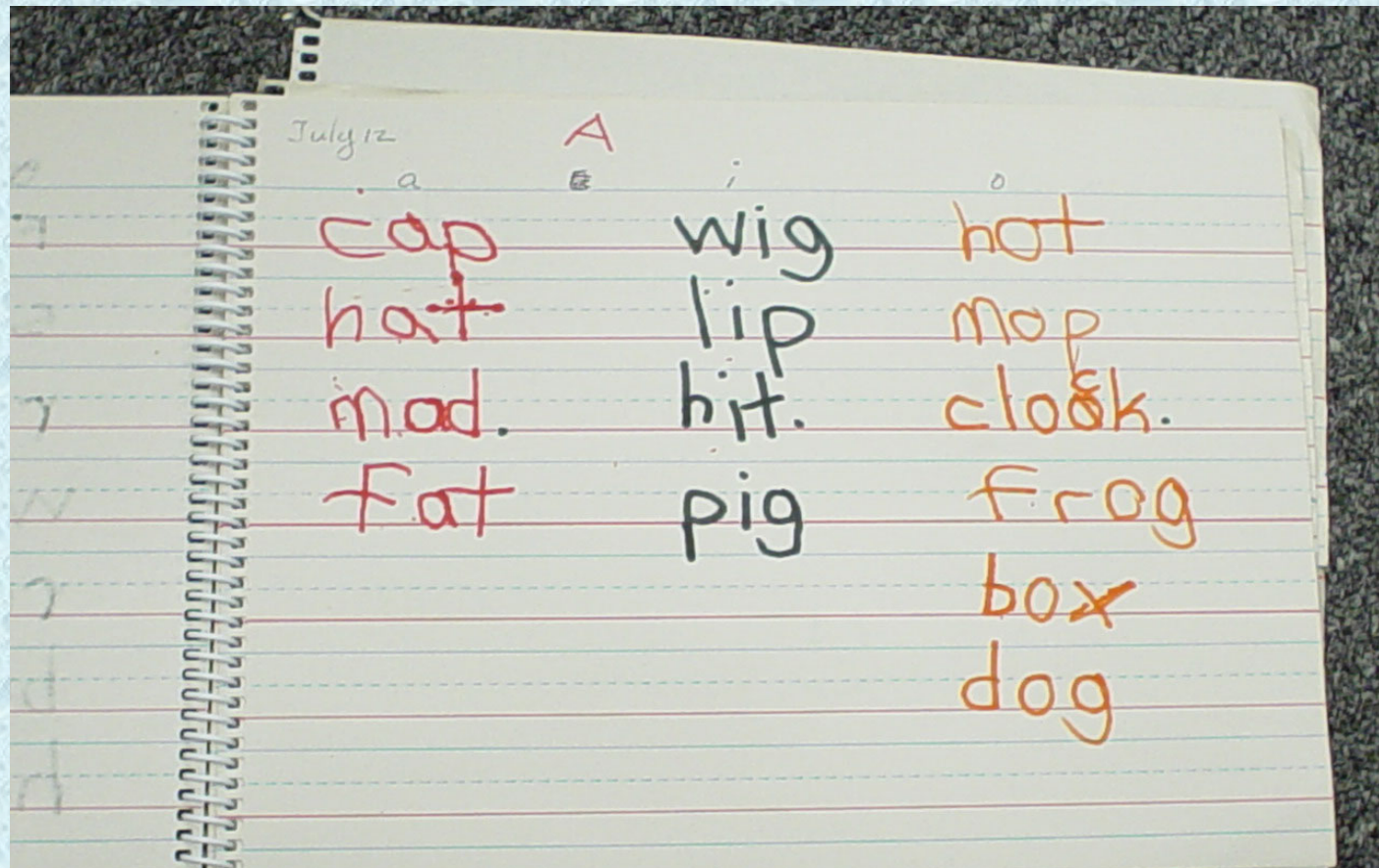
A Place to Write

- **Word Sorts**
- **Word Hunts**

Sorts and Sorting



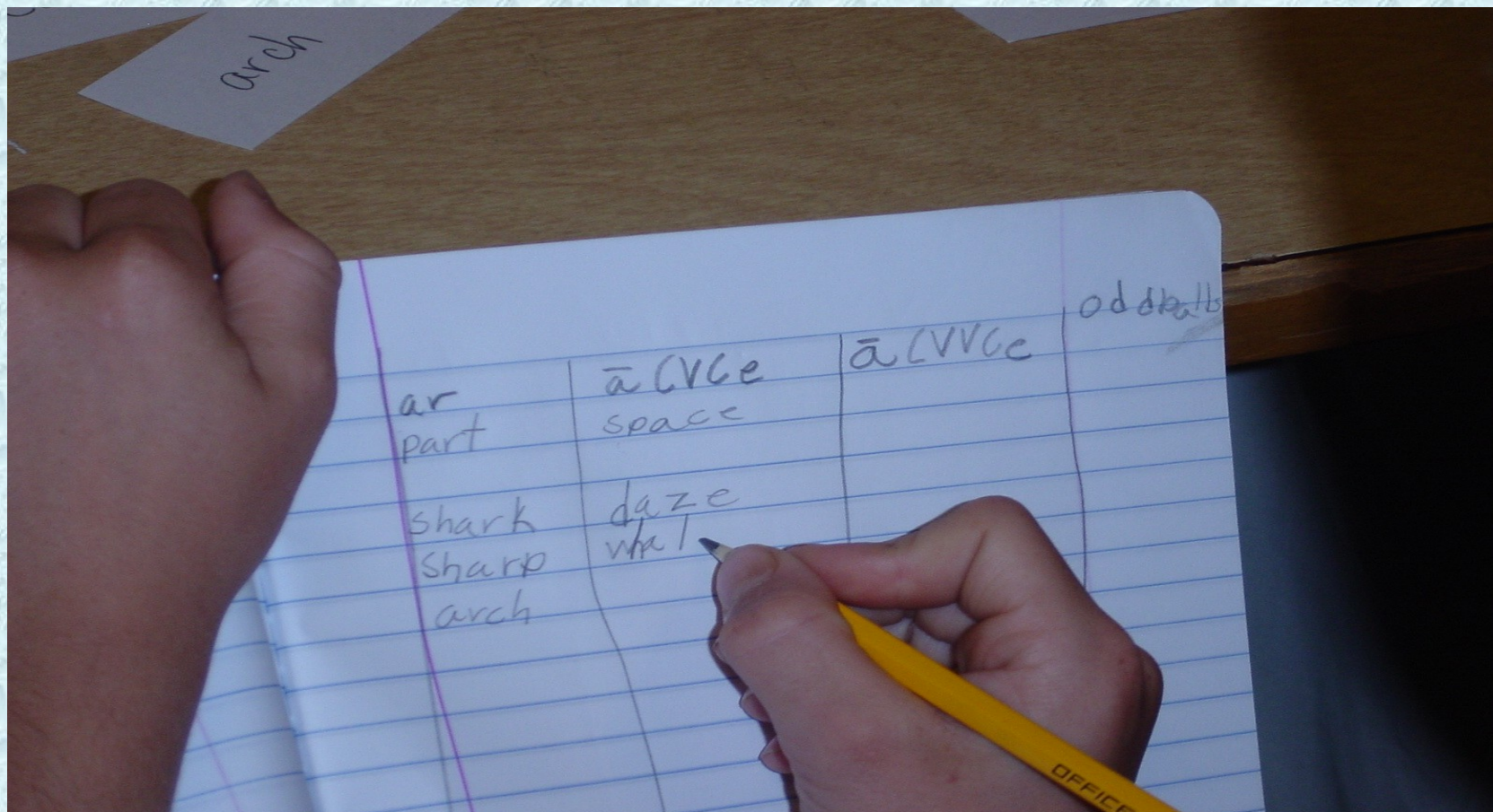
Word Study Notebooks



Word Study Notebooks



Word Study Notebooks



ALL STUDENTS

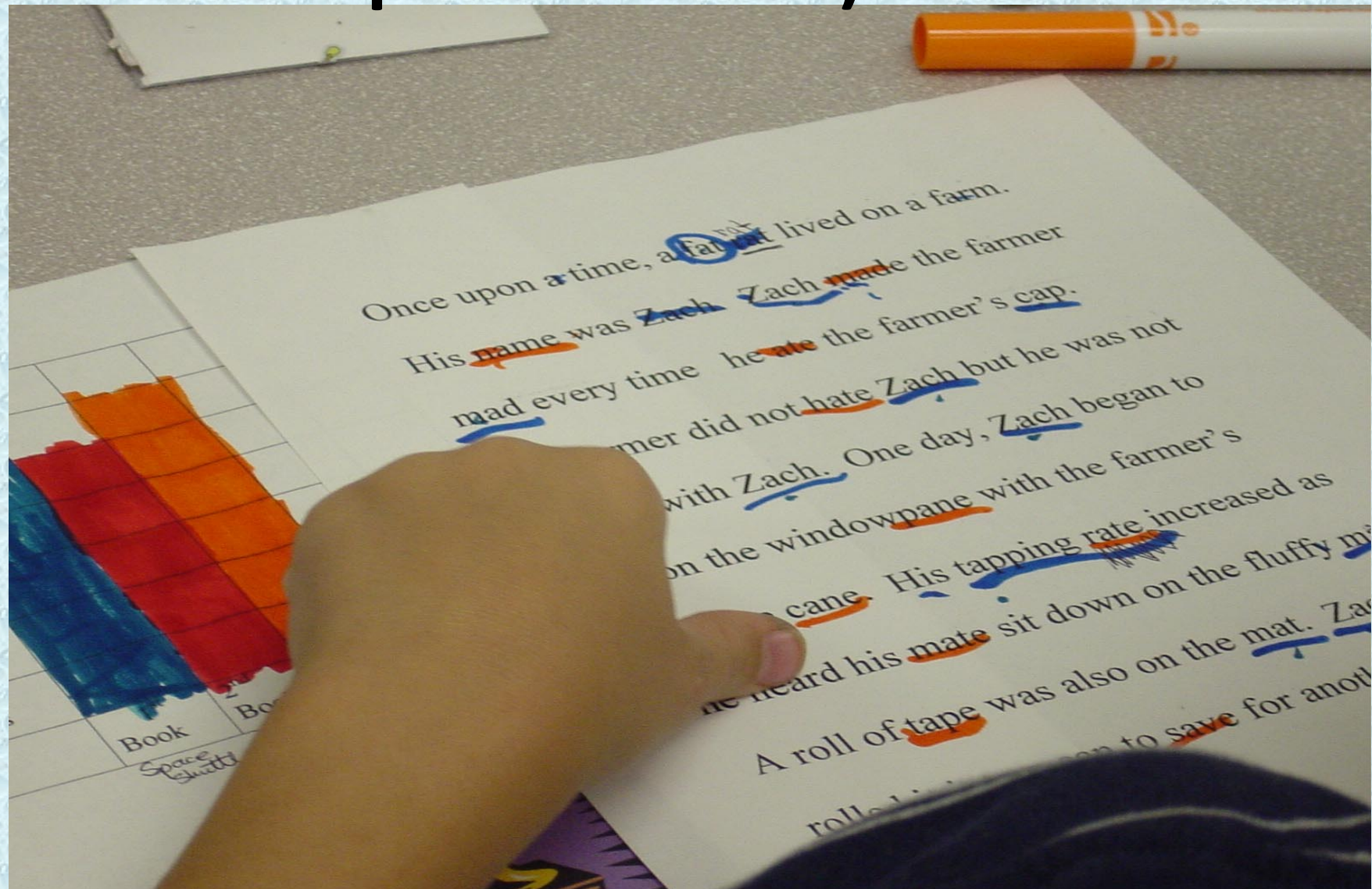
2. Hunt for related words.

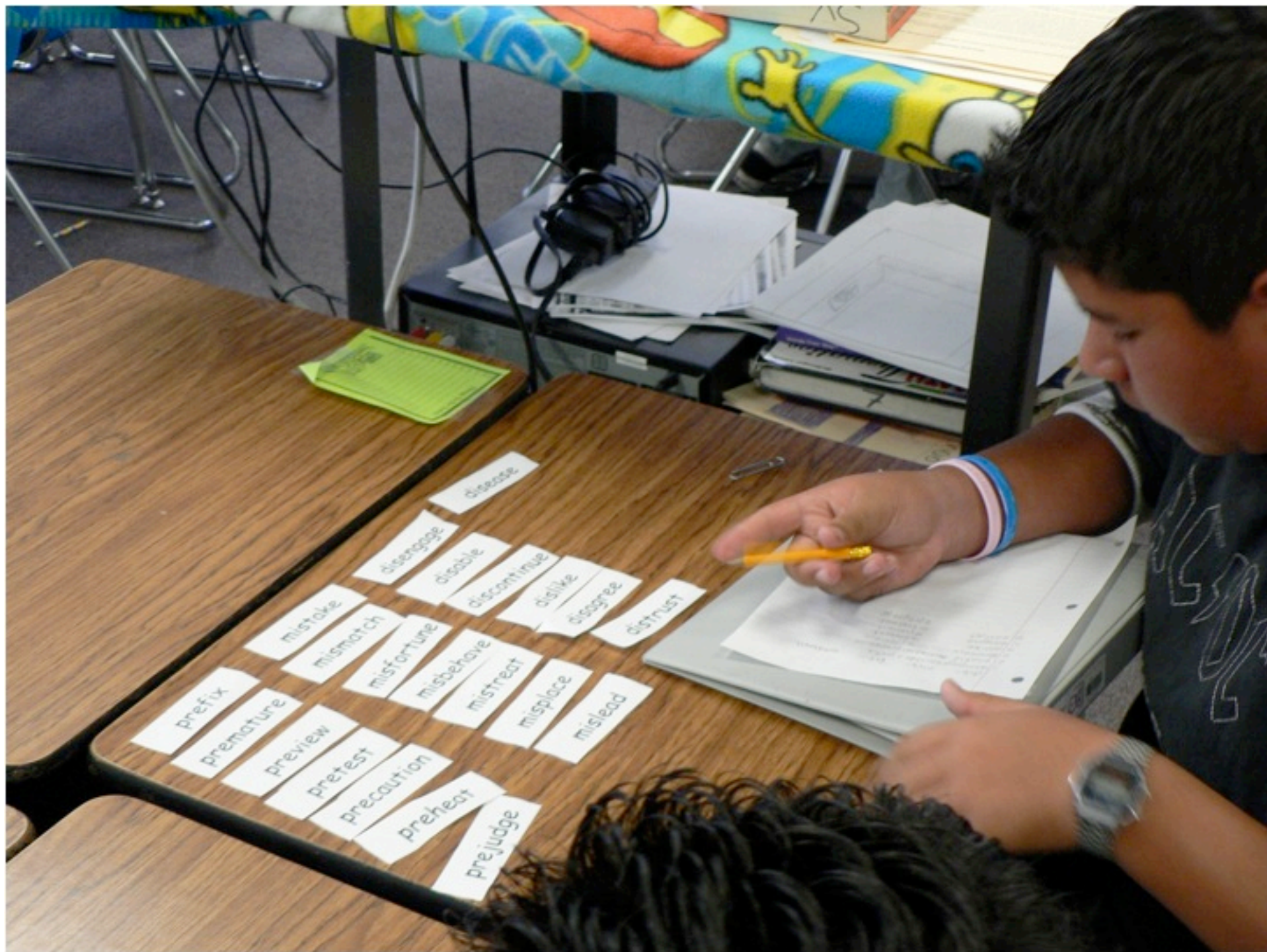
- Students hunt for interesting words as they read and listen.

3. Chart related words.

- Record related words in word study notebooks.

Return to Text (letter/word/ pattern hunts)







4. Determine a stage of spelling for each student to plan word study instruction.

5. Students study their sorts every day: *small group, partner, individual, center/station, outside of school (before and after school settings, home)*

**For a developmental perspective we
look for the**

Synchrony of literacy

**There is a synchrony among
reading, writing and spelling
*development and instruction.***

Synchrony of Literacy Development

Alphabet →

Pattern →

Meaning

Emergent

Pre-K to middle of 1st

Emergent

Beginning

K to middle of 2nd

Letter Name - Alphabetic

Transitional

Grade 1 to middle of 4th

Within Word Pattern

Intermediate

Grades 3 to 8

Syllables & Affixes

Reading Stages

Grade Range

Spelling Stages

Advanced

Grades 5 to 12

Derivational Relations

Layers of English Orthography

Alphabet/Sound

Pattern

Meaning

Layers of English Orthography (p. 8)

Alphabet/Sound

cat
man

Pattern

meat
fire
bright

Meaning

telephoto
cyclical

SPELLING INVENTORIES

help us determine and differentiate
what to teach...

(validation studies in English and Spanish)

Steps In Using Qualitative Spelling Inventories

1. Select and administer a screening inventory.
2. Analyze students' spelling. Use the feature guides that accompany each of the inventories.
3. Create a classroom profile using classroom organization or composite charts. Determine stage of spelling development for each student.
4. Determine starting points for instruction.

1. bed
2. Ship
3. when
4. lump
5. float
6. train
7. Place
8. drive
9. bright
10. shopping
11. spoil
12. serving
13. chewed
14. carries
15. marched
16. shower
17. cattle
18. favor
19. ripen
20. cello
21. plover
22. foraging
23. confederate
24. survive
25. opposing

serving

carries

cattle

ripen

pleasure

fortunate

confident

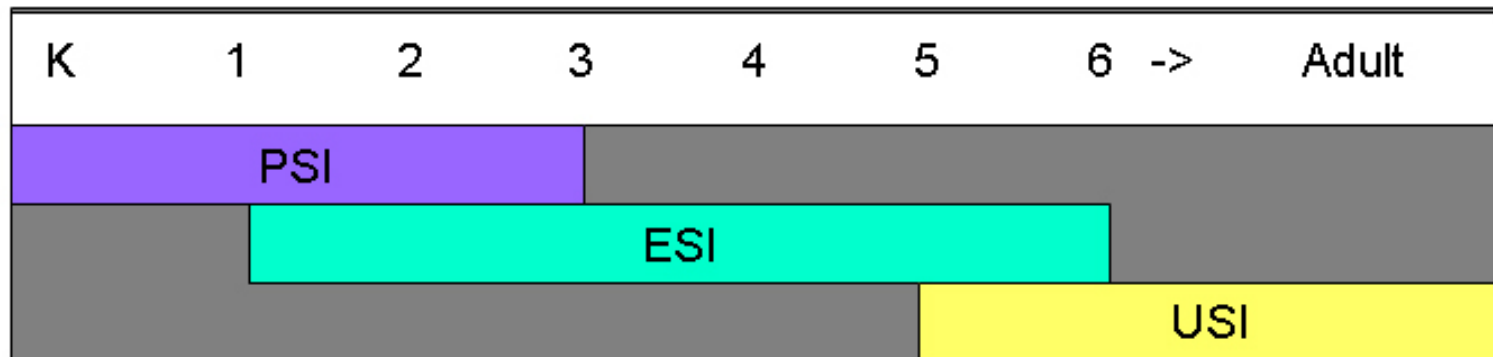
civilize

opposition

Spelling Inventories

- Use selected words that capture information about particular features at different stages
- Can be administered early and easily
- Feature analysis is provided
- Can be used to monitor growth over time when words are compared

When to Use Which Inventory



Jake's Spelling Inventory

FIGURE 2.3 Jake's Spelling Inventory

Jake		September 8 9/25	
1. bed		14. caryes	carries
2. ship		15. martched	marched
3. when		16. showers	shower
4. lump		17. bottel	bottle
5. float		18. faver	favor
6. train		19. rippin	ripen
7. place		20. selar	cellar
8. drive		21. pleascher	pleasure
9. brite	bright	22. forchunate	fortunate
10. shoping	shopping	23. confdant	confident
11. spoyle	spoil	24. sivulise	civilize
12. serving		25. opozishun	opposition
13. choood	chewed		

Power Scores & Estimated Stages

TABLE 2.3 Power Scores and Estimated Stages

INVENTORY	EMERGENT	LETTER NAME			WITHIN WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS		
		E	M	L	E	M	L	E	M	L	E	M	L
Primary Spelling Inventory	0	0	2	6	8	13	17	22					
Elementary Spelling		0	2	3	5	7	9	12	15	18	20	22	

Jake's Feature Guide

FIGURE 2.4 Jake's Feature Guide for the Elementary Spelling Inventory

Student's Name Jake Fisher

Teacher T. Atkinson

Grade 5

Date September

Words Spelled Correctly: 9/25

Feature Points: 43/62

Total: 52/87

Spelling Stage: Late Within Word Pattern

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC				WITHIN WORD PATTERN				SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS		Feature Points	Words Spelled Correctly
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE					
Features →	Consonants Initial Final		Short Vowels	Digraphs	Blends	Common Long Vowels	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes	Bases or Roots					
1. bed	b ✓	d ✓	e ✓										3	1			
2. ship		p ✓	i ✓	sh ✓									3	1			
3. when			e ✓	wh ✓									2	1			
4. lump	l ✓		u ✓		mp ✓								3	1			
5. float		t ✓			fl ✓	oa ✓							3	1			
6. train		n ✓			tr ✓	ai ✓							3	1			
7. place					pl ✓	a-e ✓							2	1			
8. drive		v ✓			dr ✓	i-e ✓							3	1			
9. bright					br ✓	igh i-e							1				
10. shopping			o ✓	sh ✓				pping					2				
11. spoil					sp ✓		oi oy						1				
12. serving							er ✓	ving ✓					2	1			
13. chewed				ch ✓			ew oo	ed ✓					2				
14. carries							ar ✓	ies	ir				1				
15. marched				ch ✓			ar ✓	ed ✓					3				
16. shower				sh ✓			ow ✓			er ✓			3				
17. bottle									tt ✓	le			1				
18. favor									v ✓	or			1				
19. ripen										pen							
20. cellar									ll	ar ✓			1				
21. pleasure											ure	pleas ✓	1				
22. fortunate							or ✓				ate ✓	fortun	2				
23. confident											ent	confid					
24. civilize											ize	civil					
25. opposition											tion	pos					
Totals		7/7	5/5	6/6	7/7	4/5	5/7	3/5	2/5	2/5	1/5	1/5	4/3	9			

Classroom Composite

FIGURE 2.6 Example of Elementary Spelling Inventory Classroom Composite Chart

Teacher _____ School _____ Grade _____ Date _____

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN			SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS		Correct Spelling	Total Rank Order
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE		
Students' Names	Consonants	Short Vowels	Digraphs	Blends	Common Long Vowels	Other Vowels	Inflectional Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes	Bases or Roots			
Possible Points	7	5	6	7	5	7	5	5	5	5	5	25	87	
1. Stephanie	7	5	6	7	5	7	5	5	5	4	3	23	82	
2. Andi	7	5	6	7	5	7	5	4	4	3	2	21	76	
3. Henry	7	5	6	7	5	7	5	4	3	3	2	20	74	
4. Molly	7	5	6	7	5	7	4	4	3	2	2	20	72	
5. Jasmine	7	5	6	7	5	7	3	3	3	2	2	19	69	
6. Maria H.	7	5	6	7	5	7	3	3	2	3	2	19	69	
7. Mike T.	7	5	6	7	5	6	3	3	2	2	1	17	64	
8. Lee	7	5	6	7	5	6	2	2	1	2	1	15	59	
9. Beth	7	5	6	7	5	7	2	2	1	1	2	14	59	
10. Gabriel	7	5	6	7	5	6	2	2	1	1	2	14	58	
11. Yama!	7	5	6	7	4	6	2	2	1	1	0	12	53	
12. Elizabeth	7	5	6	7	4	6	2	2	1	0	0	11	51	
13. John	7	5	6	7	3	5	2	2	1	1	0	10	49	
14. Patty	7	5	6	7	3	5	2	2	1	0	0	11	49	
15. Maria R.	7	5	6	7	3	4	2	2	1	0	0	11	48	
16. Sarah	7	5	6	7	4	4	2	1	0	1	0	9	46	
17. Jared	7	5	6	7	2	3	1	1	1	1	0	9	43	
18. William	7	5	6	7	3	3	2	0	1	0	0	8	42	
19. Steve	7	5	6	7	3	3	2	1	0	0	0	8	42	
20. Anna	7	5	6	6	4	3	1	1	0	0	0	8	41	
21. Nicole W.	7	4	6	6	3	3	1	1	0	0	0	8	39	
22. Robert	7	5	5	7	3	3	2	0	0	0	0	6	38	
23. Celia	7	4	6	6	2	3	1	0	0	0	0	7	36	
24. Nicole R.	7	4	5	6	2	3	2	0	0	0	0	7	36	
25. Jim	7	5	5	6	2	2	1	0	0	0	0	7	35	
26. Mike A.	7	3	4	5	1	0	1	0	0	0	0	4	25	
Highlight for instruction*		1	1	1	12	13	22	16	15	13	10			

*Highlight students who miss more than 1 on a particular feature; they will benefit from more instruction in that area.

Spelling-by-Stage Classroom Organization Chart

First Grade Spelling-by-Stage Classroom Organization Chart															
SPELLING STAGES→	Emergent			Letter Name-Alphabetic			Within Word Pattern			Syllables and Affixes			Derivational Relations		
	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late
	Gerald	Ruck	Tammy	Milo	Brandi										
	Doug	Felicia	Kristy	Jennifer	Matthew										
	Danville	Brad	Brandon	Jerrilyn											
	Jan	Shawn	J.J.												
	Jennifer	Luis													
	Jana														
	Adam														
	Caritha														
	Reyche														

Third Grade Spelling-by-Stage Classroom Chart															
SPELLING STAGES→	Emergent			Letter Name-Alphabetic			Within Word Pattern			Syllables and Affixes			Derivational Relations		
	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late
							Josh B.	Dominique	Elizabeth	Jamie	Zac				
							Dustin	Ian	Craig	Daniel					
								Emily	Melanie	Eric					
								Brennan	Melissa	Sara					
								Josh							
								Paula							
								Erik							
								Josh O.							
								Jethra							
								Sarah							
								Cliff							
								Camille							

Sixth Grade Spelling-by-Stage Classroom Organization Chart															
SPELLING STAGES→	Emergent			Letter Name-Alphabetic			Within Word Pattern			Syllables and Affixes			Derivational Relations		
	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late
				Victoria	Juan	Mike	Jan	Elizabeth	Nicole	Phing	Sean	Steve	Desiree		
								Arcelia	Raf	Mara	Shari	Eric			
									Scott	Christi					
									Den	Jenna					
									Rathia	Heather					
										Esther					

Primary Spelling Inventory

- Johnston developed the PSI as an inventory for the early grades
- Feature Analysis Guide
- Classroom composite

JASON

FAN PAT DEK RB HOP

YAT KOM SD STK SIN

Primary Spelling Inventory - Individual Score Sheet (Francine Johnston 8/01)

Name of child Jason Teacher _____ Grade _____ Date _____ Total Pts _____

	Initial Consonant	Final Consonant	Short Vowel	Digraph	Blend	Long V Pattern	Other Vowels	Inflected Endings	Correct Spelling
1 fan	f ✓	n ✓	a ✓						1
2 pet	p ✓	t ✓	e a						
3 dig	d ✓	g k	i e						
4 rob	r ✓	b g ✓	o						
5 hope	h ✓	p ✓				o-e			
6 wait	w y	t ✓				ai			
7 gum	g k	m ✓	u o						
8 sled			e		sl				
9 stick			i		st ✓				
10 shine				sh		i-e			
11 dream					dr	ee			

Feature Guide

Kelly

1. fan

2 pat

3 big

4 rub

5 hope

6 wate

7 gum

8 slad

9 steke

10 sine

11 jrem

12 blad

13 Koch

14 fit

15 choing

SPELLING STAGES→	EMERGENT		LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN				SYLLABLES & AFFIXES	
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	
Features→	Beginning Consonants	Final Consonants	Short Vowels	Consonant Digraphs	Consonant Blends	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings	Feature Points	Words Spelled Correctly
1. fan	f ✓	n ✓	a ✓						3/3	1
2. pet	p ✓	t ✓	e a						2/3	0
3. dig	✓ d b	g ✓	i ✓						3/3	1
4. rob	r ✓	b ✓	o u						2/3	0
5. hope	h ✓	p ✓				✓ o-e			3/3	1
6. wait	w ✓	t ✓				ate a			2/3	0
7. gum	g ✓	m ✓	u ✓						3/3	1
8. sled			e a		sl ✓				1/2	0
9. stick			i e		st ✓				1/2	0
10. shine				sh s		✓ i-e			1/2	0
11. dream					dr Jr	e ea			0/2	0
12. blade					✓	a a-e			1/2	0
13. coach				ch ✓		o oa			1/2	0
14. fright					fr f	i igh			0/2	0
15. chewing				ch ✓			ew	✓ ing	2/3	0
16. crawl					cr		aw			
17. wishes				sh				es		
18. thorn				th			or			
19. shouted				sh			ou	ed		
20. spoil					sp		oi			
21. growl							ow			
22. third				th			ir			
23. camped								ed		
24. tries								ies		
25. clapping								pping		
25. riding								ding		
Cells with 2 or more errors	(7) 7/7	(7) 7/7	(7) 3/7	(7) 2/3	(7) 3/5	(7) 2/7	(7)	(7)	(56) 25/38	(26) 4/15

SPELLING STAGES:

☐ EARLY ☒ MIDDLE ☐ LATE

☒ LETTER NAME -ALPHABETIC

☐ WITHIN WORD PATTERN

☐ SYLLABLES & AFFIXES

☐ DERIVATIONAL RELATIONS

Words Spelled Correctly: 4 /26

Feature Points: 25 /56 38

Total 29 /82

SPELLING STAGES:

- ☐ EARLY ☒ MIDDLE ☐ LATE
☒ LETTER NAME -ALPHABETIC
☐ WITHIN WORD PATTERN
☐ SYLLABLES & AFFIXES
☐ DERIVATIONAL RELATIONS

Words Spelled Correctly: 4 /26
 Feature Points: 25 /56-38
 Total: 29 /82

Goal Setting/Progress Monitoring Charts

Within Word Pattern Monitoring Chart

Name _____ Teacher _____ Date _____

Goals for Late Within Word Pattern

<div>+</div> 16. Spell Ambiguous Vowels	<u>oi</u> ____ <u>oy</u> ____ <u>oo</u> ____ <u>oo</u> ____ aw ____ au ____ al ____ <u>ou</u> ____ <u>ow</u> ____ o ____ <u>wa</u> ____
Criterion Met	Spell Check 16
17. Spell Complex Consonant Units	<u>kn</u> ____ <u>wr</u> ____ <u>gn</u> ____ hard & soft g and c ____ <u>scr</u> ____ <u>str</u> ____ <u>spr</u> ____ <u>spl</u> ____ <u>shr</u> ____ <u>thr</u> ____ <u>squ</u> ____ <u>-ce</u> ____ <u>-se</u> ____ <u>-ve</u> ____ <u>-ge</u> ____ <u>-dge</u> ____ <u>-tch</u> ____
Criterion Met	Spell Check 17

Spell Check # 16

6. Ambiguous Vowels: Call words aloud for students to spell.

Form A

1. join
2. stood
3. joy
4. draw
5. root
6. fault
7. cloud
8. clown
9. wand
10. cross

Form B

1. spoil
2. hook
3. claw
4. toy
5. caught
6. mouth
7. bald
8. frown
9. wasp
10. frost

Omar's Spell Checks for Preconsonantal Nasals

FIGURE 2.9 Omar's Spell Checks for Preconsonantal Nasals

Oct 10		Nov 7		Nov 29	
1. rug	rung	1. bring		1. rung	
2. lamp		2. camp		2. lamp	
3. prin	print	3. hunt		3. print	
4. theng	think	4. blend		4. thingk	think
5. limp		5. wink		5. limp	
6. stup	stump	6. tent		6. stup	stump
7. send		7. thank		7. send	
8. plat	plant	8. dup	dump	8. plant	
9. lag	long	9. sang		9. long	
10. jok	junk	10. hand		10. junk	
3/10 30%		9/10 90%		8/10 80%	

Omar's Goal-Setting/Progress Monitoring Chart

FIGURE 2.10 Omar's Goal-Setting/Progress Monitoring Chart

<p>10. Spell short vowels with preconsonantal nasals</p> <p><i>Pretest</i> <i>3/10 30%</i></p>	<p>ing <input checked="" type="checkbox"/> ang <input checked="" type="checkbox"/> ong <input checked="" type="checkbox"/> ung <input checked="" type="checkbox"/> amp <input checked="" type="checkbox"/> ump <input checked="" type="checkbox"/> imp <input checked="" type="checkbox"/></p> <p>ant <input checked="" type="checkbox"/> int <input checked="" type="checkbox"/> ent <input checked="" type="checkbox"/> unt <input checked="" type="checkbox"/> and <input checked="" type="checkbox"/> end <input checked="" type="checkbox"/></p> <p>ank <input checked="" type="checkbox"/> ink <input checked="" type="checkbox"/> unk <input checked="" type="checkbox"/></p>
<p>Criterion Met <input checked="" type="checkbox"/></p>	<p>Spell Check 10 <i>Form A 11/7 90%</i> <i>Form B 11/29 80%</i></p>

Spelling Stage Expectations by Grade Level

Table 2.5 Spelling Stage Expectations by Grade Levels

GRADE LEVEL	TYPICAL SPELLING STAGE RANGES WITHIN GRADE	END-OF-YEAR SPELLING STAGE GOAL
K	Emergent—Letter name—alphabetic	Middle letter name—alphabetic
1	Late emergent—Within word pattern	Early within word pattern
2	Late letter name—Early syllables & affixes	Late within word pattern
3	Within word pattern—Syllables & affixes	Early syllables & affixes
4	Within word pattern—Syllables & affixes	Middle syllables & affixes
5	Syllables & affixes—Derivational relations	Late syllables & affixes
6 +	Syllables & affixes—Derivational relations	Derivational relations

GRADE LEVEL	SPELLING STAGE	POWER SCORES			READING PHASE	READING STAGE AND LEVEL		BOOK LEVELS	
		PSI	ESI	USI				Letters	Numbers
Pre-K	Early emergent	—	—	—	Pre-alphabetic	Early emergent	Readiness	—	—
K	Early to middle emergent	0	0	N/A	Pre-alphabetic	Early to middle emergent	Readiness	A	1
K / 1st	Middle to late emergent	0	0	N/A	Pre-alphabetic	Middle to late emergent	Readiness	B	2
K / 1st	Late emergent to early letter name	0–6	0–3	N/A	Partial alphabetic	Late emergent to early beginning	PrePrimer 1	C	3
1st	Early to middle letter name–alphabetic	0–2	0–2	N/A	Partial alphabetic	Early to middle beginning	PrePrimer 2	D	4
1st	Middle letter name–alphabetic	2	2	N/A	Partial alphabetic	Middle beginning	PrePrimer 3	E	6 & 8
1st	Late letter name–alphabetic	6	3	N/A	Full alphabetic	Late beginning	Primer	F & G	10 & 12
1st / 2nd	Early within word pattern	8–17	5–9	2–7	Full alphabetic	Early transitional	First	H & I	14 & 16
2nd	Middle within word pattern	13	7	6	Consolidated alphabetic	Middle transitional	Second	J & K	18 & 20
2nd / 3rd	Late within word pattern	17	9	7	Consolidated	Late transitional	Second	L & M	24 & 28
3rd / 4th	Early syllables & affixes	22–26	12–18	9–18	Consolidated	Early intermediate	Third	M, N, O, P	30, 34, 38
4th	Middle syllables & affixes	N/A	15	11	Automatic	Middle intermediate	Fourth	P, Q, R	40
5th	Middle syllables & affixes to early derivational relations	N/A	15–20	11–21	Automatic	Intermediate to advanced	Fifth	S, T, U	50
6th	Middle syllables & affixes to middle derivational relations	N/A	15–22	11–23	Automatic	Intermediate to advanced	Sixth	V & up	60
7th	Early to middle derivational relations	N/A	18–25	15–28	Automatic	Early to middle advanced	Seventh	Y/Z	70
8th	Middle derivational relations	N/A	18–25	18–28	Automatic	Middle advanced to advanced	Eighth +	Z & up	80+

Words Their Way

File Edit View Help

Words Their Way

Class Composite

List

Print

Help

Home

Teacher: Gale Chadderton

School: Morehead Elementary School

Grade: 3rd Grade

Class: Words Their Way study

Date: 02/2009

Stages & gradations:		Total Word & Feature Points	Emergent		Letter Name		Within Word Pattern			Syllables & Affixes			Derivational Relations	
			Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle
Student's Name & Development Stage			Consonants		Short Vowels	Digraphs	Blends	Long Vowels	Other Vowels	Inflected Endings	Syllable Junct.	Unacc. Final Syllables	Harder Suffixes	Bases or Roots
Possible Points:		87	2	5	5	6	7	5	7	5	5	5	5	5
Amick, Evan	Derivational Relations: Early	83	2	5	5	6	7	5	7	5	5	4	5	4
Blaser, Paul	Derivational Relations: Early	83	2	5	5	6	7	5	7	5	5	5	4	4
Nolasco, Diana	Derivational Relations: Middle	82	2	5	5	6	7	5	7	5	5	5	4	3
Stewart, Peyton	Derivational Relations: Middle	81	2	5	5	6	7	5	7	5	5	4	5	3
Bell, Christian	Syllables & Affixes: Late	74	2	5	5	6	7	5	7	4	5	3	3	3
Gallardo, Krystal	Derivational Relations: Early	73	2	5	5	6	7	5	7	4	5	4	3	1
Vo, Lillian	Syllables & Affixes: Late	73	2	5	5	6	7	5	7	5	4	4	2	2
Cain, Sherryth	Syllables & Affixes: Late	72	2	5	5	6	7	5	7	5	4	3	4	2
Swindell, Sam	Syllables & Affixes: Late	70	2	5	5	6	7	5	7	4	4	3	3	2
Cox, Riley	Within Word Pattern: Late	69	2	5	5	6	7	5	7	4	5	2	3	1
Salih, Ahmed	Syllables & Affixes: Late	69	2	5	5	6	7	5	6	5	4	3	3	1
Moffitt, Grace	Syllables & Affixes: Late	68	2	5	5	6	7	5	6	4	5	3	1	2
Hettel, Monica	Syllables & Affixes: Late	67	2	5	5	6	7	5	7	4	4	3	3	
Williams, William	Within Word Pattern: Late	66	2	5	5	6	7	5	4	4	3	3	4	2
, Faith	Syllables & Affixes: Early	63	2	5	5	6	7	4	6	3	4	3	2	1
, Torre	Within Word Pattern: Late	63	2	5	5	6	7	4	5	5	4	3	2	1
Jones, Nick	Syllables & Affixes: Early	63	2	5	5	6	7	5	7	3	4	3		
Tsuchida, Yuki	Syllables & Affixes: Middle	57	2	5	4	6	7	4	6	4	3	3	1	
# who missed 2 or more features:			0	0	0	0	0	0	2	2	2	12	12	16

100

Browse

For Help, press F1

NUM

start

Windows Task Ma...

iTunes

WordsTheirWay

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Google

5:54 PM

Scope and Sequence of Word Study Instruction

Alphabet —————> Pattern —————> Meaning

Phonology

1. Beginning consonants
2. Ending consonants
3. Short vowels
4. Consonant digraphs
5. Consonant blends
6. Preconsonantal
Nasals

Orthography

7. CVCe
8. Other common long
vowel patterns
9. Less common long
vowel patterns
10. Consonant Influenced
vowels (r,l,w)
11. Complex consonant
clusters
12. Diphthongs & other
ambiguous vowels
13. Inflectional endings:
plural and past tense
14. Open & closed syllable
patterns
15. Vowel patterns in
accented syllables
16. Unaccented syllables

Morphology

17. Common prefixes
18. Common suffixes
19. Sounded-silent spelling/
meaning connections
20. Consonant alternations
in derivationally related
pairs
21. Greek roots
22. Latin stems
23. Predictable changes in
derivationally related
words
24. Advanced suffixes
25. Absorbed or assimilated
prefixes

Appendices of WTW

- Qualitative Spelling Checklist
- Emergent Class Record
- Kindergarten Spelling Inventory PALS
- PSI, ESI, ISI, ULSI)
- Spanish Spelling Inventory
- Class Composite Forms
- WTW DVD has another ESI, Viise's Feature Inventory, and Content Area Inventories

Sound and
letter
confusions
in Spanish b

Difficult sounds:	May be pronounced like:
d as in dog	<u>th</u> og
g as in gym	<u>ch</u> im
j as in <i>jump</i>	<u>ch</u> ump
r as in <i>race</i>	(rolled r) <u>r</u> ace
v as in <i>very</i>	<u>b</u> ery
z as in <i>zoo</i>	<u>s</u> oo
sh as in <i>shine</i>	<u>ch</u> ine
th as in <i>think</i>	<u>t</u> ink
s (zh) as in <i>measure</i>	<u>m</u> ea <u>ch</u> ure
Beginning s blends st-, sp-, sc-, sk-, sm-, sn-, scr-, squ-, str-, spr-, spl-	espace, esquirt, esplash and so on
Ending blends with r: -rd, - rt, -rl, -rp, -rs	har (hard), cur (curl), tar (tarp) and so on
-ng as in <i>sing</i>	sin (g)
Ending blends with s: -sp, - st, -sk, -sm	was (wasp), as (ask)

BASIC TYPES OF SORTS

Concept sort

Guess my category

Picture sorts

Partner sound sorts

Word sorts

Word hunts

Closed sorts

Writing sorts

Open sorts

Speed sorts

Collecting word bank words

Studying interesting words

Word study notebooks

Question Time



BASIC TYPES OF SORTS

Concept sort

Guess my category

Picture sorts

Partner sound sorts

Word sorts

Word hunts

Closed sorts

Writing sorts

Open sorts

Speed sorts

Collecting word bank words

Studying interesting words

Word study notebooks



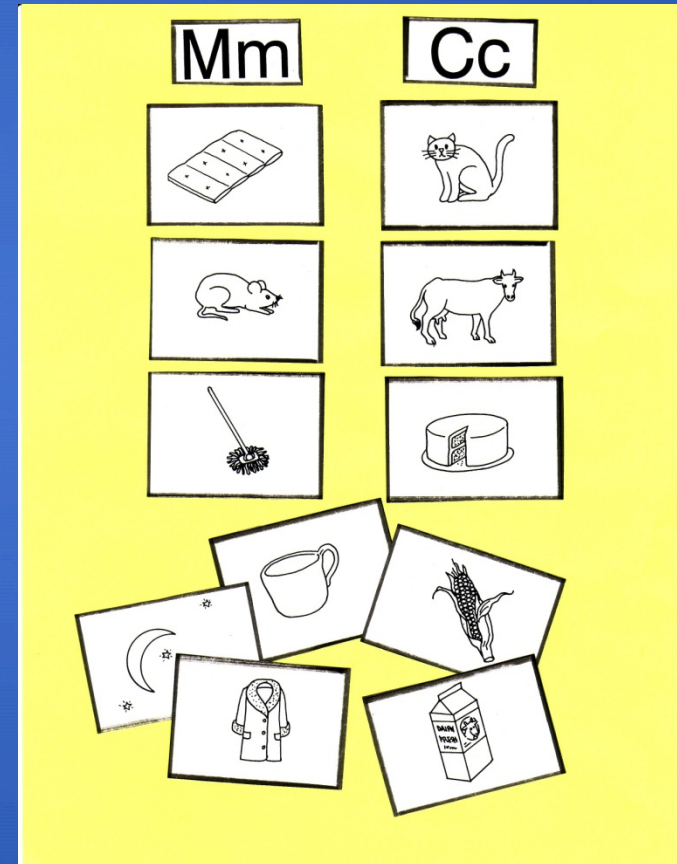
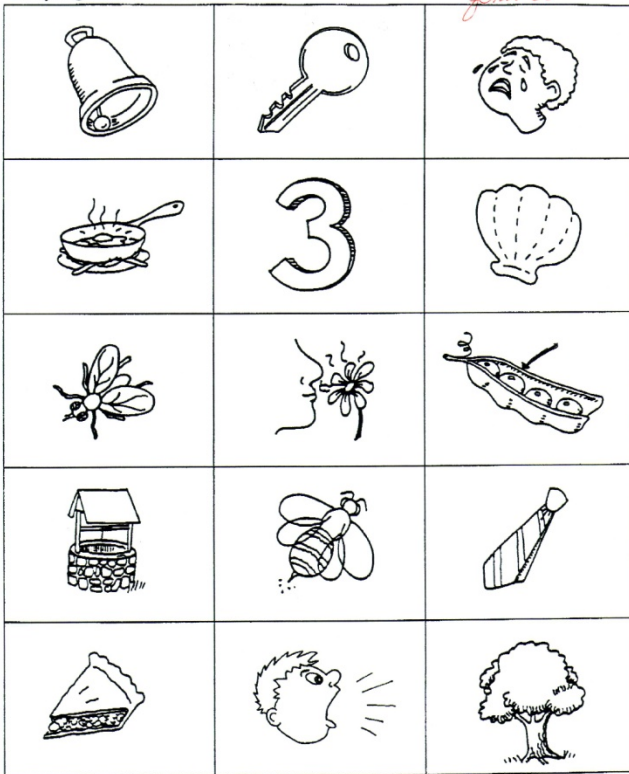
Word Sorts

- By sorting pictures and words into categories students can make discoveries about the sounds and patterns of English.
- Word sorts are a hands-on engaging way to teach spelling, phonics and vocabulary.
- There are sorts for all features and levels.



Picture Sound Sorts

2 Rhyming Sort: 3 Categories





Vowel Pattern Sorts

boy	coin	cow
cloud	annoy	point
found	plow	toy
loud	employ	choice
enjoy	vow	mouth
proud	joint	destroy
shout	boil	now
couch	sound	spoil

SORT 28 or/ore/oar

<i>or</i>	<i>ore</i>	<i>oar</i>
<i>w + or</i>	form	shore
board	word	four
horn	store	roar
work	north	more
soar	world	floor
corn	fork	wore
worm	poor	storm
horse	tore	oar

Words Their Way: Word Sorts for Within Word Pattern Spellers © 2004 by Prentice-Hall, Inc.



Meaning Sorts

unusual	retell	discover
replay	unable	disagree
disgrace	review	unfair
research	uncover	reuse
unequal	retrain	disarm
discharge	disorder	undress
unplug	recount	disobey
unkind	disappear	return

inspect	porter	tractor
spectator	retract	reporter
detract	subtraction	export
suspect	portfolio	spectacle
seaport	perspective	traction
transport	inspection	respect
important	support	aspect
extract	introspection	attraction



Let's Try One



The Lesson Plan Format

1. Demonstrate: go over the words, introduce the sort, use key words or pictures.
2. Sort and check: individually or with a partner.
3. Reflect: declare, compare and contrast
4. Extend: activities to complete at seats, in centers, or at home: sorts, games, cut and paste, expand word study notebook, make word charts.



flag	cage	drag
bridge	smudge	dodge
plug	huge	fudge
lodge	ridge	blog
page	pledge	edge
stage	brag	drug



Sort by sound and check

hard g	soft g
flag	cage page
plug	bridge pledge
drug	smudge edge
drag	huge stage
blog	lodge fudge
	ridge dodge



Sort by Pattern

flag	cage	bridge
plug	huge	smudge
drug	page	lodge
drag	stage	ridge
blog		pledge fudge



Reflect: What did you discover?

- When do you use just G?
- When do you use GE?
- When do you use DGE?
- What is the job of the E in cage?
- What is the job of the E in edge?
- What is the job of the D in edge?



Word Sort Lesson Plan Format

1. DEMONSTRATE
2. SORT & CHECK
3. REFLECT
4. EXTEND



Extend

- **SORT AGAIN** Leave your key words at the top. Mix up your words and sort again as quickly as you can.
- **BLIND SORT** Leave up 3 key words. Call word aloud for partner to sort without showing it.
- **WRITING SORT** Write the words into categories and reflect



Written Sort and Reflection

flag
plug
drug
drag
blog

cage
huge
page
stage

bridge
smudge
lodge
ridge
pledge
fudge

GE at the end of a word is soft like
J. DGE comes after a short vowel.



Other Extensions

- Timed Word Sort
- Word Hunt
- Games
- Friday Spell Check



One Golden Rule of Word Study:

Teaching is not telling.

(James, 1958)

Some examples of classroom
organization and instruction
through the grade levels

Emergent Spellers

Ages: 1-7

Grades: Pre-K
to mid-1

www

z x

h s k

B

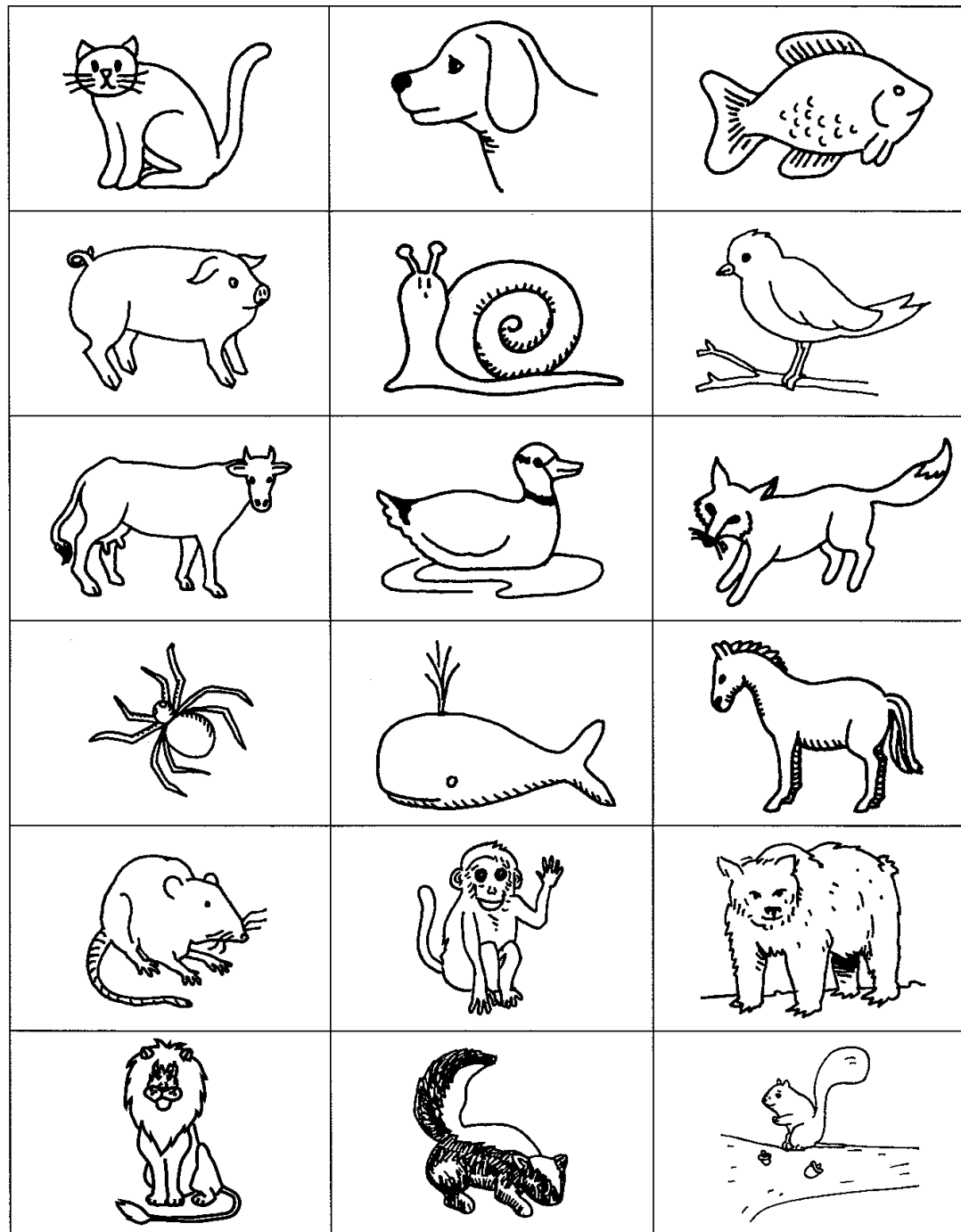
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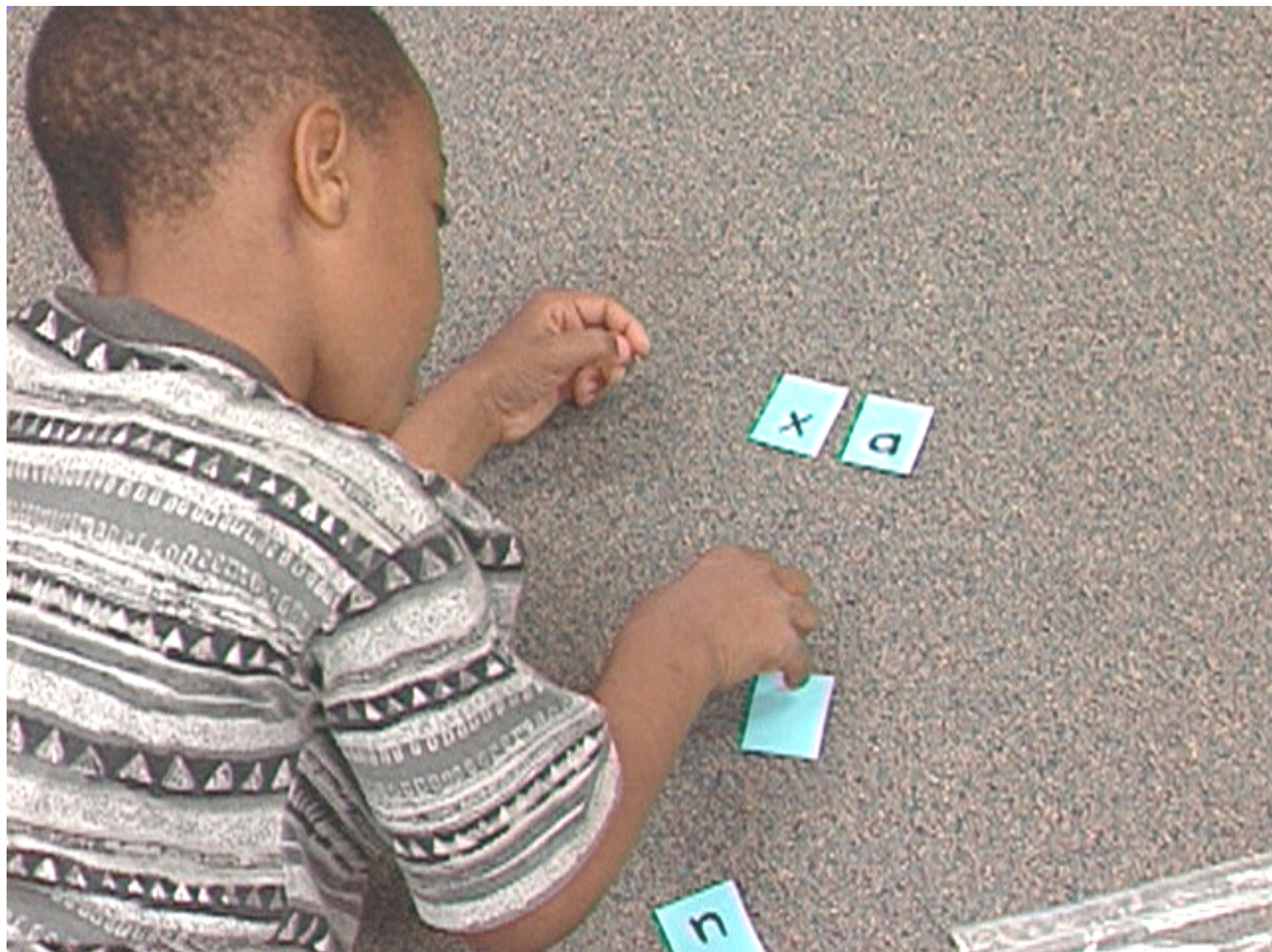








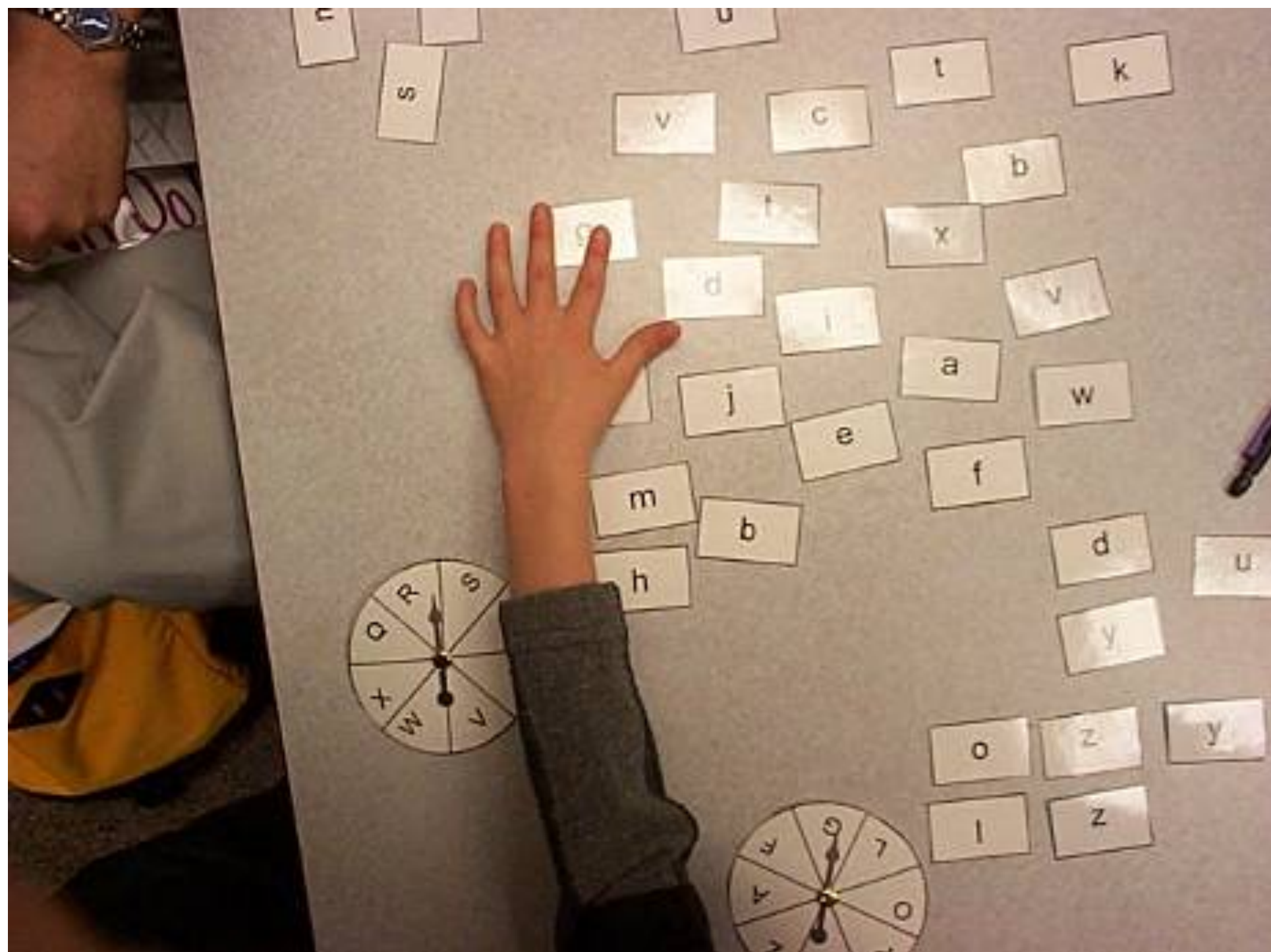




B R A N D O N

b r a

n n d o



b



bell

m



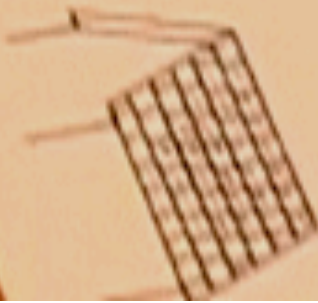
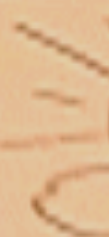
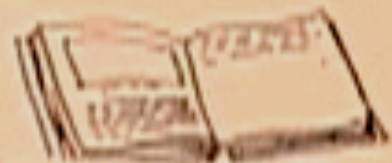
mouse

r



ring

s

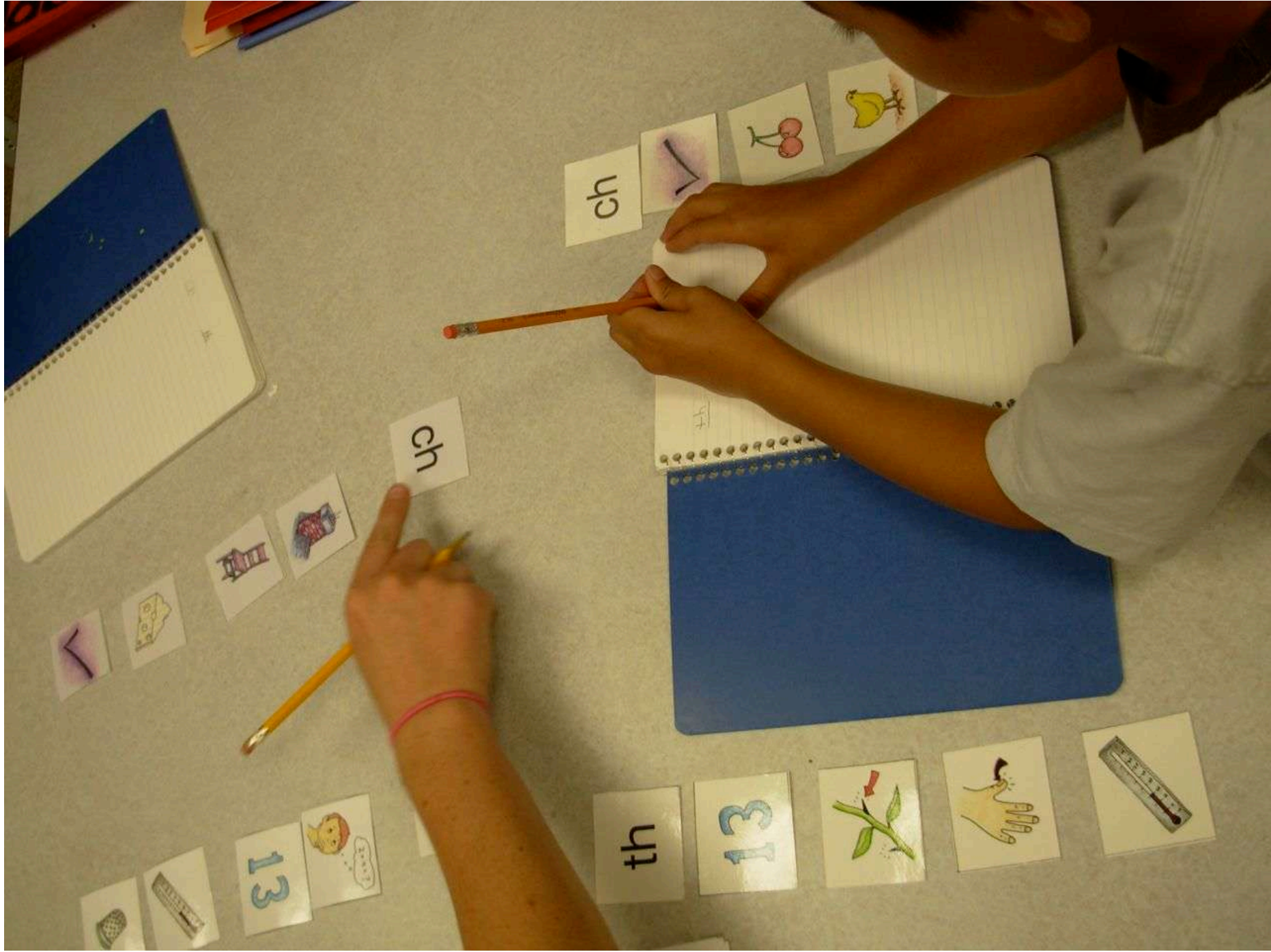


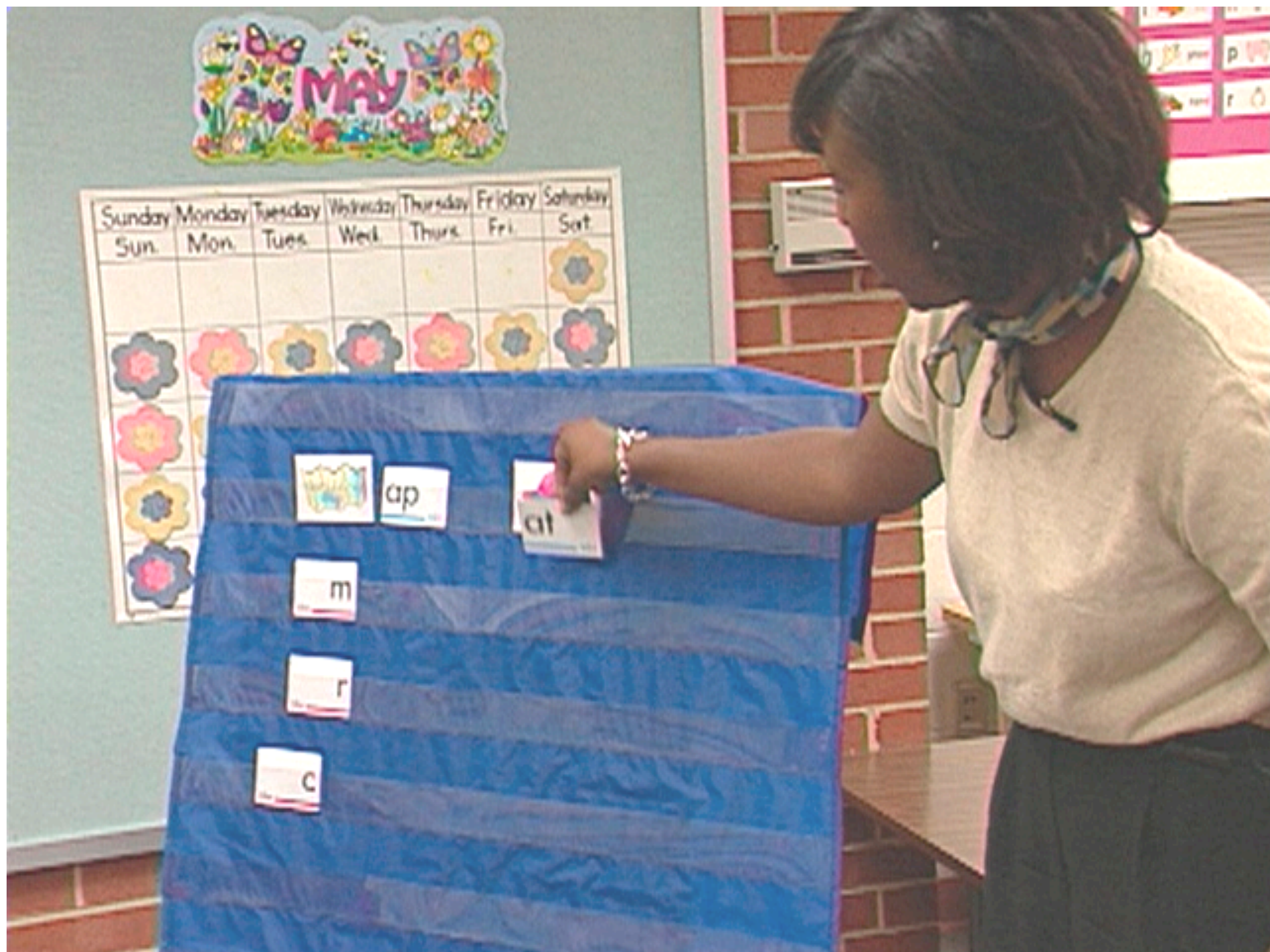
**LETTER NAME -
ALPHABETIC**

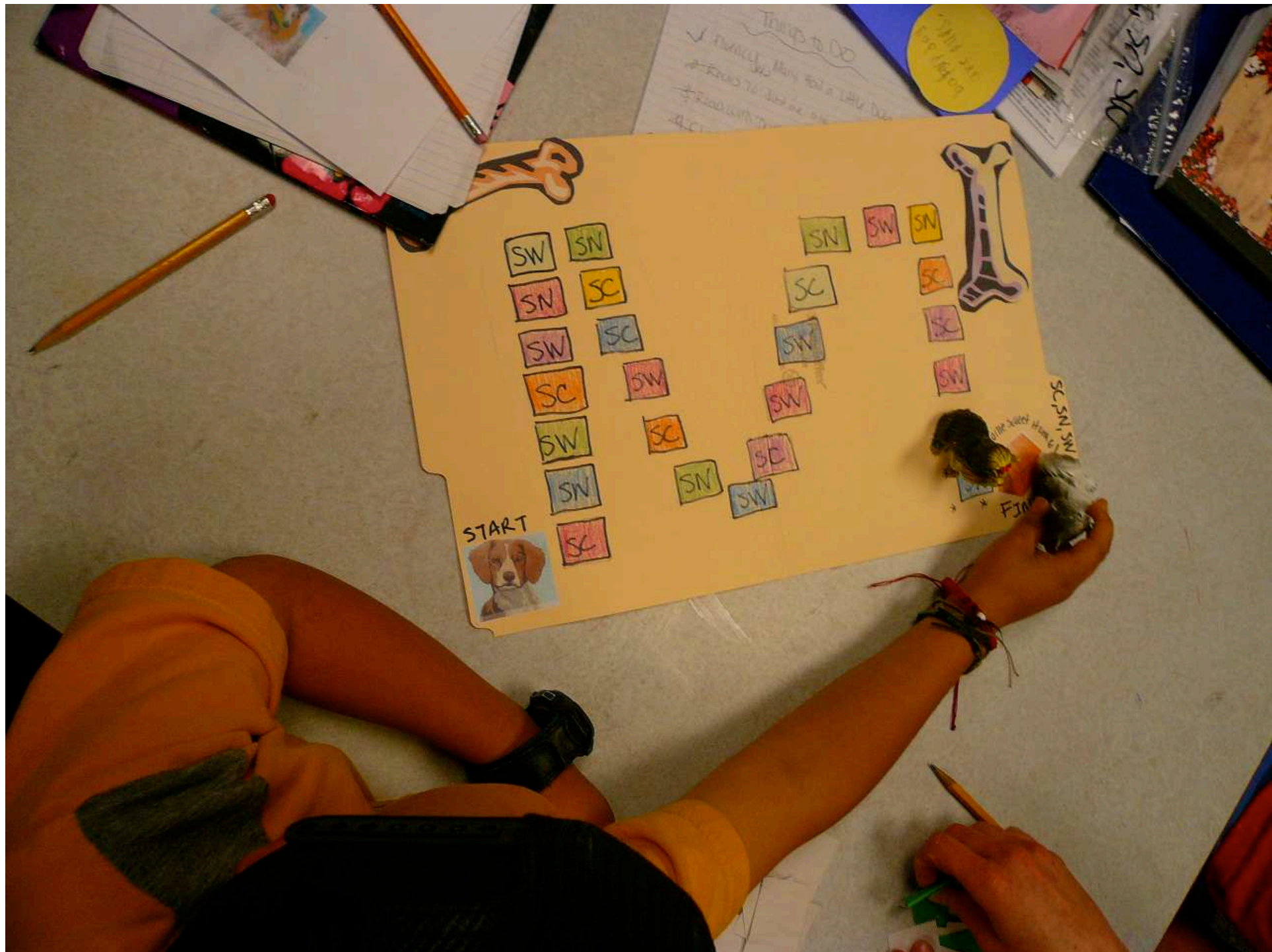
WORD STUDY

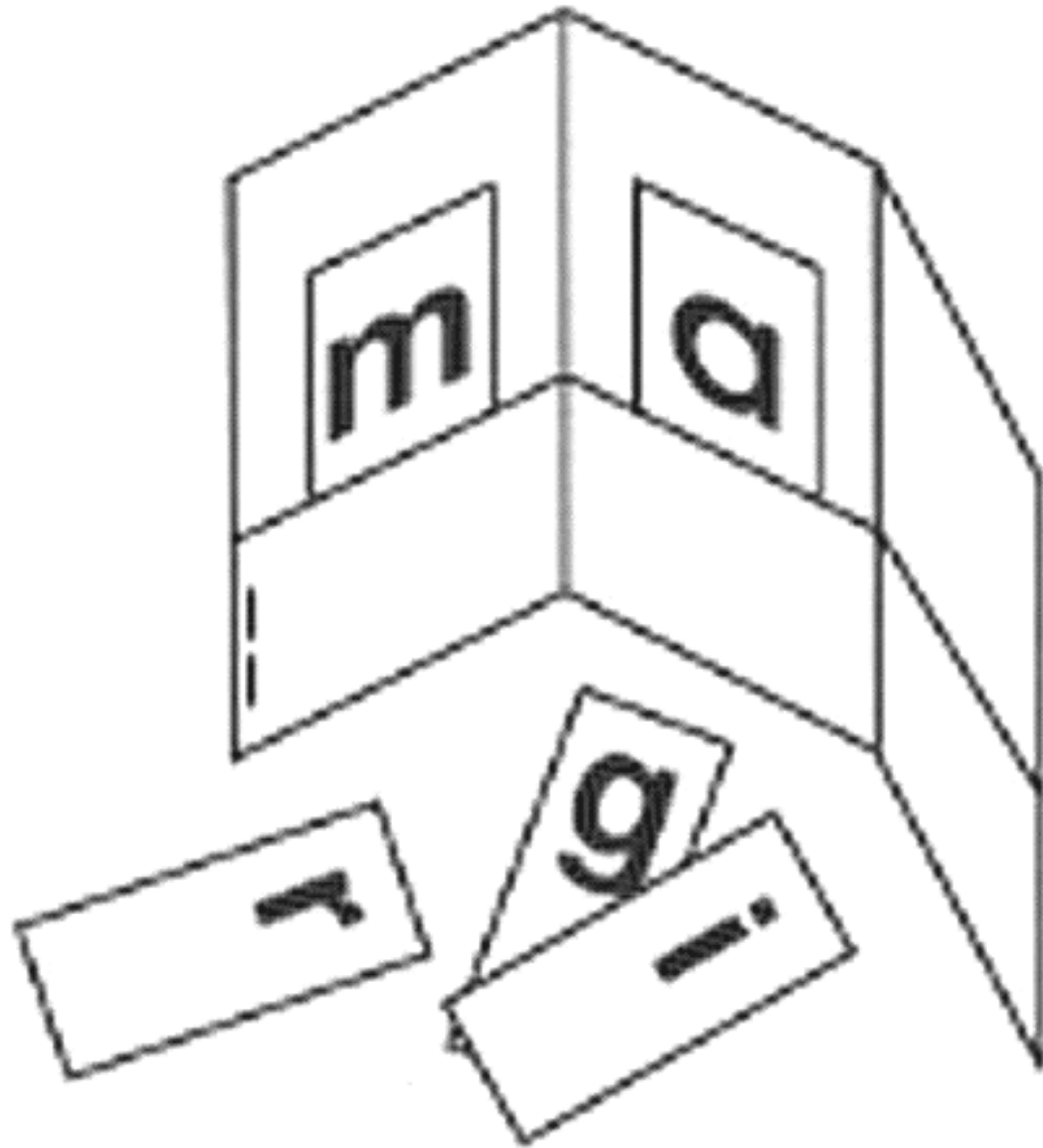


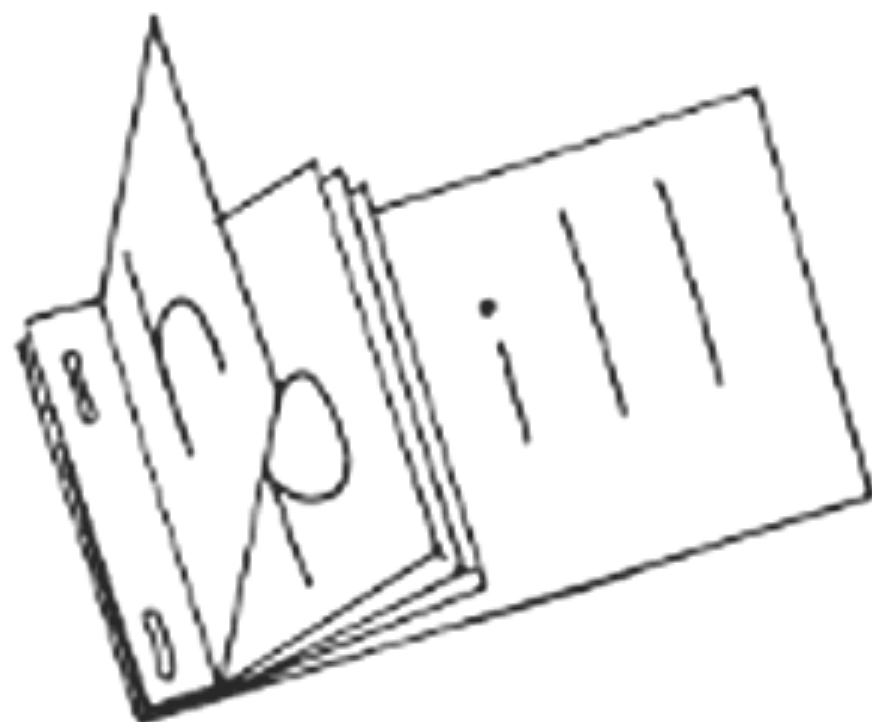












Kiernan Venner's First Grade Schedule

Word Study

Name _____

Week of _____

Weekly Grade _____

Mon.	Tues.	Wed.	Thurs.	Friday
cut, sort initial	Record your word sort.	partner work	game day	test



Within-Word Pattern

Ages: 6-12

Grades: 1 to mid-4

flote

Float

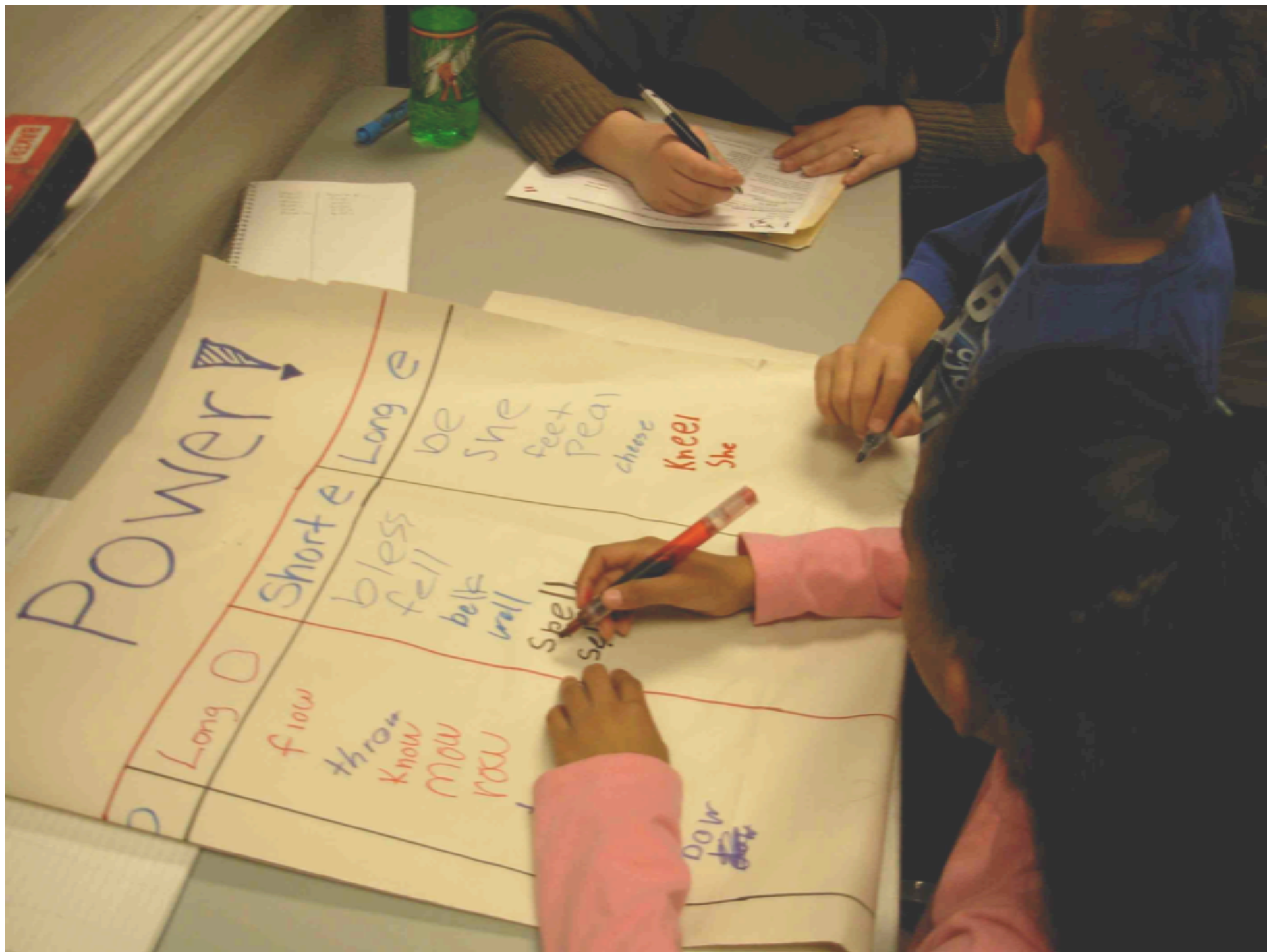
spoal

Spoil

Chapter 7

Spelling Stage	Word Study Topics	Examples of Word Study with English Learners
Within Word Pattern	Long vowel patterns, difficult final blends & digraphs, other vowel patterns	More difficult vowel contrasts (<i>short ĭ and ĕ</i>); short and long contrasts (<i>nĕt/nĕat</i>); continue blend and digraph study (<i>t/th</i>); sound sorts for long and short vowel discriminations; use homonyms for vocabulary development (<i>read/read, pale/pail</i>)





Power!

Long O

Short e

Long e

flow

throw

know

mow

row

bless

fell

bells

roll

spell

be

she

feet

peal

cheese

Kneel

she

Dow

ou ow long ow ?

cloud growl snow would

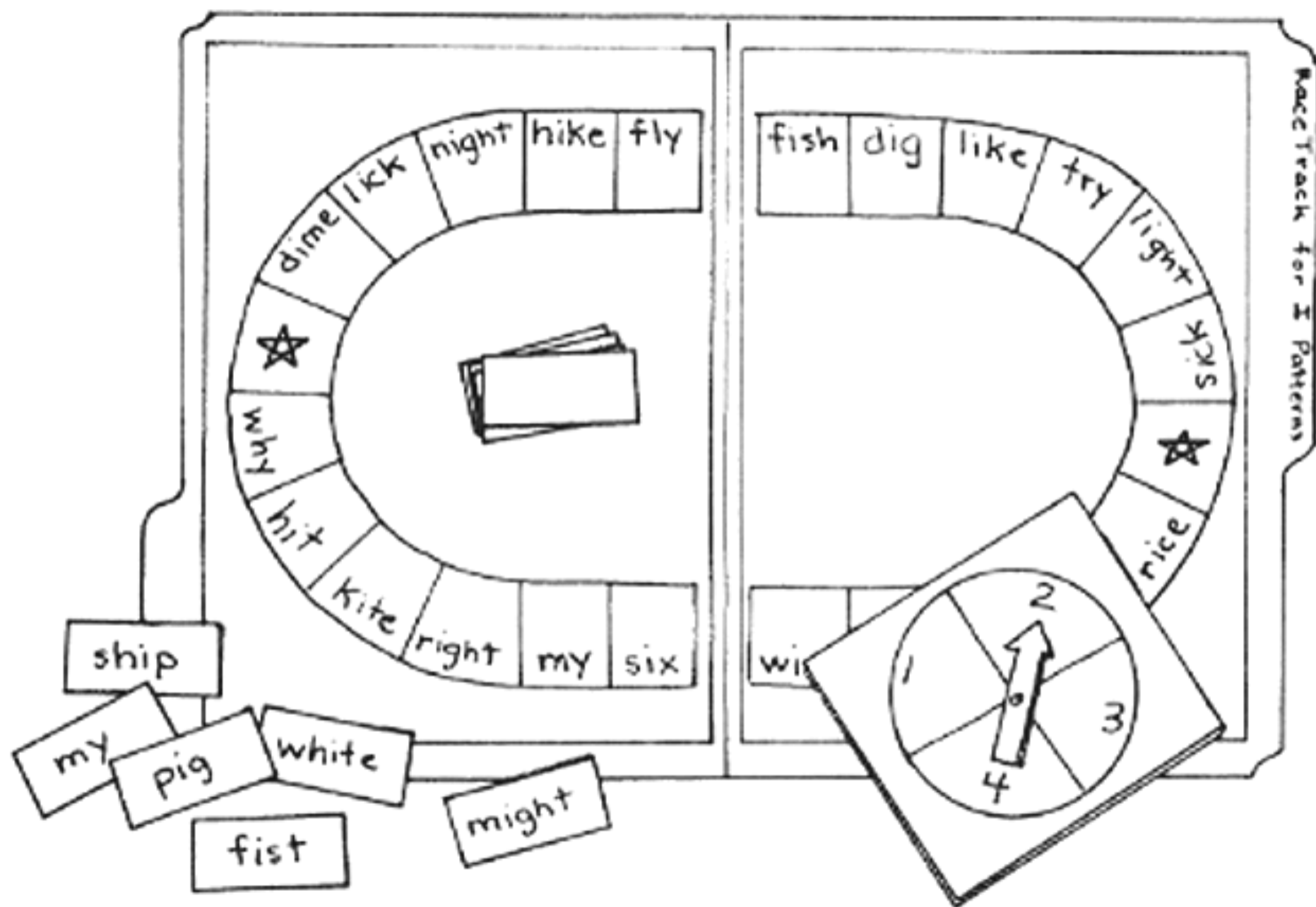
doubt bowl show should

mouth brown growth crowd

clown flown though

proud fowl could

ow



JEOPARDY

SHORT VOWELS	LONG VOWELS	"N"	"R"	ODD BALLS
100	100		100	100
200	200		200	200
300	300		300	300
400	400	A good guess HUNCH	400	400

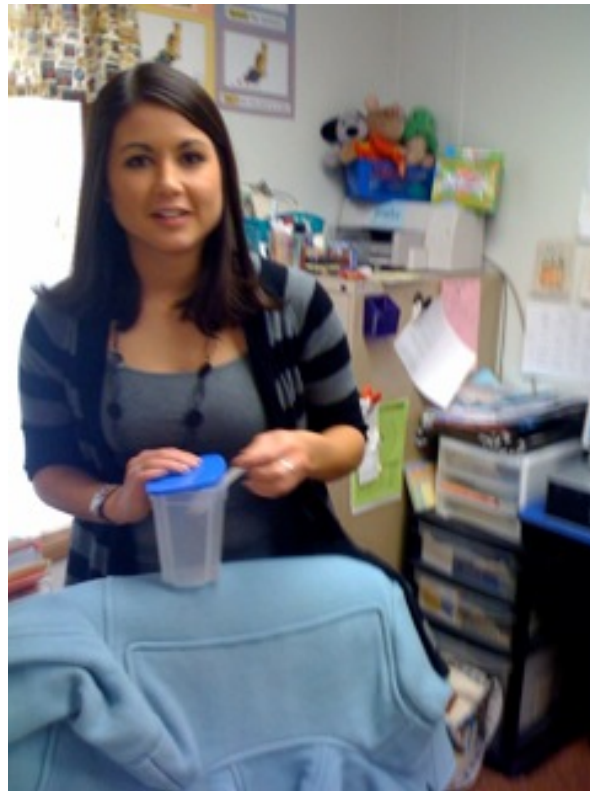
A noon
meal
LUNCH

Part of
a tree
BRANCH

Grab with
2 fingers
PINCH

Michelle Flores' Schedule

2nd Grade



Seat Work
Routine

Monday:

Add your sight words into your sight word dictionary.

Tuesday:

Cut out your new word sort. Put your initials on the back. Sort 2 times.

Wednesday:

Sort your words 5 times. Make columns in your word study notebook.

Thursday:

Sort 3 times. Write the words in your word study notebook.

Friday:

Glue the words in your word study notebook. Study for your spelling test.

125 I know my basic addition and subtraction facts

Pocket Chart

Contractions

has not

will not

could not

is not

would have

can not

have not

it is

she will

is
are

what is

she is

he will

do not

should have

it will

I will

couldn't









oar

ore

or

?

roar

more

fork

your

boar*

store

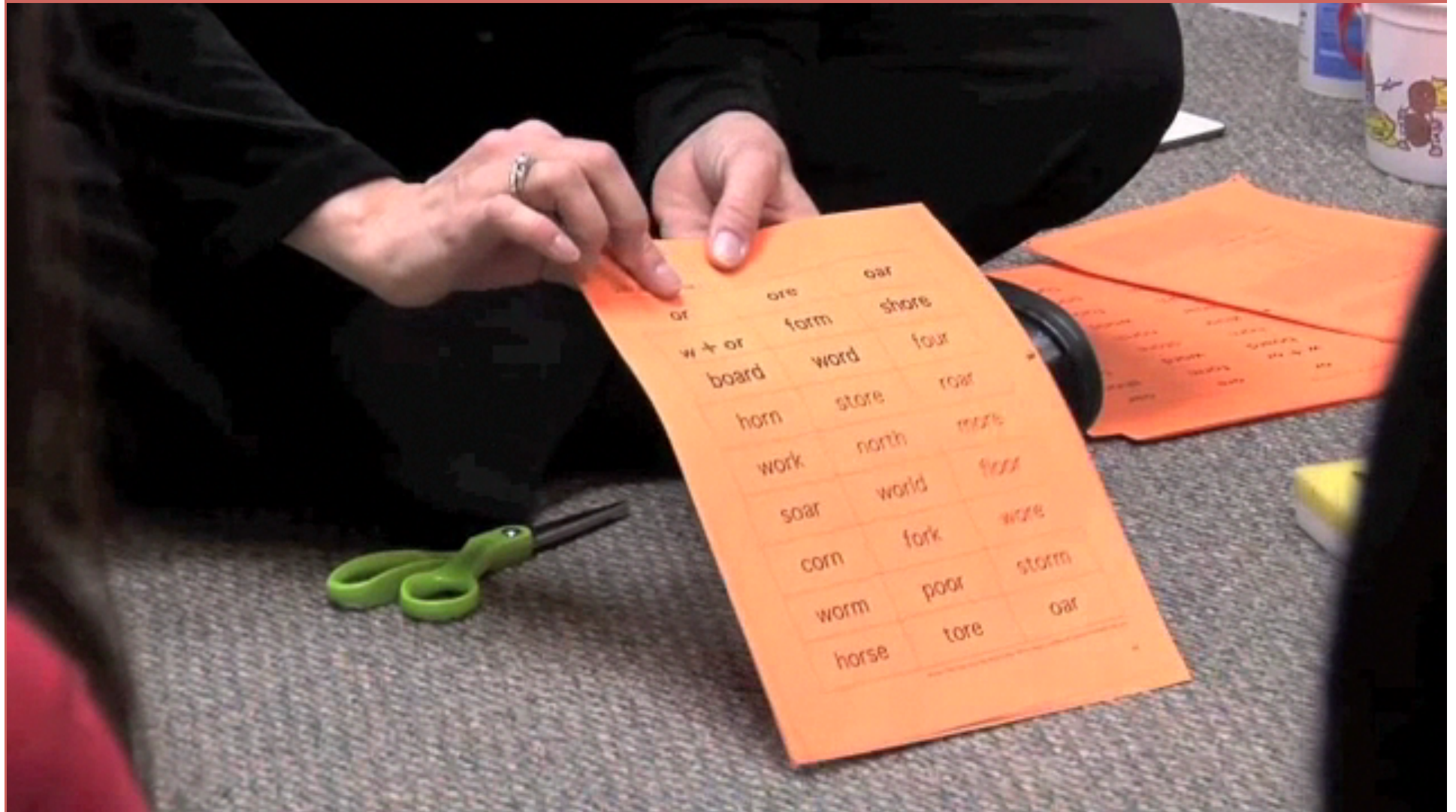
torn

door





Ms. Roberts 4th grade



Ms. Roberts 4th grade

Day 1	Introduces Sort, Models Sort
Day 2	Buddy Sort
Day 3	Games, Speed Sorts
Day 4	Reflection, Share Out Assessment



Syllables and Affixes

Ages: 8-18

Grades: 3 to 8

shoping

Shopping

cairries

Carries

carrys

Chapter 8

Morphology and Vocabulary

- Inflected morphology

Morphology - the structure of words

- ❖ Inflected morphology
-ed, -ing, -ies, -ly
- ❖ Derivational morphology
roots



no
change

Cheering

running

ride
riding

munching

wagging

riding

sleeping

popping

finding

quitting

waiting

hammering

running

standing

diving

flopping

landing

naming

stopping

bumping

saving

sitting

kicking

voting

swimming

jumping

hiding

slipping

hoping

shopping

strolling

finding

keeping

soaking

boating

talked

picked

baked

liked

grabbed

knotted

traded

wasted

called

skated

rubbed

waved

stared

cheered

watched

peeled

tracked

wagged

Morphology !!!

The study of the structure and form of words, including inflection, derivation, and the formation of compounds

How Meaningful Word Parts Combine: Basic Morphological Knowledge

unbreakable

breakable

break

How Meaningful Word Parts Combine: Basic Derivational Knowledge

reach

reachable

unreachable

reuse

repay

replace

recount

reorder

replace

unbroken

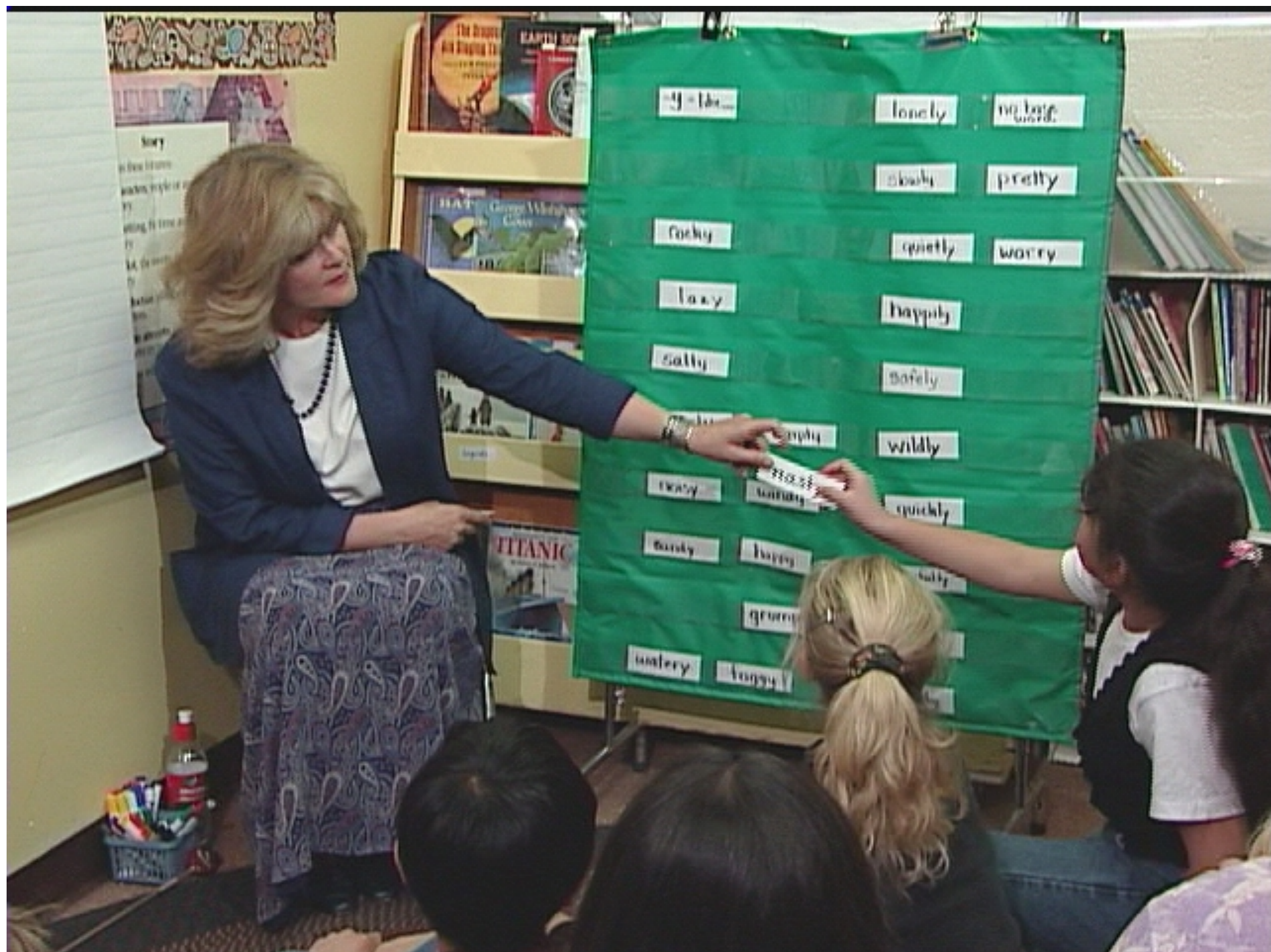
unclear

uncover

untie

unknown

unspoken



-y = like

base
word

bunny
Daddy
nasty
empty
happy

no way

* lace → lacy = like lace

wind → windy = like wind

rock → rocky = like rocks

thirst → thirsty = have a big thirst

* smoke → smoky = like smoky

hunny → hunny = lots of honey

fog → foggy

double the
consonant

happy → happily change y to i

ease → easy → easily →

2. change y to i

1. dropped e

has these

prefix

premature

preview

pretest

precaution

preheat

prejudge

mistake

mismatch

misfortune

misbehave

mistreat

misplace

mislead

disease

disengage

disable

discontinue

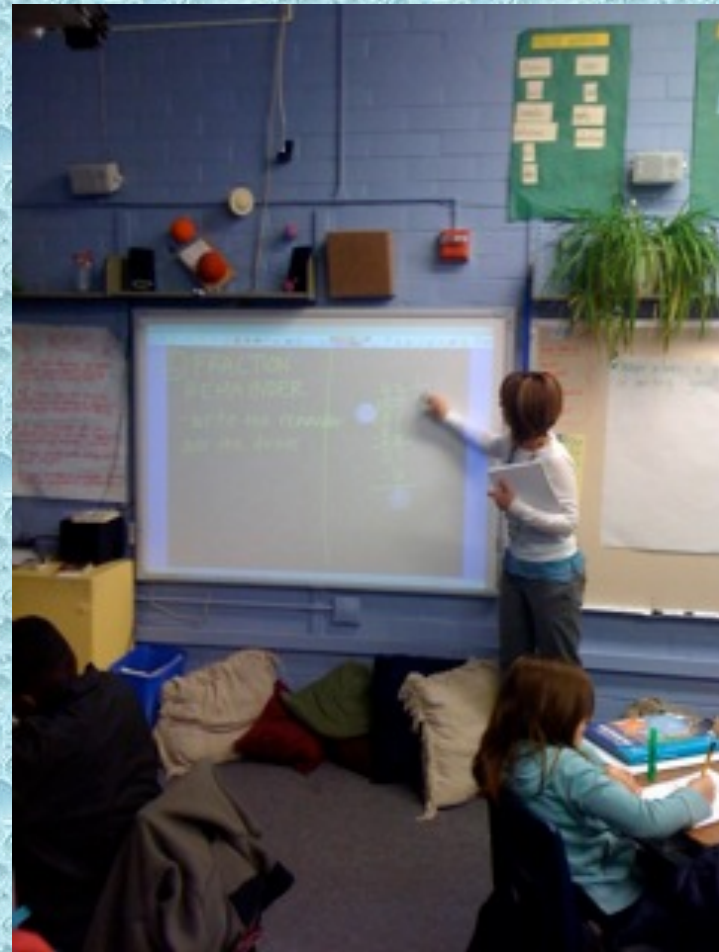
dislike

disagree

distrust

Bruskotter's 5th Grade Weekly Word Study Schedule

2010



Bruskotter

5th grade

Daily Word Study class work	
Mon	<ol style="list-style-type: none"> 1. cut words (recycle trash) 2. work with a partner to read and sort 1x <ul style="list-style-type: none"> ➤ discuss differences, if any 3. write your sort neatly in your word study book <ul style="list-style-type: none"> ➤ at the bottom, <u>explain your sort</u> (explain your thinking or what you notice about each column)
Tues	<ol style="list-style-type: none"> 1. read and sort 1x; read it to a partner <ul style="list-style-type: none"> ➤ discuss differences, if any ➤ REPEAT with a new partner 2. read and sort 2x on your own; read it to yourself 3. blind sort with a partner
Wed	<ol style="list-style-type: none"> 1. read and sort 1x; read it to a partner <ul style="list-style-type: none"> ➤ discuss differences, if any 2. speed sort with two partners 3. word hunt from a book at your <u>easy level</u> <ul style="list-style-type: none"> ➤ <u>add at least 8 words</u> to each column in your sort
Thurs	<ol style="list-style-type: none"> 1. read and sort 3x on your own; read it to yourself 2. blind writing sort with a partner
Fri	<ol style="list-style-type: none"> 1. as a group, each student writes 2 words from each column on the poster-sort 2. CHOICE: <ul style="list-style-type: none"> ➤ speed sort race with a partner (or time each other) ➤ memory with a partner 3. spelling test

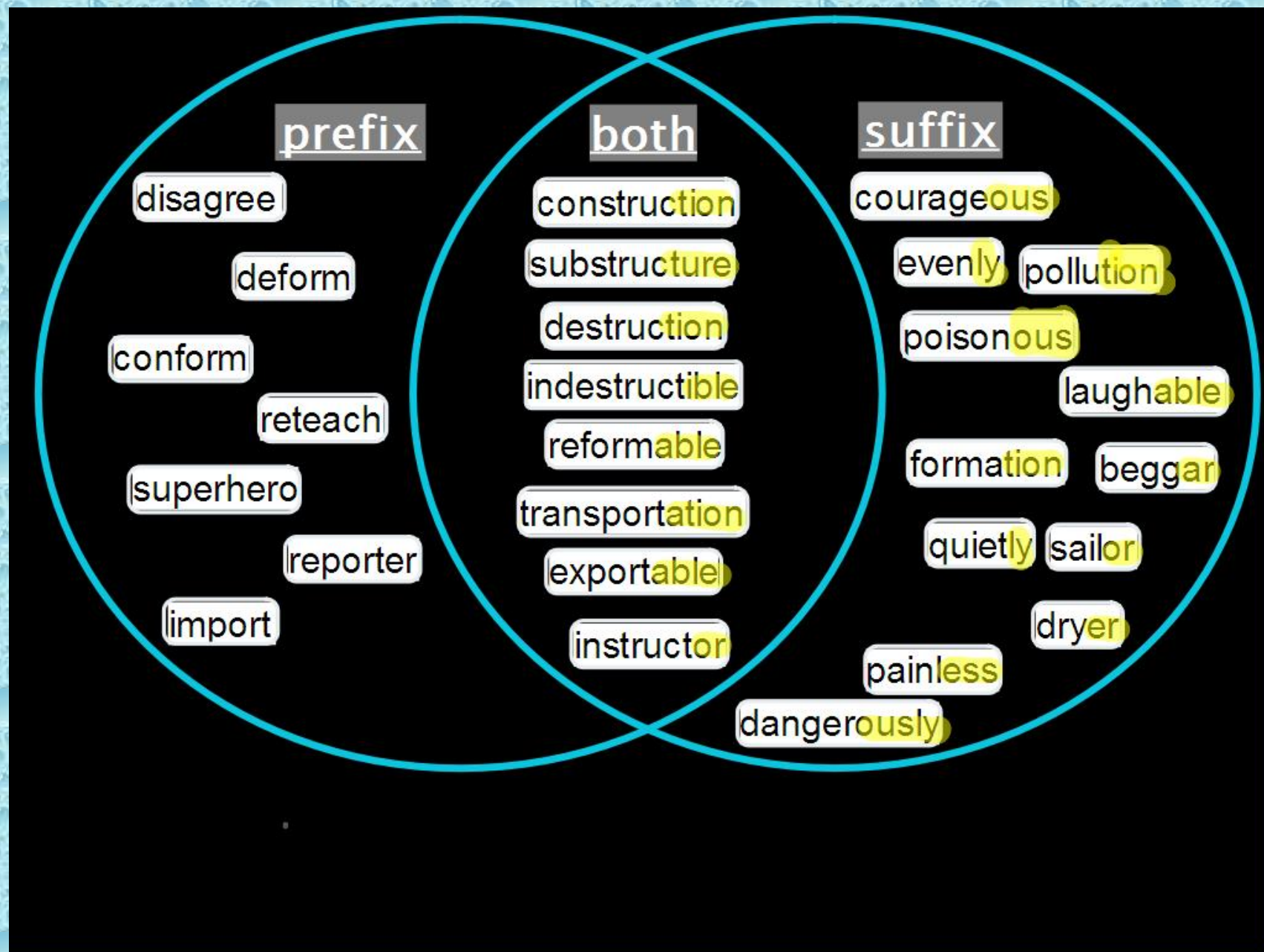
On any day, when you finish, please read your INDEPENDENT LEVEL reading book.

Word Study Expectations

Bruskotter 5th grade

1. Pay Attention: Look, listen, & follow directions the first time.
2. Be responsible for materials.
3. Use neat, legible handwriting.
4. Spell sort words correctly.
5. Ask your group members for help.
6. Offer help to your group members.
7. Everyone participates!
8. Use quiet voices.
9. Think! Explain your thinking.

construction deform laughable reformable formation
courageous conform destruction indestructible instructor
pollution reteach quietly transportation exportable
disagree beggar reporter import dryer dangerously
poisonous substructure superhero sailor painless evenly



Today During Literacy

- Introduce Blind sorting + demonstration
- Spelling
 - Meet in groups; discuss patterns
 - Sort and record words and pattern in Word Study Binder
 - Blind sort & Speed sort with Partner; Word hunt with spelling groups
- Silent Read (*House of the Scorpion* or *Tiger Rising*)
- Begin semi-final draft of dialogue story
- Begin illustrations of dialogue story

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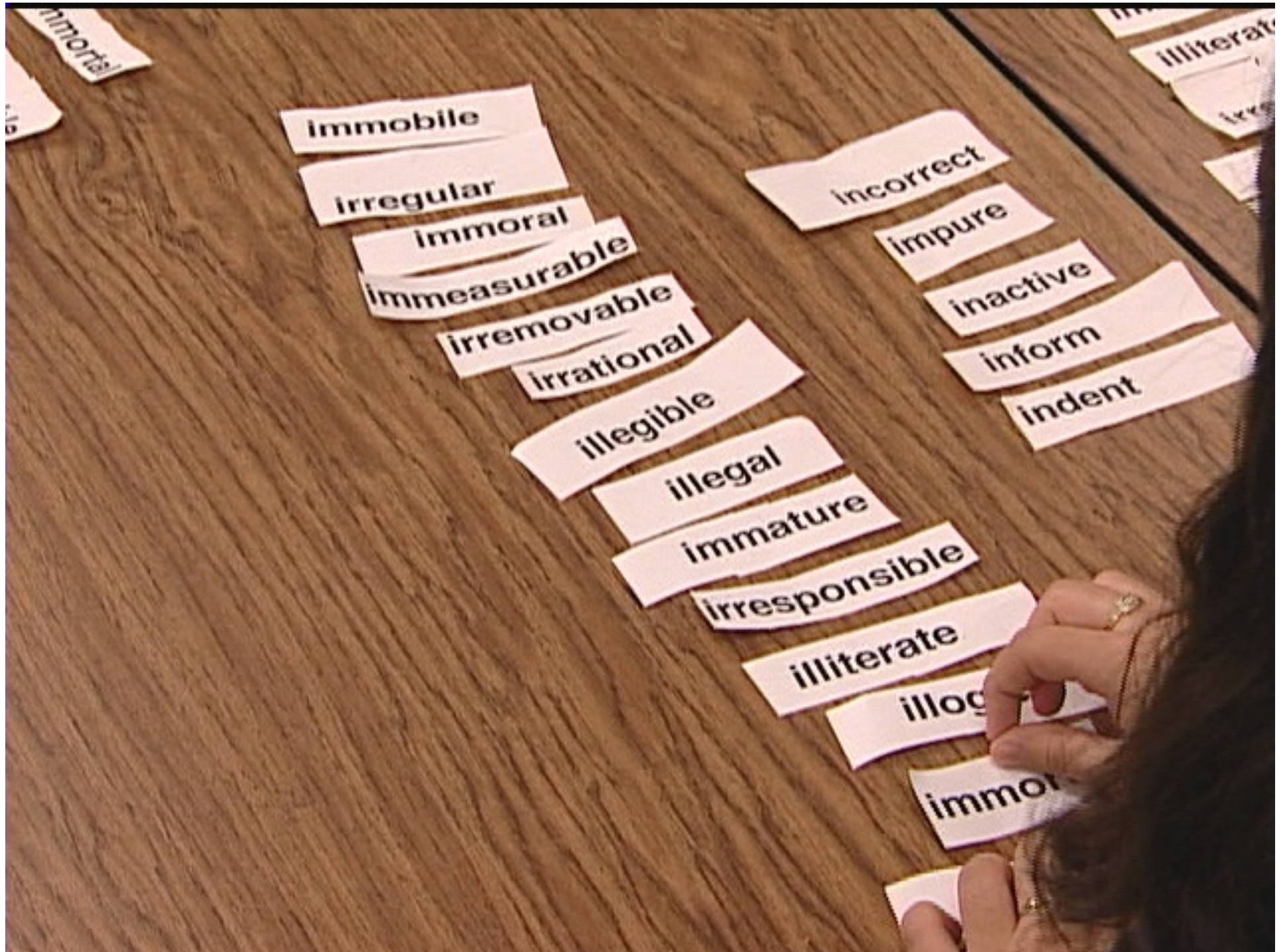
Today During Literacy

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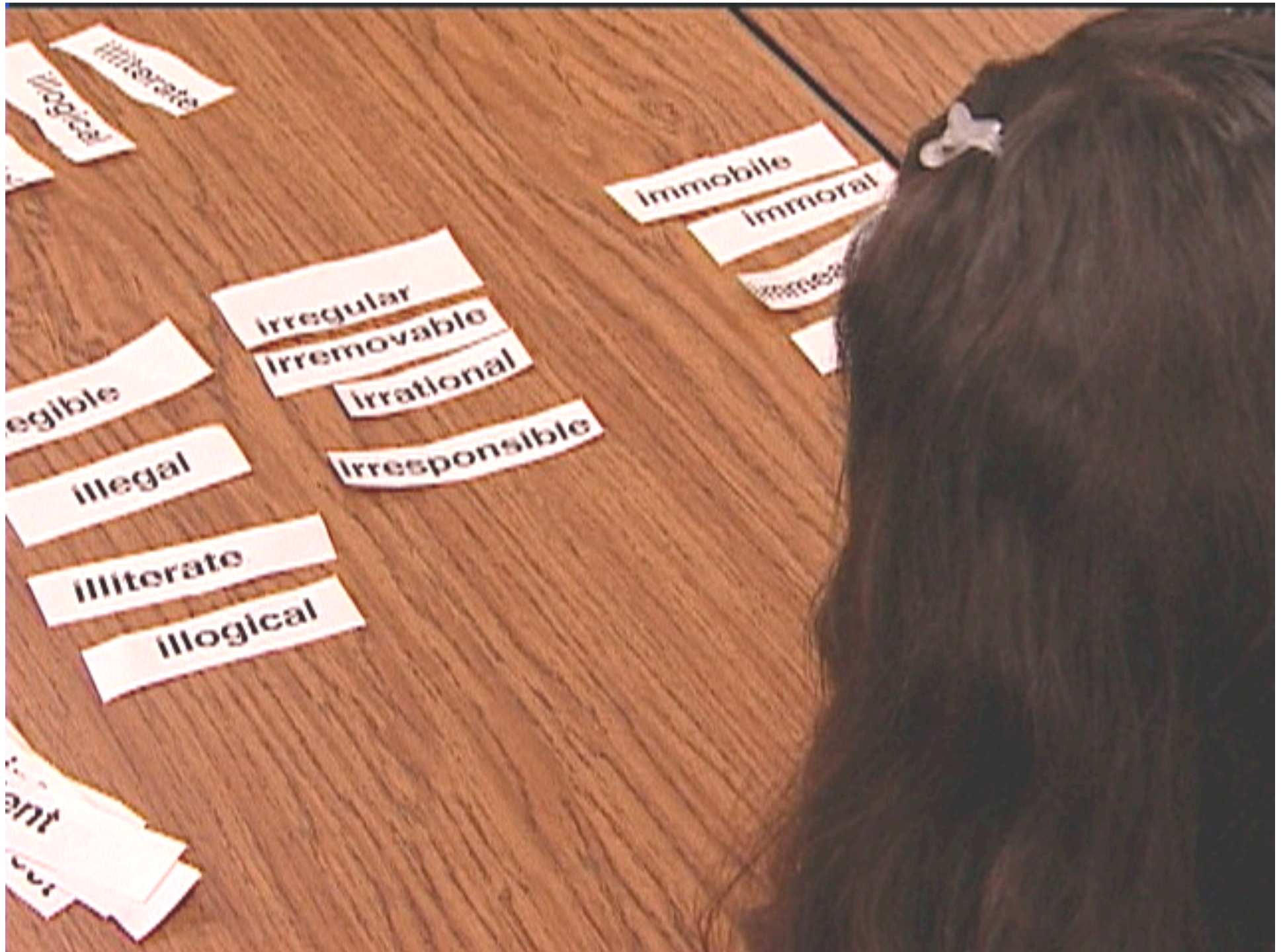






FIGURE 8-14 Exploration of Assimilated Prefixes: ad-, com-, in-

ad	com	in
arrest	collide	illusion
assess	conduct	immodest
attract	correct	irrigate
affix		impress
	collapse	

natur
immortal

Absorbed Prefixes

il
illegal
illogical
illegible
illiterate

in
immeasurable
immoral
immobile
immigrant

ir
irr
irre
irre

VOTED ROOT TREE



Observation

If you know part of the word's origin or meaning it helps you understand what the word means and makes it easier to spell, because of a possible spelling pattern.



Allexandra
1-31-01
6-1

tract

disfract
attract
protract

tractor

Contract

attractive

~~abstract~~

extract

retract

subtract

traction
Subtraction

MOT

Motor

Motivate

Motion

motive

promote

remote

motus

demote
Comotion
emotions

Mother

rupt

erupt

disrupt

rupture

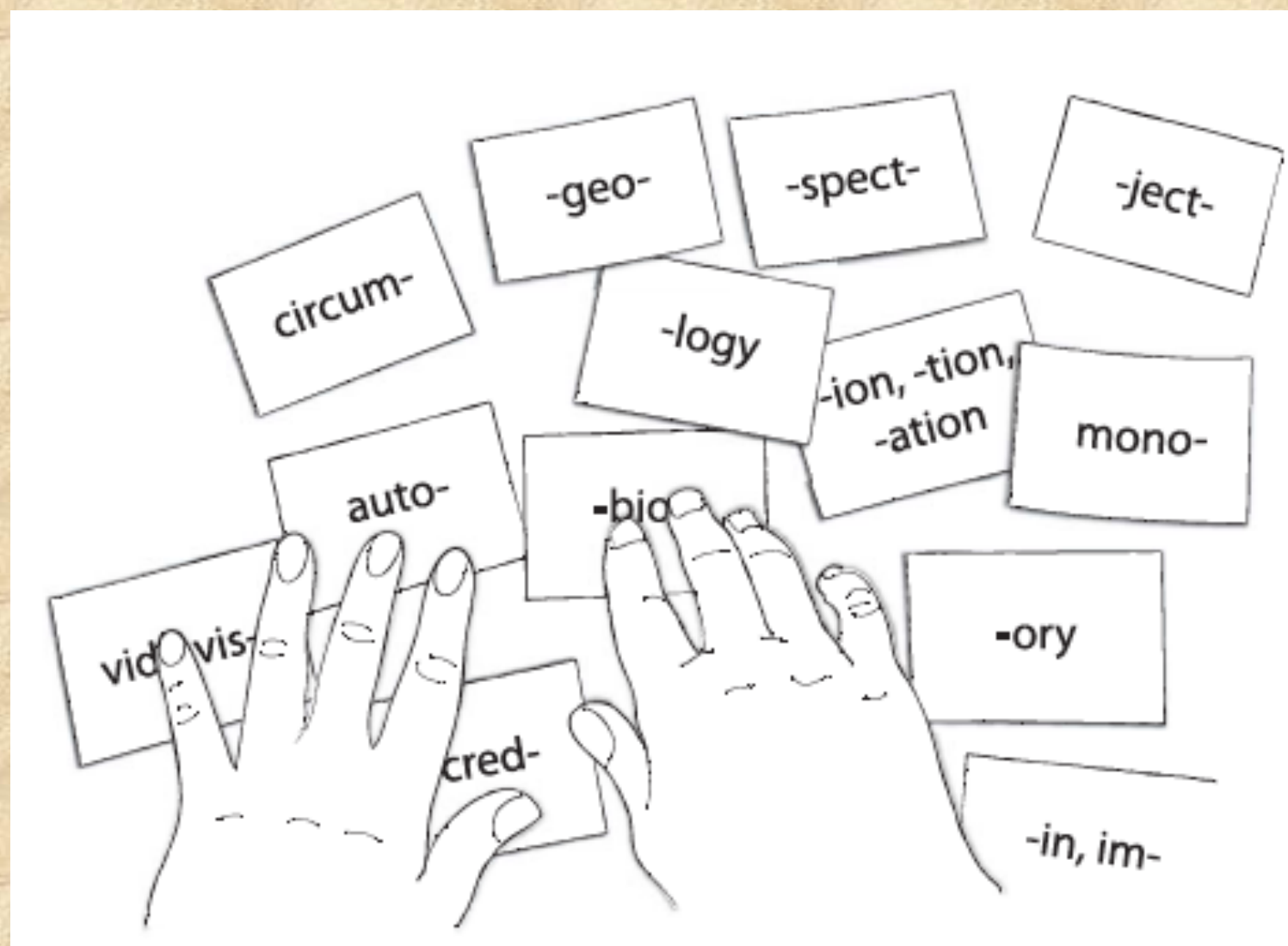
Corrupt

abrupt

eruption

interruption

irruption





Question Time





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Come Visit Us at www.unr.edu/cli