

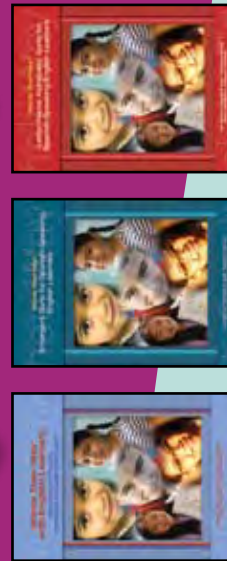
Improving English learners' literacy skills has never been easier!

To help teachers and English learners develop English literacy skills like never before, language expert and co-author Lori Helman joins Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston—authors of the popular word study method, **Words Their Way™**—to break down the learning and language acquisition differences between native English speakers and English learners in terms every teacher will understand and appreciate. The author team explains the instruction necessary to help new English learners develop word recognition, vocabulary, and spelling skills. Because the authors' research examines how word study approach improves students' ability to read and write, these texts are able to illustrate how to engage students in picture, letter and word sorting activities that are based on sound, pattern and meaning.

The result is a new collection of resources **Words Their Way™ with English Learners**, a series that builds and expands English learners' phonics knowledge, vocabulary, and spelling pattern recognition to sharpen their ability to read, to write, to speak and understand grade level content.

- Draws on **six years of research** using the *Words Their Way™* approach with students whose first language is not English.
- Shows teachers **how to use what their students bring with them** from their native language and then demonstrate where instruction in English orthography should begin.
- Provides essential hands-on practice, teachers can **empower students to grasp their new language** first through pictures associated with words and then through word building.
- **Lays the foundation** for English learners to master the English language.

Bring Words to Life with Words Their Way™ with English Learners Series



Words Their Way™ with English Learners: Word Study for Spelling, Phonics, and Vocabulary Instruction
Grades K-8
ISBN: 9780131915671 • ©2007 • 384 pp.

Words Their Way™: Emergent Sorts for Spanish-Speaking English Learners
Grades K-8
ISBN: 9780132421430 • ©2009 • 192 pp.

Words Their Way™: Letter-Name Alphabetic Sorts for Spanish-Speaking English Learners
Grades K-8
ISBN: 9780132421034 • ©2009 • 192 pp.

To view our entire Words Their Way series, visit www.allynbaconmerrill.com/wordstheirway

“The research base is well documented and the teaching strategies are classroom proven. It doesn't get any better than that!”

— Patricia Kelly, Virginia Tech
on Letter-Name Alphabetic Sorts for Spanish-Speaking English Learners

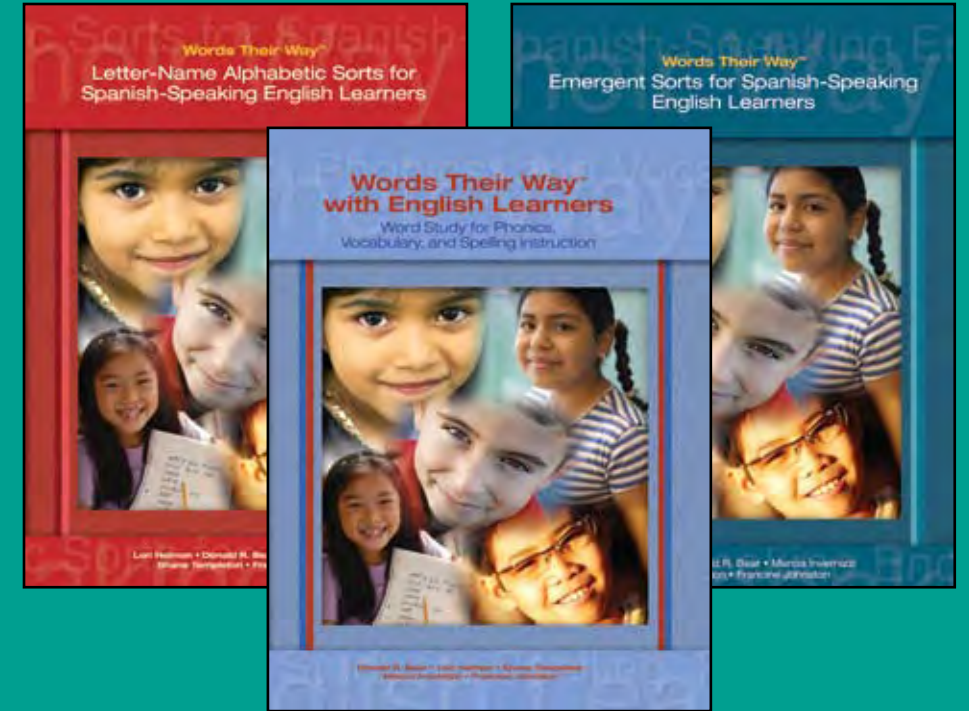


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How do you help English learners master their new language?



Give them Words Their Way™!

By Lori Helman, Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston

PEARSON

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Build on what students know with Words Their Way™ with English Learners

The cornerstone of the *Words Their Way™* approach to word study is determining what sound and word knowledge students bring with them to instruction, and building naturally on that foundation. This approach is especially useful for English learners (ELs). Examining the language knowledge students bring with them to the classroom—comparing their home and English language abilities, reviewing writing competency, and becoming aware of prior language and literacy experiences guides the word study planning that helps students achieve. Examining students' proficiencies in their primary oral and written languages will determine where to begin instruction. No matter what the native language, *Words Their Way™ with English Learners Series* will move all students through their predictable, developmental orthographic stages because the materials:

- Focus on **moving each student through the developmental continuum** with hands on, concrete sorting activities.
- Provide you with **all the games, sorting activities, and translations.**

CHAPTER 1

Layers in Other Orthographies

In each written language, the three orthographic layers are blended uniquely. If this blend is understood for students' languages, then it is clearer to the teacher what students will bring from their primary languages and literacies as they learn to speak and read English. The sound, alphabetic, pattern, and meaning layers are evident in all writing systems. Where there is not an alphabet, the first layer is examined for other sound-symbol correspondences.

Along the developmental continuum, look for when the three layers overlap compared to English. You will see that different writing systems, or orthographies, not only blend the layers in different ways but their layers are of varying complexities. When the layers overlap depends on the structure and history of the writing system. For example, in a comparison of English and Spanish orthographies, one of the first things to observe is how Spanish is so pronunciation and letter-based in English, long vowels and many about vowel words are spelled with abstract patterns in which letters combine to make a sound. The long vowel patterns in English (for example, CVVC, iat, CVVC, iat, CVVC, iat) are unnecessary to Spanish writing. This difference often means that students from Spanish language backgrounds rely more on the alphabetic layer than on the pattern layer.

Sounds of Language and Language Families

In the alphabet or sound layer, sound-symbol correspondences are examined. What sounds exist in a language, and how does the writing system represent those sounds? Over thousands of years, sounds have been cataloged, but most languages have two or three dozen. Most languages have between five and seven vowels. Some writing systems include diphthongs, and other orthographies (like Hebrew) do not, so that the reader uses context to a greater extent to understand the words. See Consonants, Vowels, and Patterns (1996) for a wonderful collection of information about languages and writing systems. Figure 1-4 presents an abbreviated list of languages "families" that are organized geographically (Consonants et al., 1996). Languages in a particular family share similarities

Indo-European	Slavic	Altaic	Sino-Tibetan	Afro-Asiatic	Austro-Asiatic
Germanic	Turkish		Mandarin	Arabic	Vietnamese
English	Polish	Kazakh	Wu	Saudi	Khmer
Danish	Czech	Tajik	Tibetan	Uzbek	
German	Russian	Mongolian	Xiang	Egyptian	
Danish	Bulgarian	Gan	Algonquian	Arabic	
Swedish	Serbian	Korean	Hakka	Hebrew	
Romanian	Indo-Iranian				
French	Hindi/Urdu				
Italian	Nepali				
Spanish	Bengali				
Portuguese	Punjabi				
Romanian	Kurdish				
	Tajik				
	Pashto				

FIGURE 1-4 Select Language Families

Language Families

Words Their Way with English Learners features assessment tools, and a plethora of activities for working with students whose native language is: English, Spanish, Chinese, Vietnamese, Korean, or Arabic. Teachers will learn to recognize how these six languages overlap in their commonality of alphabet/sound, pattern and meaning.

*The companion volumes for native Spanish speakers are specifically designed for teachers working with all emergent and letter-name alphabetic spellers, not just those English learners who are young children.

CHAPTER 1

Involving English-Learning Parents in Word Study

Most parents are interested in doing whatever they can to support their children's literacy learning in English. To encourage parents who do not speak English well, or who do not have literacy skills in English to participate in the classroom or to help with homework, teachers must scaffold their participation. When it is necessary to meet with parents in their home language, it is also helpful to train students in class to show them what they can be practicing with their family at home.

Do not ask parents to teach new content to students. That can be confusing for all involved. Homework assignments should be practice, not instruction. Some tips for family involvement might include:

- Do encourage students to talk with families about what they are learning in school. They do not need to use English—show them how to use English will severely limit the conversation—so they should be encouraged to use the home language.
- Do have students read their word study words to family members, demonstrate their work, and explain their reasoning.
- Do have students show the meaning of words in English, and ask their families to teach them how to say those words in their home language. For English learners, learning the translation of a word makes it easier to remember the meaning of a word.

TEN PRINCIPLES OF WORD STUDY INSTRUCTION WITH ENGLISH LEARNERS

Words Their Way (Birn, Invernizzi, Templeton, & Johnston, 2001) outlines 10 guiding principles for word study instruction (see Figure 3-1). In the following paragraphs, we have expanded on these principles to highlight issues of particular importance to English learners.

1. Look for what students use first and best. As noted in the assessment procedures in Chapter 2, students' spellings give us information about their developmental understanding of the English writing system. For English learners, writing and spelling samples may also show how they are applying principles from the sound system, grammar, vocabulary, or orthography of their native language to their learning in English. For example, a student who spells the long /a/ in English by writing two f's may be applying his or her knowledge of how this sound is written in his or her first language.
2. A step backward is a step forward. Sometimes students learning English are pushed too quickly in the curriculum without a firm understanding of the word study concept they are working with. At times, some students seem to suddenly forget the letter-sound correspondences of the short vowels as they move into studying the long vowels in English. Older students may attempt to memorize individual words without perceiving the principle or pattern these words represent. In both cases, it is important to take a step back to assess what the student study has internalized about the English writing system. This understanding will be the solid ground on which to build more complex concepts. The lack of a firm foundation will lead to confusion and frustration at the higher levels of word study and reading.
3. Use words students can read.
4. Compare words that do not work with words that do.
5. Start by sound and sight.
6. Begin with obvious contrasts.
7. Don't hide exceptions.
8. Avoid rules.
9. Work for automaticity.
10. Return to meaningful tasks.

FIGURE 3-1 Principles of Word Study

Ten Principles of Word Study with English Language Learners

Documenting student information on these ten principles allows teachers to evaluate students' language needs, find their developmental stage, and gather the specific sorts and activities to help students build on what they know to efficiently master English literacy.

CHAPTER 5

Word Study with English Learners in the Letter Name-Alphabetic Stage

study of this pattern expands the short vowel to include some of the consonants that color the vowels, as in and. Final consonants of the end of this stage, and see them in words that are longer than the sounds of English are

TABLE 5-6	Sequence of Word Study for English Learners in the Letter Name-Alphabetic Stage
Features	Instructional Notes
Short vowels sounds and spelling: a, e, i, o, u	Visual confusions reflect unfamiliarity with English vowels.
Short vowels within each word	Correct spelling may reflect sound-symbol features in the primary language and not in English.
Sounds across vowels	Word reading skill might be used to compare and contrast short-vowel sounds and patterns: /a/ /e/ /i/ /o/ /u/ /a/ /e/ /i/ /o/ /u/ /a/ /e/ /i/ /o/ /u/
Consonant blends and digraphs	Teach specific blends that are confused in writing and reading (especially a blends) and sort of final sounds (-ck, -ch, -ck, -ch, -ck, -ch, -ck, -ch)
Word families and ending sounds	Picture and word sorts that contain words with and across short vowels: /a/ /e/ /i/ /o/ /u/ /a/ /e/ /i/ /o/ /u/ /a/ /e/ /i/ /o/ /u/
	Continue to learn to pronounce and spell ending sounds and difficult beginning sounds. Unfamiliar sounds may be seen pronounced, e.g., the individual letters of a blend may be sounded out with a vowel, especially the a blends spelled out as syllables (CAMP for cap).
	Final sounds are still being learned and students substitute similar features, e.g., back (sometimes) spelled BAC (sometimes) (sometimes) in BACH (sometimes).

COMPOONENTS OF LITERACY INSTRUCTION AT THE LETTER NAME-ALPHABETIC STAGE

The framework of instruction for letter name-alphabetic spellers is built on five areas of literacy activity described in *REWIT: Read It, Read With, Write With, Word Study, and Talk With* activities. *REWIT* covers a full range of literacy activities for students in this stage. Consequently, *REWIT* is used in a variety of ways to consider the integration of word study across literacy instruction.

Developmental Stages for Word Study with English Learners

The developmental stages of literacy are characterized by unique features of oral language and written language that ELs demonstrate. Taking the time to assess your students and identify their developmental stage will target the specific instruction each student needs.

Appendix

The appendix contains eight sections packed with materials for assessments; pictures, sorts, lists, and other materials to create your own sets of picture and word cards for the sorting activities throughout the book; and, word lists of pictures in the book with translations.

*For sample chapters and printables go to www.allnbaconmerrill.com

Meet the Authors

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Lori Helman is Assistant Professor in the Department of Curriculum and Instruction at the University of Minnesota, Twin Cities. Helman was a bilingual teacher, a district literacy coordinator, and a new teacher leader in her region before moving to higher education. She teaches classes in reading development for diverse students, effective instruction for students with reading difficulties, and leadership skills for reading specialists.

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