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.

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

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**How do you help English learners master their new language?**

To view our entire *Words Their Way™* series, visit [www.allynbaconmerrill.com/wordstheirway](http://www.allynbaconmerrill.com/wordstheirway)

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**Give them Words Their Way™!**

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

### 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.*

### 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.

### 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.allynbaconmerrill.com*

### Meet the Authors

**Lori Helman**

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.

**Donald R. Bear**

Donald Bear is Director of the E.I. Cord Foundation Center for Learning and Literacy at the University of Nevada, Reno, assessing and teaching students who experience difficulties learning to read and write. Bear currently researches literacy development with a special interest in students who speak languages other than English, and he partners with schools and districts to consider assessment and literacy instruction.

**Marcia Invernizzi**

Marcia Invernizzi is Director of the McCaffrey Reading Center at the University of Virginia exploring developmental universals in non-English orthographies. A former English and reading teacher, Invernizzi works with children experiencing difficulties learning to read and write in intervention programs such as Virginia’s Early Intervention Reading Initiative and Book Buddies.

**Shane Templeton**

Shane Templeton is Foundation Professor of Literary Studies at the University of Nevada, Reno. A former classroom teacher at the primary and secondary levels, he researches the development of orthographic and vocabulary knowledge.

**Francine Johnston**

Francine Johnston is Associate Professor in the School of Education at the University of North Carolina at Greensboro, where she teaches reading, language arts, and children’s literature. Johnston is a former first-grade teacher and reading specialist.

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