

Read Alouds • Shared Reading • Small Group Reading Instruction • Writing
• Phonological Awareness • **Word Work** • Speaking and Listening •
Viewing, Visualizing and Representing • Digital Literacy • Cross-Curricular Literacy •
Independent Reading

COMPREHENSIVE LITERACY GUIDES GRADES K-6



WORD WORK

GRADES K-6

OVERVIEW

In order to become fully literate, students must have the ability to quickly and accurately recognize words. They also have to proficiently use oral and written vocabulary to convey meaning. Word study is based on phonics, spelling and vocabulary. It provides time for students to practice, analyze and experiment with word patterns, develop automaticity with high frequency words and learn new words.

<http://www.k12reader.com/word-study-makes-language-learning-fun/>

RELEVANCE TO PROGRAM OF STUDIES

General Outcome 2

Comprehend and respond personally and critically to oral, print and other media texts

2.1 Use Strategies and Cues

2.2 Respond to Texts

2.3 Understand Forms, Elements and Techniques

SNAPSHOT

Traditional Spelling - In 1839, American educator Horace Mann introduced the whole-word memorization model. In 2000, a survey of classrooms showed that 85% of teachers were still using this model. Words were typically chosen from a publisher's series that the school adopted, a thematic unit the class was studying or a list of class "spelling demons" and these words were then studied for the Friday test. The source of the words may change, but this approach remains a one size-fits-all approach and students simply become a master of memorization rather than a master of language; these words did not generally carry over into students' writing. (Source: Teaching & Assessing Spelling, Mary Jo Fresch, Aileen Wheaton, Scholastic, 2002)

Current Approaches to Spelling and Word Work -

- Making Words
- Mastering Sight Words, High Frequency Words and Academic Words

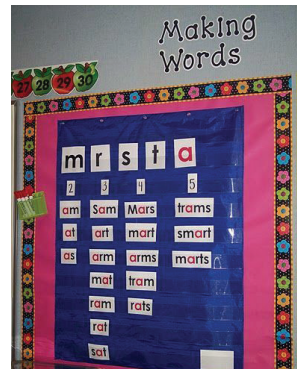
- Word Sorts and Word Ladders
- Root Words, Morphology, Etymology and Structured Word Inquiry

CONSIDERATIONS - PLANNING TIPS - CLASSROOM DESIGN

- Assess students' word knowledge using informal spelling inventories and/or analysis of students' independent writing.
- Words to be learned can be categorized into three tiers. Tier 1 features basic every-day vocabulary (e.g., dog, table, clock, food). Tier 2 are academic terms, but not discipline specific; are more likely to be encountered in classrooms rather than conversations and should be taught directly (e.g., relative, analyze, and define). Tier 3 involves low frequency, discipline specific vocabulary (e.g. photosynthesis and circumference).
- Throughout their school careers, students will learn about 50,000 words (Nagy & Anderson, 1984, Nagy & Herman, 1987; White, Graves & Slater, 1990), averaging 3,000-4,000 words per year, most through implicit learning by reading, being read to and engaging in high-quality conversations. (Spenger, 2017).
- Consider which words should be prioritized for students, e.g, frequently occurring words, conversational vocabulary, and formal, academic vocabulary. *Words Their Way* resources, for example, provide pacing and sequencing guides as well as lists of patterns, high frequency words and words where students frequently experience difficulty for all levels of spellers.
- Most students need 8-12 exposures to a word to commit it to memory, but struggling readers need 50 or more exposures. (Blevins, 2016).
- Instruction, practice, and assessment should continually loop back and review previously taught words. Students could create a journal where they create a phrase or sentence using each new high-frequency word. The growing list is then read out loud once a week (in class, to a family member, to the teacher) in order to provide ongoing exposure.
- Watch for letters and words students use but confuse and other inconsistencies. Build from what they know. Avoid teaching confusing letters at the same time that have similar shapes (e.g., e, a, s, c and n, m, u, h and r).
- Word Walls can be created to support student learning; focus on words commonly used in reading and writing. Word walls can also be developed in subject specific areas, e.g., a math word wall. Word

WORD WORK GRADES K-6

and/or The Fountas and Pinnell Comprehensive Phonics, Spelling and Word Study Guide (2017) for detailed explanations with regards to the nine areas of learning: Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High-Frequency Words, Word Meaning/Vocabulary, Word Structure and Word-Solving Actions.



walls should be developed as the year progresses, adding a few words each week.

- Whole group instruction can help students discover word patterns such as a Making Words lesson. Then, students can practice and refine skills in smaller groups with words of varying levels of complexity.
- Refer to The Fountas & Pinnell Literacy Continuum(2017)

- Word work may occur at the end of guided reading lessons however, Fountas & Pinnell (2010) suggest that this should only take 1-3 minutes of the lesson (see Level C example in diagram below):

Planning for Word Work after Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:

- Recognize a few easy high-frequency words (e.g., *the, and, like, here, look, see, is, can, in, it*)
- Make several CVC words (*cat, but, can, hot, get*)
- Break apart CVC words (*s-un, n-ot, g-et*)
- Recognize several CVC words (for example, *get, sun, man, not*)
- Write/make several easy high-frequency words
- Sort letters quickly by a variety of features (uppercase or lowercase; tall or short; with and without sticks, circles, tails, dots, tunnels)
- Match/sort words with rhymes (using pictures)
- Match pictures with letters using beginning or ending sounds
- Say and clap syllables in one-, two-, and three-syllable words (from pictures)
- Locate words rapidly using first letter and related sounds
- Say words slowly and write letters related to sounds
- Read the Alphabet Linking Chart in a variety of ways (for example, all consonants, all vowels, every other letter)

WORD STUDY STRATEGIES

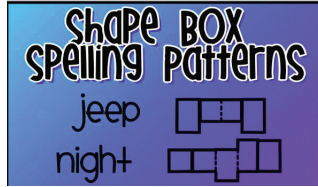
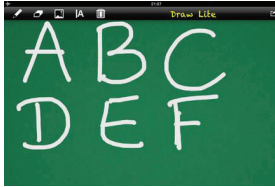
1. Say the word slowly and listen for the sounds you hear (initial sound, middle sound, final sound)
2. Say the word slowly and listen for any parts you know (br in brought)
3. Clap the syllables and write letters for each part you hear
4. Use words you know (fun and silly to funny)
5. Use names you know (William to will)
6. Use a rhyming word (rain to train)
7. Use word families to spell related words
8. Think about different spelling patterns that can spell the sound you hear (out vs. down)
9. Try it on a practice page and see if it looks right
10. Use a resource in the classroom (chart, word wall, book, dictionary, calendar, words you've already written)
11. Use diverse materials and methods to help students practice new words and word patterns: hopscotch, raps, sandpaper, fuzzy fabric, jello, pudding, sand, magnetic letters, small personal whiteboards, chalkboard apps on tablets, shape boxes, etc.

Sources: <http://www.readingrockets.org/article/word-study-instruction-k-2-classroom>

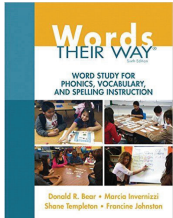
<http://www.momto2poshlildivas.com/2012/10/75-fun-ways-to-practice-and-learn.html>

<http://ccteachfirst.blogspot.ca/2012/11/shape-box-spelling-patterns-font.html>

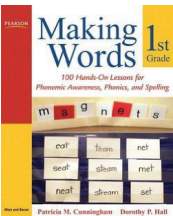
WORD WORK GRADES K-6



RESOURCES



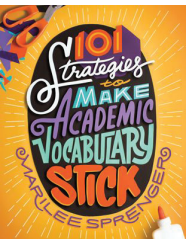
Bear, D.R, Invernizzi, M., Templeton, S., & Johnston, F.R. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (6th Ed.) Upper Saddle River: Pearson.



Cunningham, P. M., & Hall, D. P. (2007). *Making words first grade: 100 hands-on lessons for phonemic awareness, phonics and spelling*. Boston: Allyn & Bacon. (Books available for Grades K - 5)

Cunningham, P. M., & Hall, D. P. (1997). *Month-by-month phonics for first grade: Systematic, multilevel instruction*. Greensboro, NC: Carson-Dellosa Pub. (Books available for Grades K - 5)

Jamison, L. (2003). *Guided reading basics: Organizing, managing and implementing a balanced literacy program in K-3*. Portland, Me.: Stenhouse. (See list of Word Study activities in Chapter 11 - Vocabulary and High-Frequency Word Study)



Sprenger, M. (2017). *101 Strategies to make academic vocabulary stick*. Alexandria, VA: ASCD.

Templeton, S. (2010). *Vocabulary their way: Word study with middle and secondary students*. Boston, MA: Pearson.

Florida Centre for Reading Research - K-5 games and activities teachers can create to support word work:

<http://www.fcrr.org/for-educators/sca.asp>

Word Generation - Gr 4 and 5 - is comprised of twelve two-week units, with 40-50 minute lessons each day. It expands students' background knowledge and academic vocabulary, while emphasizing 21st century learning practices such as argumentation, analytic reasoning, reading to find evidence, oral discussion, and writing. Each unit introduces approximately 5-6 high-utility academic "focus words" and is designed to offer a variety of texts, word-learning activities, writing tasks, and debate and/or discussion opportunities.

<http://wordgen.serpmedia.org/elementary.html>

Structured Word Inquiry - using an inquiry approach, students begin to see how English spelling is actually a highly ordered system. They learn to analyze word structure for meaning cues and identify spelling patterns.

<http://www.wordworkskingston.com/WordWorks/Home.html>

Word Lists & Word Walls:

<http://www.k12reader.com/third-grade-spelling-words/>

<http://www.readingrockets.org/article/basic-spelling-vocabulary-list>

http://www.learnalberta.ca/content/ieptlibrary/documents/en/is/word_walls.pdf

Articles

Help students consider meaning as they learn to spell:

<http://theconversation.com/what-spelling-bees-can-tell-us-about-learning-to-spell-and-what-they-get-wrong-45587>

Teaching Latin Roots with Word Trees: <https://blog.allaboutlearningpress.com/teaching-latin-roots-with-word-trees/>



WORD WORK GRADES K-6

A FEW THOUGHTS FROM EDUCATIONAL EXPERTS IN THIS AREA:

- ? The idea that English is too mixed up to make sense of is a myth perpetuated by lack of instruction and poor teacher preparation. Spelling is not simple, but when people understand its structure, it is perfectly decodable and not limited to people “born to spell” to understand. (Jones, 2009)
- Q To implement word study effectively, teachers and students alike must become word detectives, engaged in an ongoing attempt to make sense of word patterns and their relationships to one another. (Diane Leipzig)
- 🔗 The correlation between spelling and reading comprehension is high because both depend on a common denominator: proficiency with language. The more deeply and thoroughly a student knows a word, the more likely he or she is to recognize it, spell it, define it, and use it appropriately in speech and writing. The major goal of the English writing system is not merely to ensure accurate pronunciation of the written word – it is to convey meaning. If words that sound the same (e.g., rain, rein and reign) were spelled the same way, their meanings would be harder to differentiate. (Joshi, Tremain, Carreker & Moats, 2008)
- 🕒 During Word Work, we focus on spelling and vocabulary work with children, creating a richly literate environment that provides essential and often-skipped practice time. (Boushey and Moser)
- ↑ The size of a child’s vocabulary is an accurate predictor of academic achievement and even upward mobility over the course of a lifetime. (Hirsch, 2013)

CONSULTANT TIPS

Basic implementation would look like this...

Word work occurs daily for 10 - 15 minutes. Alternatives to the Friday Spelling Test are found. Word work is practiced at school; lists of words to study are no longer sent home. Meaningful words are selected for students, e.g. from familiar texts and their notebooks and/or students can self-select words to add their lists. Word walls are continually added to and students are taught to reference it as a key strategy.

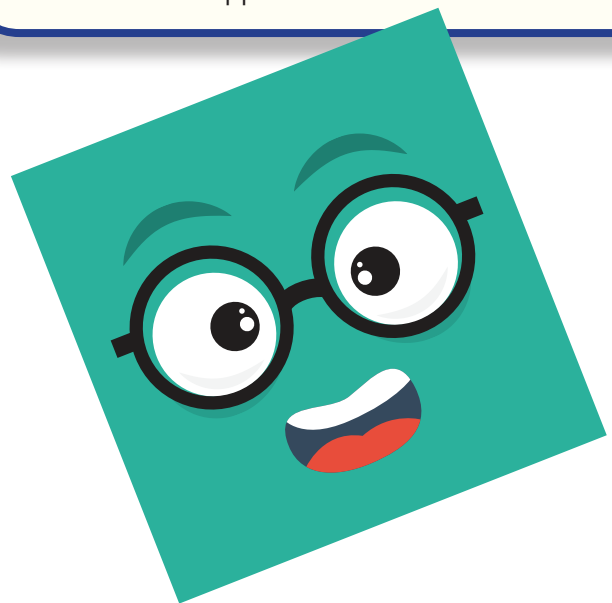
A more impactful implementation would look like this...

Word work is differentiated, approximately 2 to 3 different groupings per class. Early grades focus predominantly on high frequency words. Word walls are built with students. Students develop their own personal word wall in a file folder or create a personal dictionary.

Someone who has the basics mastered and could go the extra mile – it might look like this...

Word work is purposeful, intentional, personalized and tied to cross-curricular vocabulary. Teachers guide students to identify patterns, and look for connections to sounds, meanings (etymology), structure (morphology) and related words. The goal is to foster transfer to student writing.

Vocabulary strategies are embedded in all content areas. Teachers add new levels of challenge with timed sorts, word ladders, word play and challenging apps and games. Word walls are used as interactive support tools.

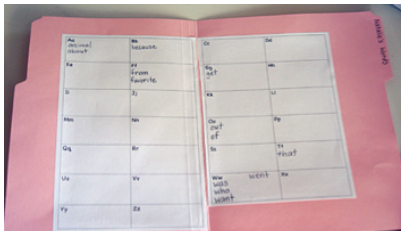


WORD WORK GRADES K-6

PHOTOS/ VIDEOS - SEE IT IN ACTION



This word wall is at a level that both the students and teacher can easily access.



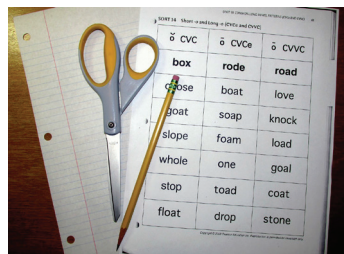
Personalized Student Dictionary



Word Matrix

cover + ing → covering
 cover + ing → covering
 cover + s → covers
 dis + cover → discover
 re + cover → recover
 re + cover + y → recovery
 re + dis + cover + er → rediscoverer
 un + cover → uncover
 un + dis + cover + ed → undiscovered

Word Family Sums



Word Sorts

Videos

Choosing Words for the Classroom Word Wall <http://www.engagingalllearners.ca/ip/conversation-with-caroline-musselwhite/#3>

Learning Guide to accompany video clip - Choosing Words for the Classroom Word Wall: http://www.engagingalllearners.ca/ip/conversation-with-caroline-musselwhite/documents/4%20choosing_words.pdf

Heart Words and Interactive Word Wall <https://www.youtube.com/watch?v=sEA73eAPcSE#https://www.youtube.com/watch?v=sEA73eAPcSE>

Ontario - Vocabulary Development Through Word Sorts <http://www.curriculum.org/secretariat/wordstudy/meanings.shtml>

Structured Word Inquiry - Grade 5 Class Thinking about Words 'Provoke' and 'Inform': https://www.youtube.com/watch?v=_SS_GMq6Rag

CHALLENGES/PITFALLS

! Students can memorize words but they do not transfer to their writing. Word study is not about memorizing spelling words but about understanding spelling patterns. Provide students with opportunities to compare and contrast words, do structured word inquiries and develop deeper understandings.

! Word walls are not being used. They are just another part of the classroom decoration or a static bulletin board display. Words should be added to as the year progresses - approximately 5 words a week. Build in lessons, games and opportunities that require students to refer to the word wall.

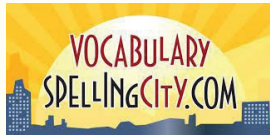
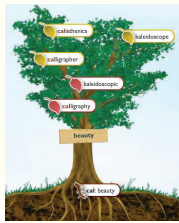
! A student does not appear to be making gains in spelling. Wiley Blevins recommends doing dictations at least twice per week (as a formative/diagnostic tool). E.g., teacher reads words aloud: *am - at - sat. Sam is sad.* Students repeat and then they write the words as the teachers circulates and helps students. Finally, teacher writes words on the board and students self-correct. This approach accelerates students' use of taught skills in their writing. Additional strategies can support transfer such as letter and word sorts, talking dictionaries, picture dictionaries, and making use of multi-modal learning methods (hearing, saying it, writing it, using online games to review it - e.g. , Spelling City app).

! Word sorts can become difficult to manage. A teacher blogs about her tips for managing Words Their Way: http://www.elltoolbox.com/words-their-way.html#.WP_O2ty1uUm

WORD WORK GRADES K-6

MODIFICATIONS, SUPPORTS AND TECHNOLOGY TOOLS

- Use assistive technologies, predictive word tools, Read Write Google, apps such as Word Wizard and Phonics Genius
- Using Digital Technologies to Support Word Study Instruction http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_UsingDigitalTech.pdf
- Easy Grammar 4 Kids: online games to review grammar concepts as well as homonyms, compound words, syllables, prefixes and suffixes, etc.: <https://sites.google.com/site/easygrammar4kids/prefixes-and-suffixes>
- Learn That Word - lists of root words, suffixes, etc.: <https://www.learnthat.org/pages/view/roots.html>
- Membean Root Word Trees (upper grades): <http://membean.com/treelist>
- Mini-Matrix-Maker: <http://www.neilramsden.co.uk/spelling/matrix/index.html>
- Online Etymology Dictionary: <http://www.etymonline.com/>
- Spelling Apps: <https://www.commonensemedia.org/lists/spelling-apps>
- Spelling City - learning activities and games: <https://www.spellingcity.com/spelling-games-vocabulary-games.html>
- Word Searcher for looking up words that have common roots or bases: <http://www.neilramsden.co.uk/spelling/searcher/index.html>



ASSESSMENT

Primary Spelling Inventory - Words Their Way (2008): http://readingandwritingproject.com/public/resources/assessments/spelling/spelling_primary.pdf

Elementary Spelling Inventory - Words Their Way (2008): http://readingandwritingproject.com/public/resources/assessments/spelling/spelling_elementary.pdf

Upper Level Spelling Inventory - Words Their Way (2008): http://readingandwritingproject.com/public/resources/assessments/spelling/spelling_upper.pdf

Words Their Way - Assessment: Placement and Grouping https://mypearsontraining.com/assets/files/documents/TG_WTW_Assessment.pdf

Diagnostic Spelling Test - K-3 - lists of words are grouped by patterns: short vowels, consonant blends, digraphs, long vowels, tch words, silent letters, morphology patterns, etc. Only for formative purposes: http://bhibooks.net/f/Spelling_Diagnostic_Test_1.pdf

Diagnostic Spelling Test - 50 words of increasing complexity - Gr 1-12. Only intended to quickly get a sense of student ability: <https://spellingwps.wikispaces.com/file/view/Diagnostic+Spelling+Test.doc>

