Instruction may be most effective when we teach “their way,” when we follow students’ leads. It takes courage to teach developmentally, but doing so leads to success, three words that we study at the beginning of this talk: development, success and courage. As an illustration of teaching “their way is your way,” we examine how students’ word knowledge guides word study instruction. Specifically, we will visit five stages of development to see that what students are experimenting with, what they are “using but confusing” is a window to their development, their ways of learning.

a. Synchrony of Literacy
There is a synchrony among reading, writing and spelling development and instruction.

b. "Prosody, and orthography are not parts of grammar, but are difused [sic] like the blood and spirits through the whole." Ben Jonson, 1637, OED, page 1492.

c. What is word study?
Word study = phonics + spelling + vocabulary instruction
Interesting Words & Golden Lines

Interesting words and ideas: What interesting words do you see and hear? What important ideas and terms did you read or hear today? When you see or hear an Interesting Word or Golden Line in what you read or view, take note. Record the word in your vocabulary notebook. Record the Golden Line in the reader response area of your notebook.

Directions for Recording Interesting Words in Your Vocabulary Notebook

1. Collect the word. While reading, note words that are important, interesting or difficult. Read around the word and think of about its possible meaning.

2. Record the word and sentence. Sometimes sentences are too long so sections of the sentence can be recorded.

3. “Take apart.” Look at word parts and think about their meaning. Look at the different parts of the word – prefixes, suffixes, and base word or root.

4. Think of related words. Show students how to go from the word parts from “take apart” to brainstorming related words by the meaningful parts of words (e.g., syn- chron – y). Students can work in pairs to brainstorm related words, and they can concentrate on different parts: prefixes, suffixes and roots or bases.

5. Study the word in the dictionary. Record interesting information. Show students how to read the dictionary and its abbreviations. Students can use brief etymological resources to study words and their histories. Students can add additional words from the dictionary and etymological resources to their lists of related words.

6. Review and share. Students report back what they learned and recorded in their word study notebooks. Consider small group, whole class, small group and partner configurations for studying and sharing interesting words. Reading comprehension activities often follow from sharing our interesting vocabulary words. *(See the first activity in Words Their Way, Chapter 8.)*

Golden Lines

Golden Lines: What is an interesting quote or idea you have heard or read today? Through short activities, we teach students to locate Golden Lines as they read. They start with lines that strike them while they read. They learn to find Golden Lines and they practice marking them with post-its in the margins, or by noting them in their word study notebooks.

1. Cacophony  caco phon – y
2. 4 Tools: Confidence in a few basic principles of literacy development; we can't teach by telling; vigor and common sense; classroom organization and management.
3. RRWWT: Read To, Read With, Write With, Word Study, Talk With
4. Synchrony syn- chron - y
5. There is a synchrony among reading, writing and spelling development and instruction.
6. Orthography ortho graph – y
7. Spelling is a conservative measure of what students know about words.
8. 5 Stages of spelling development: emergent, letter name – alphabetic, within word pattern, syllables & affixes, derivational relations
9. Word Study = spelling + vocabulary + spelling
10. Look for automaticity and fluency and not just accuracy.
11. Grammar is folded in to word study instruction.
12. Morphology and the Meaning Connection:
   a. Inflected Morphology – -ed, -ing, -y, -s,es ….  
   b. Derivational Morphology - affixes, roots ….  
13. Make the meaning connection: Show students how words related in meaning are often similar in spelling, despite changes in sound. (see Words Their Way, Bear, Invernizzi, Templeton, Johnston, 2008)
15. “Etymology is the archaeology of thought.” B. F. Skinner
16. The time to teach a rule is when students already know what we are talking about.
17. When there is frustration on the student's or your part take a step backwards, instructionally.
18. “Objects are concealed from our view not so much because they are out of the course of our visual ray as because there is no intention of the mind and eye toward them...Nature does not cast pearls before swine.” Thoreau
19. Chinese -"playing the guitar to a cow.
20. Life is a DR-TA
   21. Directed Reading-Thinking Activity (DR-TA), (DL, TA, K-W-L), (Bear & Gill; Bear & Invernizzi)
   22. Predict – Read – Confirm Cycle, Resolution
   23. “I know you don’t know, but what do you think this reading / sort will be (is) about?”
   24. Content DR-TA: What do you know? What do you think you know? What do you want to find out?
   25. See the KWL.
   26. “Vigil to understand” – James Deese
   27. Emerson: “It is the good reader that makes the good book.”
   28. Concept of Word in Print (COW), the Space – Time Continuum, and the Miracle of Beginning Reading.
   29. "Until I feared I would lose it, I never loved to read. One does not love breathing." To Kill a Mockingbird
   30. Prosody, and orthography are not parts of grammar, but are diffused [sic] like the blood and spirits through the whole.” 1637 by Ben Jonson, 1637, OED, p. 1492.
   31. ... and like a good sauce, the realization of a sentence's prosodic structure is a blend of different ingredients none of which can be separately identified in the final product. Cutler and Isard, 1980, p.245.
   32. Flannery O’Conner, “A Good Man is Hard to Find” “whose face was as broad and innocent as a cabbage”
   33. “We want the idea to feed the pen and not the pen to interfere with the idea.” Edmund Henderson
   34. Language makes altruism possible (P. Lieberman)
   35. “You rush, you crush.” Vusi Mahlasela
   36. Development requires “(t)ies that commit us to action in behalf of the well-being of others beyond our own self-interest.” (Bronfenbrenner & Morris)
   37. Stop an activity when it's going well.
   38.
Did you see the following today?

1. Word study is enjoyable and thoughtful.
2. Word study encourages vocabulary development.
3. Etymological study deepens thinking
4. Learn one word, you learn ten (Tamara Baren); cf., generative vocabulary learning (M. Graves).
5. In the upper levels, spelling, vocabulary, morphology, and grammar instruction intertwine.
6. Content vocabulary can be taught in a variety of contexts and in phrases.

Selected Concepts by Stages:

- 3 Layers and Stages of Development
- *Emergent* – COW (concept of word in text)
- *Beginning/Letter Name* - Articulation
- *Transitional / Within Word Pattern* - Lesson Plan Format - Flores
- *Syllables and Affixes and Derivational Relations* - Morphology, the Meaning Principle, Deep and Generative Vocabulary Instruction

Videos and other materials can be found free for a while at (beta)

http://pdtoolkit.pearson.com/
THE SYNCHRONY OF LITERACY LEARNING

LAYERS

<table>
<thead>
<tr>
<th>ALPHABET / SOUND</th>
<th>PATTERN</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALPHABET / SOUND</td>
<td>PATTERN</td>
<td>MEANING</td>
</tr>
</tbody>
</table>

Reading and Writing Stages:

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Beginning</th>
<th>Transitional</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Pretend read</td>
<td>Read aloud, word-by-word,</td>
<td>Approaching fluency, phrasal, some expression in oral reading. Wright Brothers of reading</td>
<td>Read fluently, with expression. Develop a variety of reading styles. Vocabulary grows with experience reading.</td>
<td></td>
</tr>
<tr>
<td>Concept of Word</td>
<td>fingertip reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No COW, Rudimentary COW → Full COW</td>
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</table>

Pretend write

| Word-by-word writing, writing starts with a few words to paragraph in length | Approaching fluency, more organization, several paragraphs | Fluent writing, build expression & voice, experience different writing, styles & genre, writing shows personal problem solving & personal reflection. |

Spelling Stages:

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Letter Name-</th>
<th>Within-Word</th>
<th>Syllables &amp;</th>
<th>Derivational</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Alphabetic →</td>
<td>Pattern →</td>
<td>Affixes →</td>
<td>Relations</td>
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<tr>
<td>Examples</td>
<td>Spellings:</td>
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<tr>
<td>bed</td>
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<td>float</td>
<td>seller</td>
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<td>pleser</td>
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<td>plasr</td>
<td>plager</td>
<td>plesher</td>
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<tr>
<td>confident</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>opposition</td>
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</table>
FLORES SECOND GRADE

General Daily Literacy Block Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Guided Reading Group</th>
<th>Seatwork &amp; Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 – 11:15 ish</td>
<td>Guided Reading Group</td>
<td>Seatwork &amp; Centers</td>
</tr>
<tr>
<td>11:15ish – 12:00</td>
<td>Word Study &amp; Independent Reading Time</td>
<td>Seatwork &amp; Centers</td>
</tr>
</tbody>
</table>

Students who are not at a guided reading group work on their seatwork and then move on to work on a center.

Students who ARE at a guided reading group, do the same thing when they are done at their guided reading group.

Seatwork and Center Weekly Routines:

**Monday**
District routine on Monday: Students get the sight words for the week and add them into their Sight Word Dictionary. Students read through their sight word dictionary, and add any words if necessary. When finished, they move to Center work.

**Tuesday**
Students cut up sorts they received during small word study group on Monday. They put initials on the back, and sort at least two times. When finished, they move to Center work.

**Wednesday**
Students get out sorts and practice sorting 5 times. They need to have a peer “check it over” at least once. They also write headings in their word study notebook to get ready for writing their sort on Thursday. When finished, they move to Center work.

**Thursday**
Students get out their sort, sort a few times, and then write the words in their word study notebooks.

**Friday**
Students get our their sorts, sort a few times, and then glue the sorts in their word study notebooks.

Each student completes one center a day.
Types of centers include:
* Pocket Chart (Varies: Can be sorting, sight word sentences, poems, contractions, homophones, synonyms and antonyms, etc.)
* ABC Order
* Listening
* Letter Writing
* Word Study Games
* Free Choice: Computer Work, Stamps, Computer Work (using Microsoft Word)
# Bruskotter 5th Grade

## Daily Word Study class work

<table>
<thead>
<tr>
<th>Day</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| Mon | 1. cut words (recycle trash)  
2. work with a partner to read and sort 1x  
   - discuss differences, if any  
3. write your sort neatly in your word study book  
   - at the bottom, explain your sort (explain your thinking or what you notice about each column) |
| Tues | 1. read and sort 1x; read it to a partner  
   - 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 | 1. read and sort 1x; read it to a partner  
   - discuss differences, if any  
2. speed sort with two partners  
3. word hunt from a book at your easy level  
   - add at least 8 words to each column in your sort |
| Thur | 1. read and sort 3x on your own; read it to yourself  
2. blind writing sort with a partner |
| Fri | 1. as a group, each student writes 2 words from each column on the poster-sort  
2. CHOICE:  
   - 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.

---

**Misc Principles of Instruction - Bear**

1. Understand and consider development  
2. Conduct meaningful, ongoing assessments  
3. Differentiate for Read With and Word Study activities  
4. Fidelity to students’ development ensures fidelity to program
Literacy Activities in Mr. Ikenbarry’s 6th Grade Classroom
Schedule   Projected on Front Board

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 and 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

Generative Vocabulary Instruction
10 Principles
From Words Their Way with Struggling Readers, Grades 4-12, (Flanigan, et al., 2011, pp 171 – 173).

1. Select words and word elements that capitalize on the generative nature of our spelling – meaning system.
   Meaning families
democracy, plutocracy, autocracy, theocracy
crat/cracy
2. Start with examples in which the “route” back to the “root” is clear and straightforward.
   unworkable, audiologist
   chart it
   small group and guided with struggling readers
4. Use words students already know.
   50 – 75%
   “anchor words” like graph and autograph
   “stretch words” like seismograph and ethnography
5. Identify key words and pictures for major roots, prefixes, and suffixes.
   tract / tractor
   Write the word as you unpack it.
   When I take off the prefix ….
7. Break the process down into smaller steps.
   Walking through words is a new experience.
   Think of their orthographic development.
8. Make instruction concrete and visual.
   Sort, chart, display
   Roots, base words, prefixes….
    Partner work, sorting, speed sorts, look-ups, games
Selected References


Donald Bear 8

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Words their way supplements for each stage,
Words their way supplements for Spanish speakers
Word study in action, Word study in action with English learners
Interesting words. Follow the directions for the Interesting Word Activity as it is described as the first activity in Chapter 8 of *WTW* or on page 3 of this handout. The word of *benevolent* below is an example of a student’s word study notebook entry as an interesting word. Use small etymologies like the ones below for your word study.

**Example of Upper Level Word Study Notebook Entry**

**Word Histories for Upper Level Word**

<table>
<thead>
<tr>
<th>bene</th>
<th>vol</th>
<th>-ent</th>
</tr>
</thead>
<tbody>
<tr>
<td>benevolence</td>
<td>voluntary</td>
<td>confident</td>
</tr>
<tr>
<td>beneficial</td>
<td>volition</td>
<td>patient</td>
</tr>
<tr>
<td>benefit</td>
<td>volunteer</td>
<td>different</td>
</tr>
<tr>
<td>benefactor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

bene - well
vol - wish

-ent - a suffix used to form adjectives from nouns

**Study**