What is Developmental Word Study Instruction? What Does Word Study Look Like? How Do We Teach Each Other?

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International Literacy Association

Austin, Texas

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What is word study?

Word study =

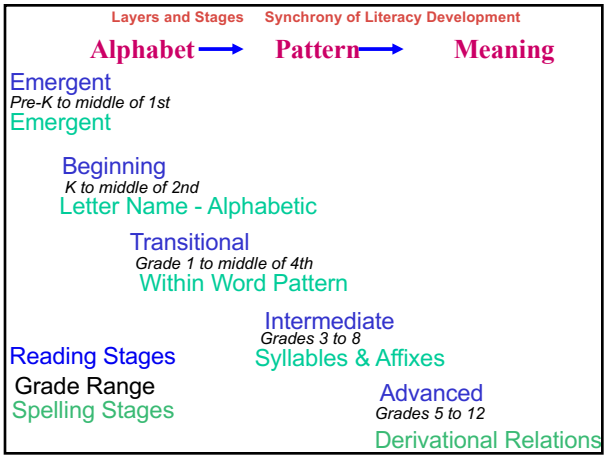
phonics + spelling + vocabulary instruction

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 is Active

Word study explicitly teaches students with hands-on activities the vital skills necessary to excel at word recognition, spelling and vocabulary.



Reciprocal Nature of Development and Instruction

reading informs **writing**

Synchrony of literacy

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

Reading and Writing Stages:

Emergent (Early Middle Late)	Beginning (Early Middle Late)	Transitional (Early Middle Late)	Intermediate (Early Middle Late)	Advanced (Early Middle Late)
Pretend read	Read aloud, word-by-word, fingerpoint reading	Approaching fluency, some expression in oral reading	Reads fluently with expression. Develops a variety of reading styles. Vocabulary grows with experience, reading, and writing.	
Pretend write	Word-by-word writing, may write a few words or lines	Approaching fluency, more organization, several paragraphs	Writes fluently with expression and voice. Experiences different writing styles and genres. Writing shows personal problem solving and reflection.	

Spelling Stages:

Emergent—>	Letter Name–Alphabetic—>	Within Word Pattern—>	Syllables and Affixes—>	Derivational Relations—>
CHAPTER 4	CHAPTER 5	CHAPTER 6	CHAPTER 7	CHAPTER 8

Examples:

bed	*b bd bad*	*bed*		
ship	*s sp sep shep*	*ship*		
float	*f ft fot flot flott*	*flowt floaut flote float*		
train	*t trn jran tan chran tran*	*teran traen trane train*		
cattle	*c kd catl cadol*	*catel catol*	*cattel cattle*	
cellar	*s slr salr celr*	*saler celer*	*seler celler seller cellar*	
pleasure	*p pjr plasr plager*	*plejer pleser plesher*	*pleser plesher plesour plesure pleasure*	
confident			*confadent confiednet confedent confendent confident*	
opposition			*opasishan oppasishion opositian oposision opposition*	

From *The Synchrony of Literacy Development: A Guide to Instruction*, Bear, 1998.

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

ASSESSMENT

***assidere* - to sit beside**

To sit beside a judge to assess the amount of a fine or tax

ad- to as- sidere

sedentary

sit

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

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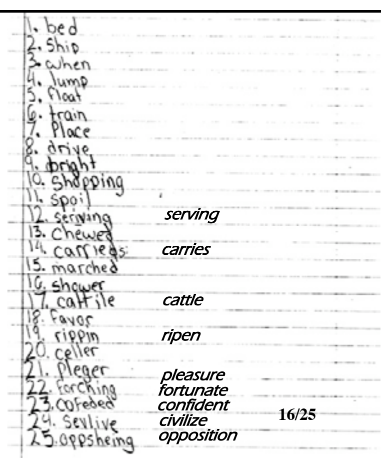
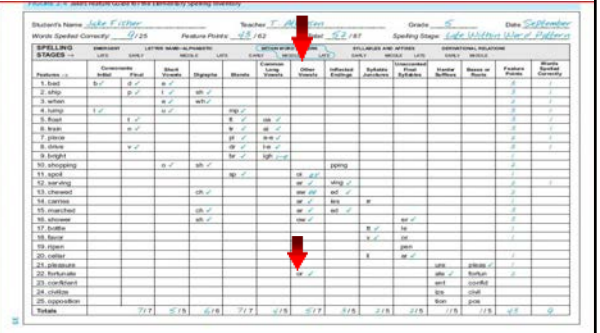
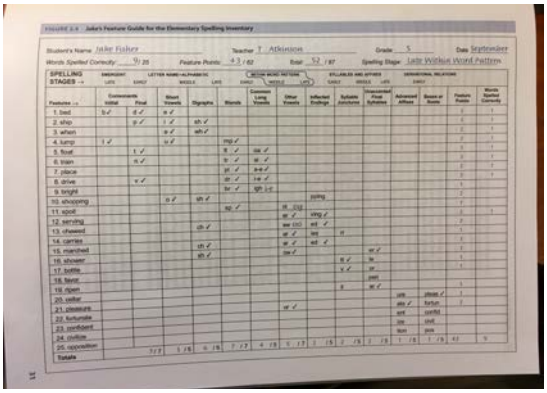


Jake's Feature Guide





…and form groups for classroom instruction

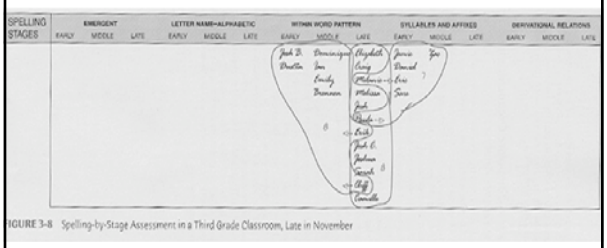
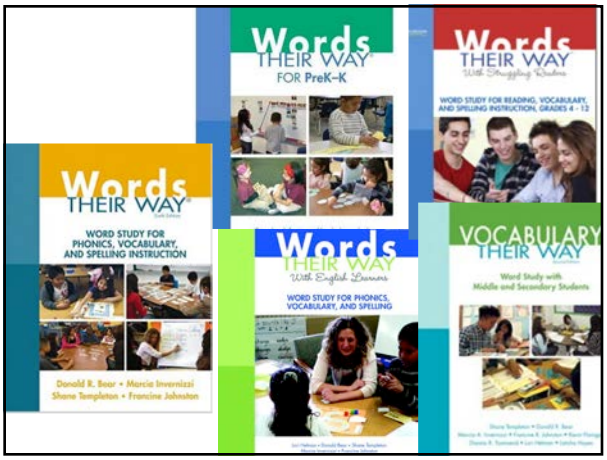
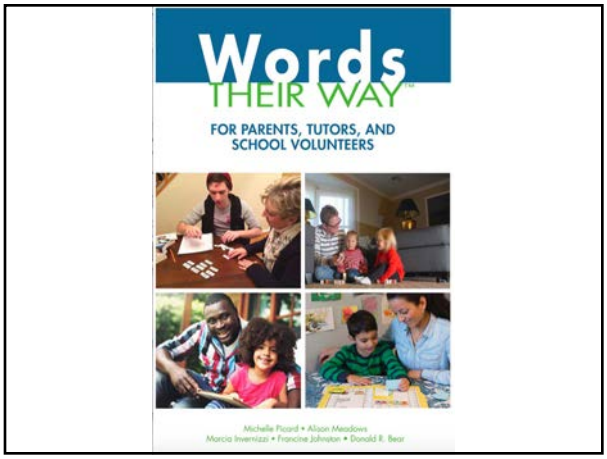
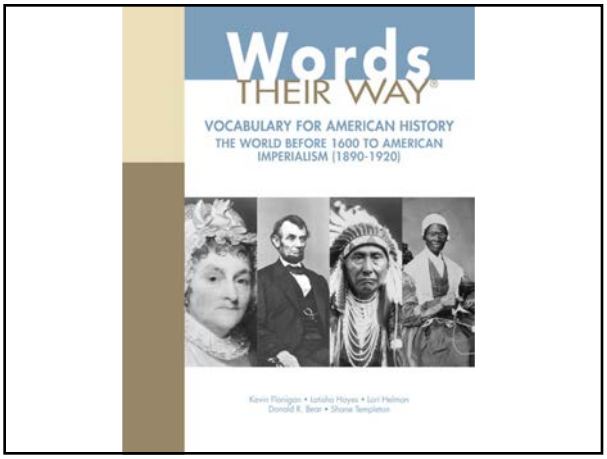
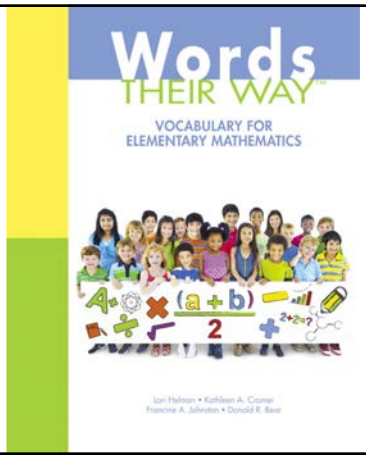


FIGURE 3-8 Spelling-by-Stage Assessment in a Third Grade Classroom, Late in November





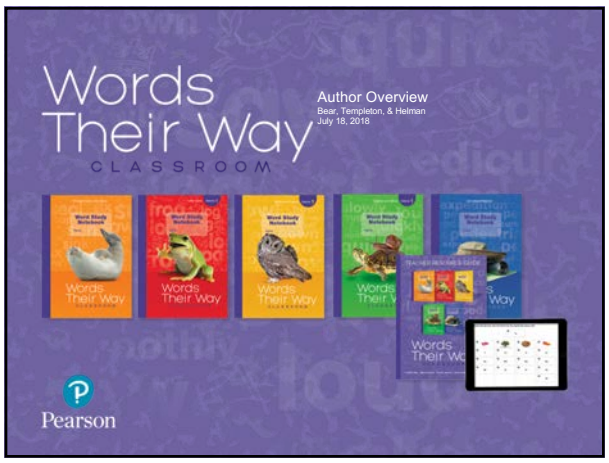




ELL Supplemental Sort Books

Words Their Way™ Letter-Name Alphabetic Sorts for Spanish-speaking English Learners

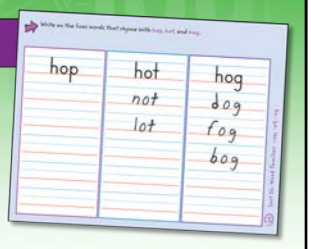
Words Their Way™ Emergent Sorts for Spanish-speaking English Learners



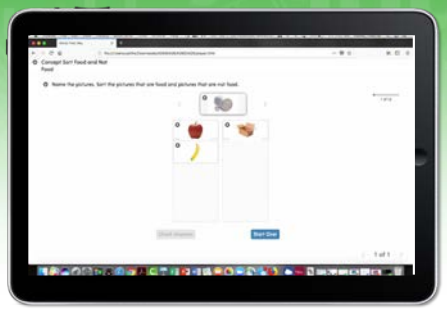
Daily Instructional Routine

Day 3 Writing Sort

Writing is another opportunity to apply new knowledge and demonstrate the connection between reading and spelling.



Practice Sorts on Realize



Sampler Page 15-

Daily Instructional Routine

Day 4 Word Hunt

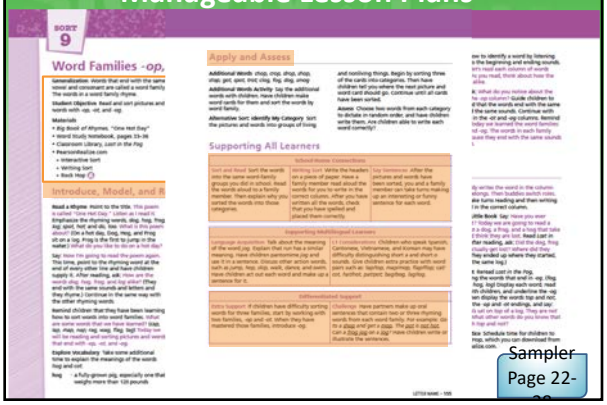
Find words in context while reading. Students are encouraged to read books from the correlated Words Their Way Libraries or other reading materials as they practice the skill taught.

Daily Instructional Routine

Day 5 Sort Game

Strengthen skills with fun and engaging games related to the skill practice.

Manageable Lesson Plans



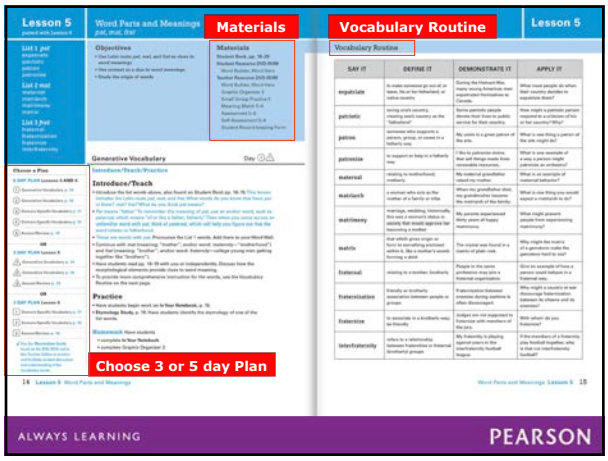
Sampler Page 22-

Palabras a Su Paso: El Estudio de Palabras en Acción

Palabras a su paso: Classroom Libraries

Words Their Way with English Learners

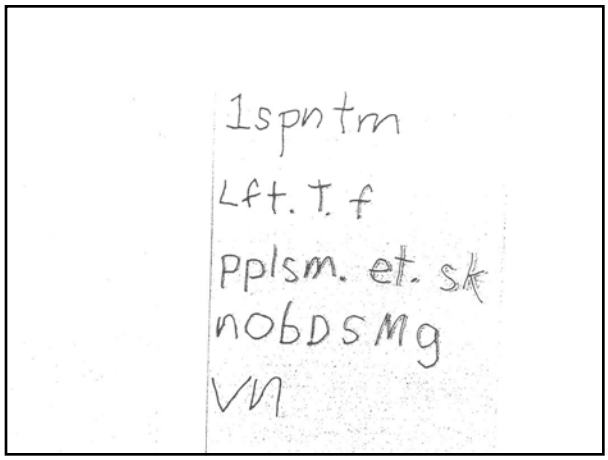
For middle school, *Words Their Way: Vocabulary for Middle and High School!*

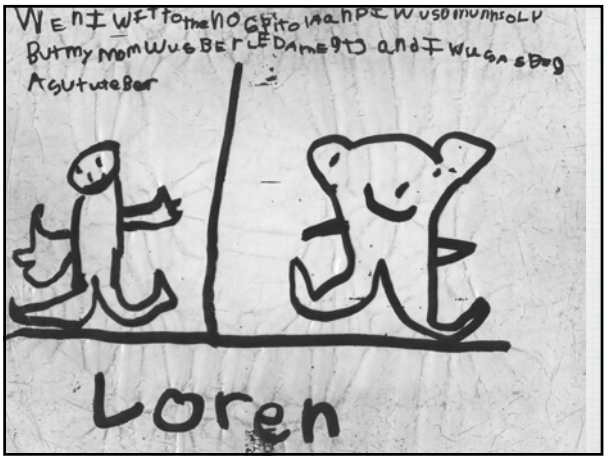


That completes the first story.

We have talked about development and assessment, and you have seen some practices.

Let's hear another story.





And now they're ready to explore the spelling system of English!

...Which is inconsistent, illogical, and incomprehensible, right?

Wouldn't it be better if we just spelled words "the way they sound"?

Simplified Spelling Board

A panel of scholars established in 1906 to promote "efficient orthography"
The panel was embraced by Theodore Roosevelt and bankrolled by Andrew Carnegie

Mark Twain

"[Simplified Spelling] won't happen, and I am sorry as a dog. For I do love revolutions and violence."

But what *might* spelling all words "the way they sound" look like?

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ənæləje	analogy
ænəläjikəl	analogical
æneläg	analogue

The more we as teachers understand the logic underlying the spelling system, the better we will be able to teach literacy. It's that simple.

The most significant part of this understanding is that the spelling system of English usually makes sense.

How *sounds* are spelled very often depends on

Where they occur within words

George Bernard Shaw...

ghoti

fish

How *sounds* are spelled very often depends on

Other sounds they are close to

(Templeton, 2003a, 2003b; Venezky, 1999)

Let's Do a Word Sort!

First Sort by Sound of *G*

Soft	Hard
edge	bag
cage	twig
huge	slug
ridge	flag
judge	drug
stage	leg
badge	
page	
lodge	

Second Sort by Pattern

dge	ge	g
edge	cage	bag
ridge	huge	twig
judge	stage	slug
badge	page	flag
lodge		drug
		leg

Why are there so many "silent" letters in words?

bomb

sign

muscle

bomb
bombard

sign
signature

muscle
muscular

Why does the same letter spell different sounds?

define

definition

definitive

"Spelling-Meaning Connection"

(Templeton 1979, 1983, 2012)

Words that are related in spelling are often related in meaning as well, despite changes in sound.

Why is it so important to pay attention to students' ***spelling?***

Because how students *spell* words tells us what they *know* about words . . . and the types of information they use when they *read* words as well….

Developmentally Responsive Instruction

"When teaching is targeted at the student's instructional rather than frustration level, learning will proceed at a more rapid and efficient pace." (Gehsmann & Templeton, 2012)

(See Betts, 1946; Connor et al., 2011; Ehri, Dreyer, Flugman, & Gross, 2007; Harré & Moghaddam, 2003; Morris, Blanton, Blanton, Nowacek, & Perney, 1995; Morris & Perney, 1984.)

It has long been established that teaching "rules" in phonics and spelling doesn't work particularly well... Rather, there should be an emphasis on *patterns* and *probabilities*.

Learners should "look for patterns and clues and guided to draw logical conclusions and rules for themselves" (Botel, 1966)

Focused Contrasts…

Through categorization and discussion, *word sorting* develops understanding of sound, spelling, and meaning features.

Templeton, S., & Bear, D. R. (2018). Word study, research to practice: spelling, phonics, meaning. In D. Lapp & D. Fisher (Eds.), *Handbook of Research on Teaching the English Language Arts* (4th ed.) (pp. 207-232). New York: Routledge/Taylor & Francis.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (forthcoming January, 2019). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (7th Ed.). New York: Pearson.

The Developmental Perspective

The Power of the Alphabet . . .

Kindergarten ELA Standard:

Sort ***common objects*** into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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Kindergarten

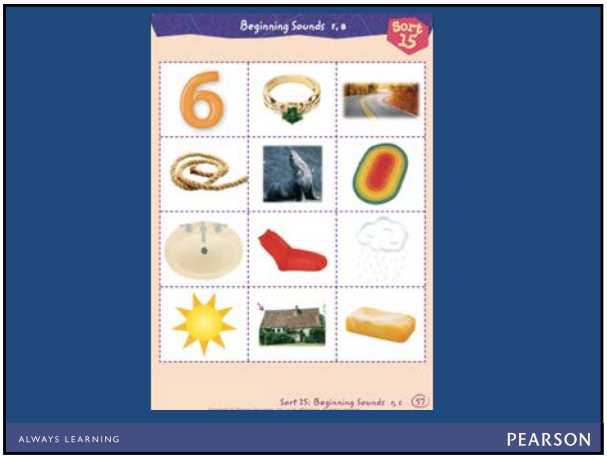
Sorting *Objects*

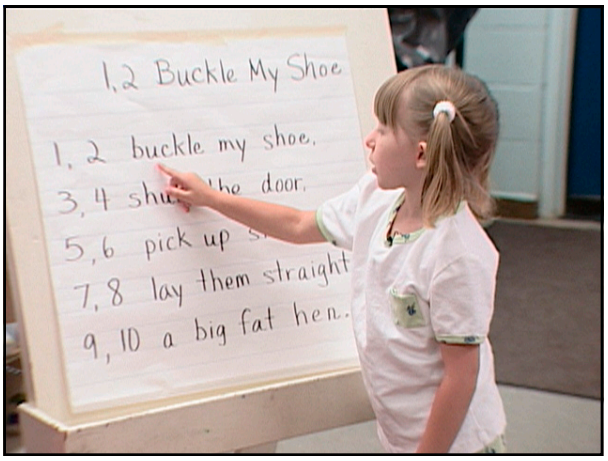
Sorting *Pictures*

Sorting *Words*

Sorting: the heart of word study

Picture Sorts





Marie Clay: "Voice to Print Match"

Darrell Morris: "Concept of Word in Text"

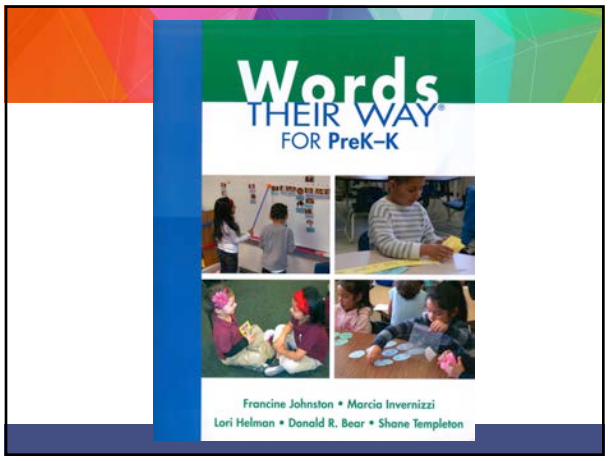
The ability to match the spoken word with the corresponding printed word…

Concept of Word in Text >
Enables the "Voice to Print Match" (Clay, 1991)

- Supports *full phonemic awareness* – the explicit awareness of all consonant and vowel sounds within a syllable.
- The development of the child's sight vocabulary – words that she can identify immediately in *and* out of context – increases dramatically.

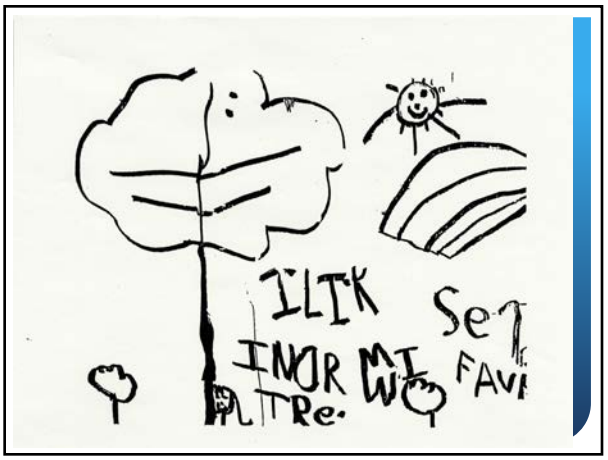
"The word begins 'to stand still' for analysis, [and children] can attend to other letter-sound properties within the word unit (e.g., the ending consonant)."

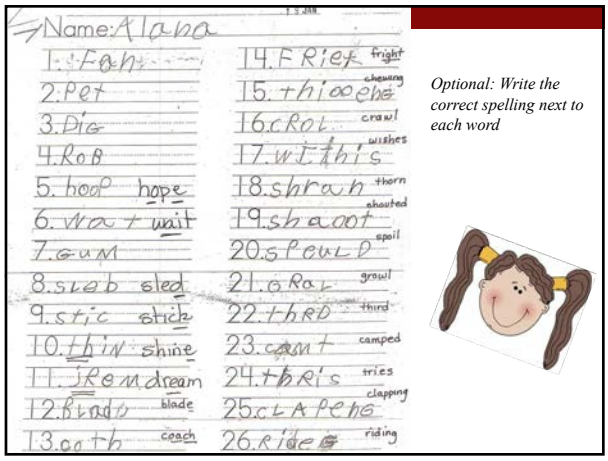
(Morris, Bloodgood, Lomax, & Perney, 2003, p. 321)



The Developmental Perspective:
Beginning Conventional
Readers and Writers

"Letter Name/Alphabetic"





Optional: Write the correct spelling next to each word

Effective and Engaging Word Study

Word Sorts
Word Hunts
Word Study Notebooks
Writing Sorts
Concept Sorts
Games: Board Games & Card Games

The basic premise of all sorting tasks is to compare and contrast word elements, separating or categorizing those that go together and those that don't.

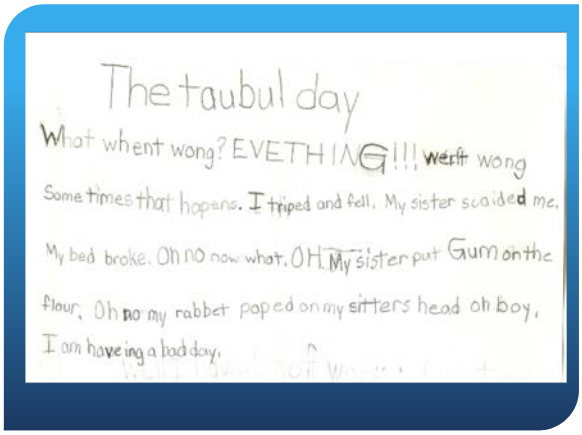
Short Vowel Word Sort

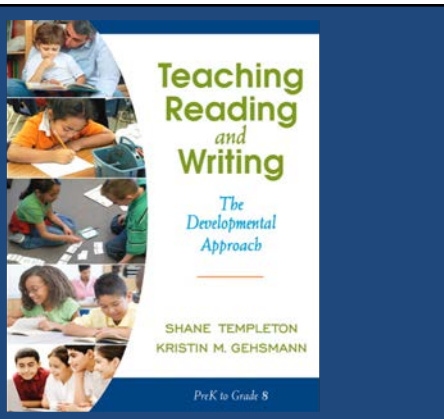
cap	**pig**	**hot**	**oddball**
fast	ship	stop	for
camp	fish	lock	ball
hat	sit	shop	
mad	hill	job	
trap	him	not	

Recording the Word Sort in the
Word Study Notebook

The Developmental Perspective:
Transitional Readers and Writers

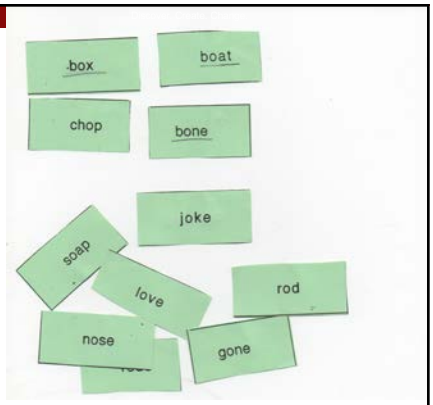
"Within Word Pattern"

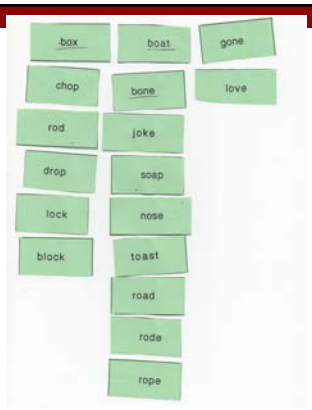




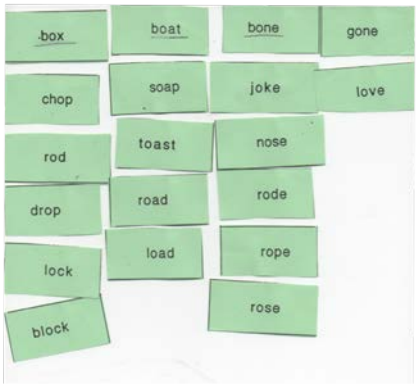
bone	box	boat
drop	drove	soap
gone	nose	lock
toast	joke	rope
block	love	load
gone	rose	rode
road	rod	chop

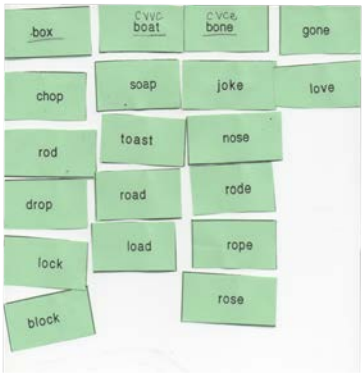
Sound Sort

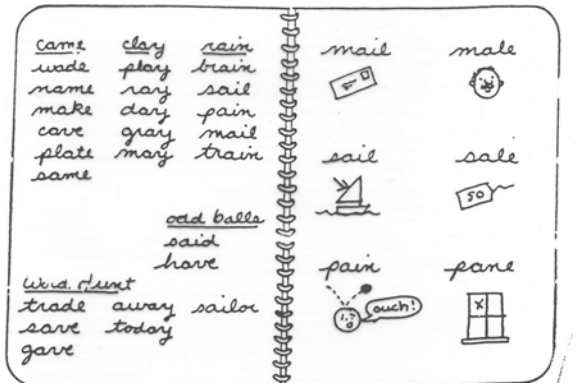




Pattern Sort







Teacher Talk to Prompt Self-Correction

Instead of giving correct answers or trying to fix a sort:

1. Tell me about your thinking.
2. I see one word in the column that doesn't fit. Start at the top and see if you can find it.
3. Your oddball column is interesting. Tell me why you put those words there.
4. Say each word after saying the key word aloud. What do you notice?

At this stage – and successive stages - the ability to *read* most words accurately runs ahead of the ability to *spell* words correctly.

Remember your Educational Psychology 101 ?
This is the difference between *recognition* and *production*

In other words…
There is a *span* between your *spelling* instruction and your *word recognition* instruction!

So, from this point on…

Words we will expect children to learn to *spell* correctly should be words they already know how to read.

Sorts and discussions about these words may be part of your Guided Reading/Small Group time.

Grade 2 ELA Standard

Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)

-tch	-ch		
fetch	coach		
itch	beach		
sketch	speech		
pitch	roach		
witch	screech		

-tch	-ch	oddball?	
fetch	coach	which	
itch	beach	rich	
sketch	speech	much	
pitch	roach		
witch	screech		

Morphological Knowledge

Bases and Affixes

Build-a-Word

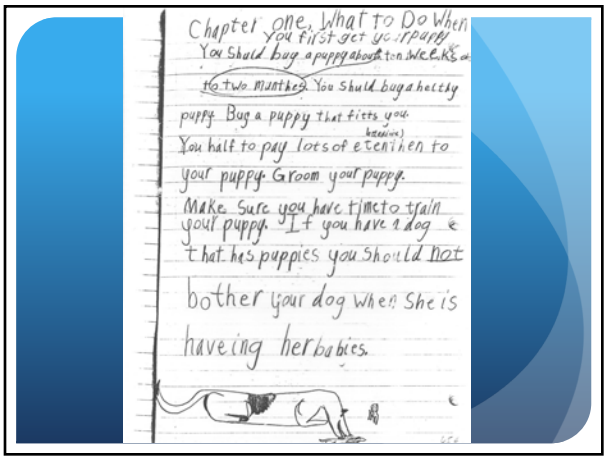
help
helpful
unhelpful

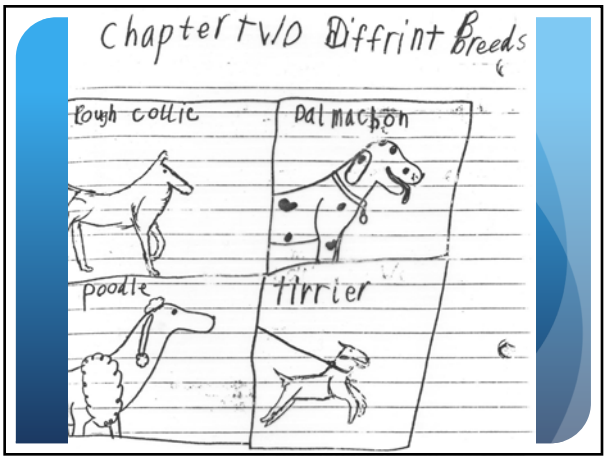
Take-Apart

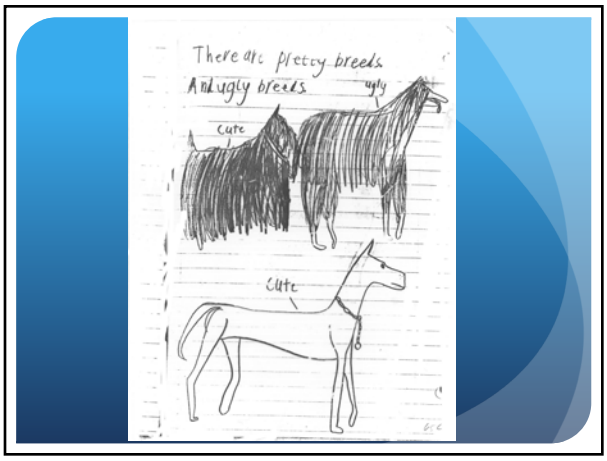
unbreakable
breakable
break

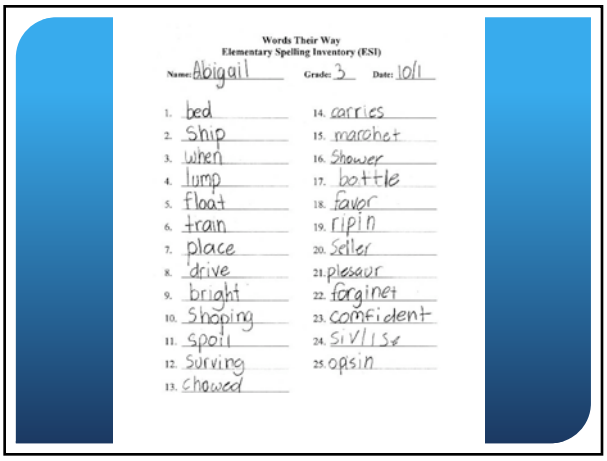
The Developmental Perspective: *Intermediate* Readers and Writers

Syllables and Affixes


Chapter one, What to Do When you first get your puppy
You Should buy a puppy about ten weeks or to two months. You Should buy a healthy puppy. Buy a puppy that fitts you. You halt to pay lots of attention to your puppy. Groom your puppy. Make sure you have time to train your puppy. If you have a dog that has puppies you Should not bother your dog when She is haveing her babies.

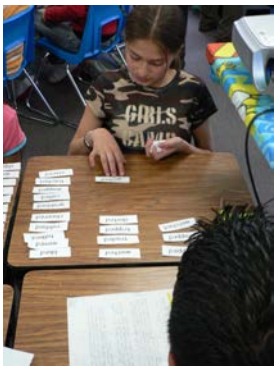





Words Their Way
Elementary Spelling Inventory (ESI)
Name: Abigail Grade: 3 Date: 10/1

1.	bed	14.	carries
2.	Ship	15.	marchet
3.	when	16.	Shower
4.	lump	17.	bottle
5.	float	18.	favor
6.	train	19.	ripin
7.	place	20.	Seller
8.	drive	21.	plesaur
9.	bright	22.	forginet
10.	Shoping	23.	comfident
11.	spoil	24.	Sivilise
12.	Surving	25.	opsin
13.	chawed		

Consonant Doubling: Inflectional Endings



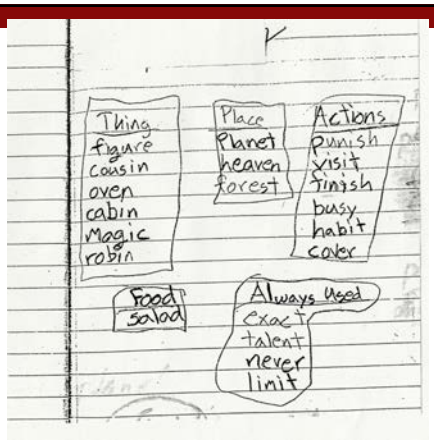
human	rabbit
hotel	dinner
bacon	kitten
silent	summer
baby	

V/CV	*VC/CV*
human	rabbit
hotel	dinner
bacon	kitten
silent	summer
baby	

"Sort the words *any way you want!*"

(Open Sort)

"Sort the words *any way you want!*"

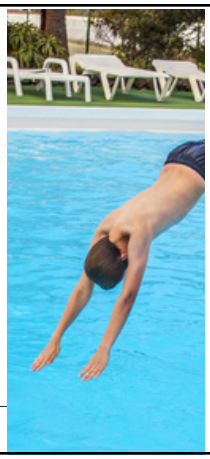


rovalert

The system whereby one dog can quickly establish an entire neighborhood network of barking.

detruncus

The embarrassing phenomenon of losing one's swimming trunks when diving into a pool…



Morphology

Knowledge of the processes of word formation in English – how prefixes, suffixes, base words, and Greek and Latin word roots combine – is the engine that will *generate* your students' learning about thousands of words.

(Templeton, 2012)

So, in a unit on
"Courage,"
for example, you may point out the following:

"When you learn one word, you learn ten."

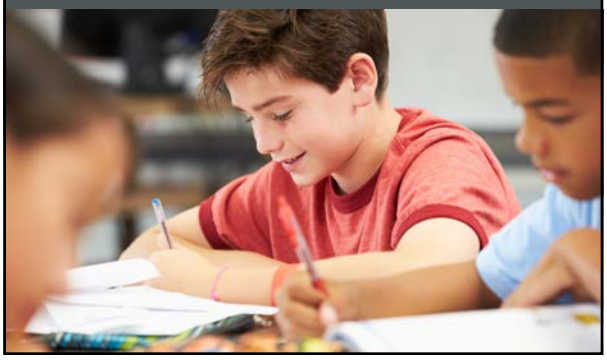
courage

courage***ous***	***en***courage
courage***ously***	***en***courage***ment***
discourage	***en***courag***ingly***
discourag***ingly***	***unen***courag***ingly***
discourage***able***	

Morphological Knowledge

Greek and Latin Roots and Affixes

When you learn one word, you learn ten…



When you learn one ***root***, you learn

exponentially

more words!!

-rupt-

"break"

1. abrupt
2. abruption
3. abruptly
7. bankruptcy
8. bankrupted
9. bankrupting
10. corrupt
11. corrupted
12. corrupter
13. corruptibility
14. corruptible
15. corrupting
16. corruption
17. corruptionist
18. corruptive
19. corruptless
20. corruptly
33. eruption
34. eruptive
35. incorrupt
36. incorrupted
37. incorruptibility
38. incorruptible
42. incorruptly
46. interruptedly
47. interrupter
48. interrupting
49. interruption
50. interruptive
51. interrupts
52. irrupt
53. irruption
54. irruptive
55. proruption
59. rupture
60. ruptured
63. uncorrupt
64. uncorrupted
65. uncorruptible
66. uninterrupted
67. uninterruptedly

bankrupt **disrupt** **rupture** **interrupt** **erupt**

Walk Students Through Processes of Word Formation

inspect

-spect- = "to look"

in- = "into"

"to look into"

Walk Students Through Processes of Word Formation

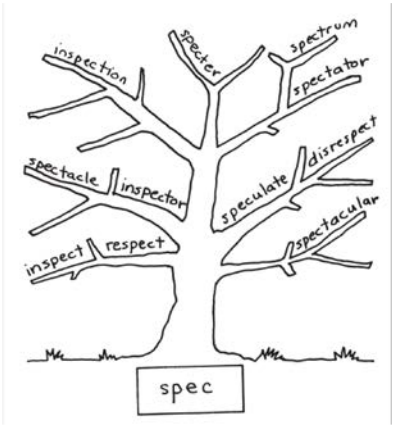
inspection

-ion = “the act or result”

-spect- = “of looking”

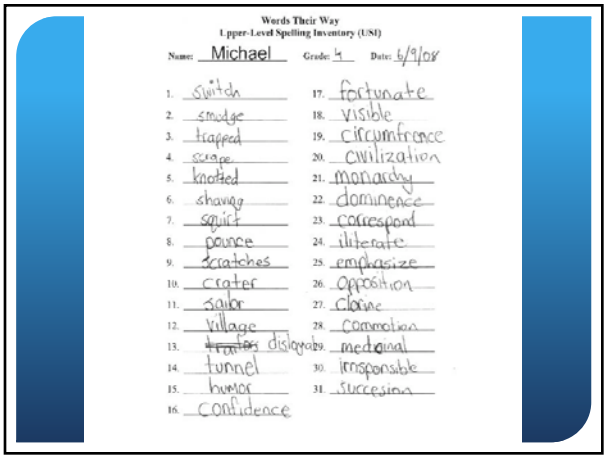
in- = “into”

“the act or result of looking into”



The Developmental Perspective: ***Skillful*** Readers and Writers

Derivational Relations



Words Their Way
Upper-Level Spelling Inventory (USI)

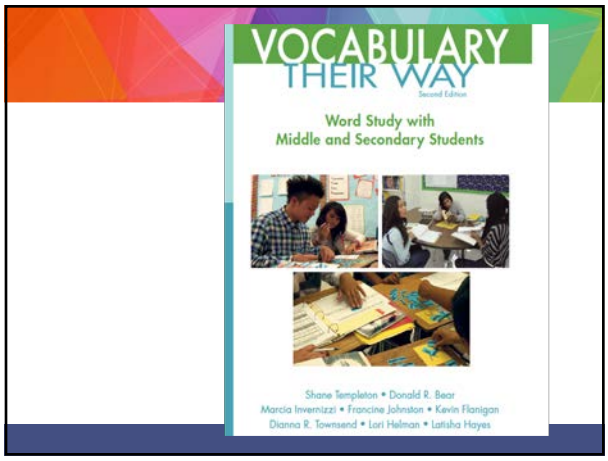
Name: Michael Grade: 4 Date: 6/9/08

1.	switch	17.	fortunate
2.	smudge	18.	visible
3.	trapped	19.	circumference
4.	scrape	20.	civilization
5.	knotted	21.	monarchy
6.	shaving	22.	dominance
7.	squirt	23.	correspond
8.	pounce	24.	illiterate
9.	scratches	25.	emphasize
10.	crater	26.	opposition
11.	sailor	27.	clarine
12.	village	28.	commotion
13.	~~trafter~~ disloyalty	29.	medieval
14.	tunnel	30.	irresponsible
15.	humor	31.	succession
16.	confidence		

Categorize/sort words by their Greek or Latin *roots…*

Greek Word Roots

cyclist	telegram	asteroid
motorcycle	grammar	asterisk
recycle	program	aster
tricycle	diagram	disaster
unicycle	anagram	astrology
bicycle		astronomy
encyclopedia		astronomical



M. Hughes & D. Searle (1997). *The Violent E and Other Tricky Sounds: Learning to Spell, Kindergarten through Grade Six.* Portsmouth, NH: Stenhouse.

"Many teachers themselves see spelling as more arbitrary than systematic; at least, they give that impression to their students. Even when that is not the case, it is likely that their own knowledge of the spelling system is largely implicit or relatively poorly understood. For example, they may teach spelling as a *solely* sound-based system long after that is useful....If we teachers do not believe that spelling has logical, negotiable patterns, how can we hope to help children develop that insight?"

Implementation and Professional Development

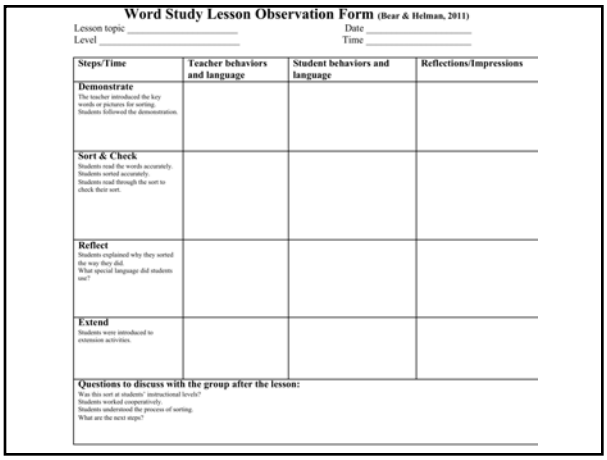
Implementation

- What do I concentrate on first?
- How can teachers support each other to implement word study?
- How can we implement word study at the school, and district levels?
- What are some models of professional development?

Pace Your Implementation

Five Steps for Many - *Words Their Way 6e*

1. *Begin with whole group activities to teach routines.*
2. *Introduce the sorting process and word study activities.*
3. *Teach students how to talk about the sorts.*
4. *Begin to differentiate.*
5. *Introduce open sorts.*



Word Study Lesson Observation Form (Bear & Helman, 2011)

Lesson topic _____ Date _____
Level _____ Time _____

Steps/Time	Teacher behaviors and language	Student behaviors and language	Reflections/Impressions
Demonstrate The teacher introduced the key words or pictures for sorting. Students followed the demonstration.			
Sort & Check Students read the words accurately. Students sorted accurately. Students read through the sort to check their sort.			
Reflect Students explained why they sorted the way they did. What special language did students use?			
Extend Students were introduced to extension activities.			

Questions to discuss with the group after the lesson:
Was this sort at students' instructional levels?
Students worked cooperatively.
Students understood the process of sorting.
What are the next steps?

Developmental Word Study Observation Tool

Gehsmann, Millwood & Bear, 2014

Observation Guide Validation Study

Validating a Classroom Observation Tool for Studying Developmental Word Study Instruction

Gehsmann, Millwood, Bear
2012

1. **What are the characteristics of effective instruction?**
2. **With an observation guide, we can examine word study reliably and begin conversations about instruction.**

10 Indicators of Effective Word Study Instruction

Gehsmann, & Bear, 2014

Developmental Word Study Observation Tool Gehsmann, Millwood & Bear, 2014

Ten Indicators to Observe in Effective Word Study

1. Grouping for Differentiation
2. Preparation and Organization of Materials
3. Teacher Talk
4. Facilitating Student-to-Student Talk
5. Extension and Transference
6. Instructional Routines
7. Student Reflection
8. Notebook Use
9. Engagement
10. Teacher Knowledge and Classroom Management

PEARSON

Words Their Way Classroom Observation Tool
Short Form

Observer: _____ Teacher: _____ Group Stage: _____
Date: _____ Grade Level: _____ # Students/Group: _____
School: _____ Lesson Duration: _____ Sort name/#: _____

	N.O.	1	2	3	Comments
1. **GROUPING:** The word study grouping is differentiated and developmentally appropriate.	❑	❑	❑	❑	
2. **PREPARATION AND ORGANIZATION OF MATERIALS:** The word study materials are professionally prepared, well organized, and accessible.	❑	❑	❑	❑	
3. **TEACHER TALK:** The teacher's talk scaffolds students' thinking, learning, and self-correction.	❑	❑	❑	❑	
4. **FACILITATING STUDENT-TO-STUDENT TALK:** The word study activities facilitate conversation among students working in groups or partnerships.	❑	❑	❑	❑	
5. **EXTENSION AND TRANSFERENCE:** Students extend and transfer their learning about how words work to other reading and writing activities.	❑	❑	❑	❑	
6. **INSTRUCTIONAL ROUTINES:** There is evidence of weekly Words Their Way routines.	❑	❑	❑	❑	
7. **STUDENT REFLECTION:** The teacher helps the students develop and articulate hypotheses about how words work.	❑	❑	❑	❑	
8. **NOTEBOOK USE:** Students' thinking about words is evident in their word study folders or notebooks.	❑	❑	❑	❑	
9. **ENGAGEMENT:** Students are purposefully engaged.	❑	❑	❑	❑	
10. **TEACHER KNOWLEDGE and MANAGEMENT:** The teacher is knowledgeable about the content of the lesson and manages the lesson well.	❑	❑	❑	❑	

PEARSON

Words Their Way Classroom Observation Tool
Short Form

Observer: _____ Teacher: _____ Group Stage: _____
Date: _____ Grade Level: _____ # Students/Group: _____
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6. **INSTRUCTIONAL ROUTINES:** There is evidence of weekly Words Their Way routines.	❑	❑	❑	❑	
7. **STUDENT REFLECTION:** The teacher helps the students develop and articulate hypotheses about how words work.	❑	❑	❑	❑	
8. **NOTEBOOK USE:** Students' thinking about words is evident in their word study folders or notebooks.	❑	❑	❑	❑	
9. **ENGAGEMENT:** Students are purposefully engaged.	❑	❑	❑	❑	
10. **TEACHER KNOWLEDGE and MANAGEMENT:** The teacher is knowledgeable about the content of the lesson and manages the lesson well.	❑	❑	❑	❑	

Group I: Organizing Instruction

Six of the indicators fit within this group:

1. Differentiated word study grouping
2. Preparation and organization of materials
5. Extension and transference to reading and writing
6. Instructional routines for daily and weekly activities
8. Notebook use
10. Teacher knowledge and classroom management

Group II: Reflection and Interaction

Four indicators are affective indicators of successful practice:

3. Teacher talk facilitates student reflection and clarifies concepts
4. Student-to-student talk is substantial
7. Student reflection
9. Engagement

IMPORTANCE OF STUDENT TALK AND REFLECTION

Problem Solving	Reflection	Application & Transfer
What do you notice about these words? Remember to use your ears and your eyes as you examine them.	What can you tell us about these words now that we have sorted them? How are they alike?	Let's go back to these words we were not sure about earlier. Can we read them now? Can we figure out what they mean?
How are they alike? How are they different from this set over here? Tell me more.	Why did you put this word here?	What if we changed that prefix to another prefix? What would the word mean then?
Where in the word do you find the ___ (sound, spelling patterns, root)? Who can add to that?	What did we learn from this sort to be a better reader or speller?	If you're not sure how to spell a word, how would you know which pattern to use? What would be your best bet? Why?
How else could you figure that out? Does anyone have a different idea?	In your reading, which pattern do you see more frequently? Which pattern has the most words in your column? The fewest?	If you weren't sure what a word meant, what could you do to figure it out?
What are some ways we could figure out the meaning of that word? How could we check?	How did you figure that out?	Can you think of other words that have the same root or base word?

From Words Their Way

Problem Solving

What do you notice about these words? Remember to use your ears and your eyes as you examine them.

How are they alike? How are they different from this set over here? Tell me more.

Where in the word do you find the ___ (sound, spelling patterns, root)? Who can add to that?

How else could you figure that out? Does anyone have a different idea?

What are some ways we could figure out the meaning of that word? How could we check?

From Words Their Way

Reflection

What can you tell us about these words now that we have sorted them? How are they alike?

Why did you put this word here?

What did we learn from this sort to be a better reader or speller?

In your reading, which pattern do you see more frequently? Which pattern has the most words in your column? The fewest?

How did you figure that out?

From Words Their Way

Application & Transfer

Let's go back to these words we were not sure about earlier. Can we read them now? Can we figure out what they mean?

What if we changed that prefix to another prefix? What would the word mean then?

If you're not sure how to spell a word, how would you know which pattern to use? What would be your best bet? Why?

If you weren't sure what a word meant, what could you do to figure it out?

Can you think of other words that have the same root or base word?

From Words Their Way

Partner Talk

Ask each other two open questions that you ask students about what they are learning.

THANK YOU !!

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Iowa State University

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