

# *Handout for Teton Meeting*

## *Donald Bear October 2019*

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### Overview

This handout introduces key activities for Reading Buddies tutoring.

#### a. Synchrony of Literacy

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

b.

#### What is word study?

**Word study =**  
phonics + spelling +  
vocabulary instruction

#### c. RRWWT

**Essential Literacy Activities**

**Read to**  
**Read with**  
**Write with**  
**Word study**  
**Talk with**

**RRWWT, Essential Literacy Activities:  
Read To, Read With, Write With, Word Study, Talk With  
 from Helman, Bear, Templeton, Invernizzi, Johnston, 2012**

<b>Essential Literacy and Related Curricula</b>	<b>Procedures and Activities</b>	<b>Minutes of Explicit Daily, Small Group Instruction</b>
<b>Word Study</b> Phonics Vocabulary Spelling Concept Development Morphological Knowledge	<i>Word Study</i> activities include picture sorts for sounds, concept sorts, word sorts, word study games, word hunts, word study notebooks, written reflections, charting, exploring interesting words, word study games, and becoming familiar with reference materials.	10 – 20
<b>Read To</b> Motivation Comprehension Narrative Structures Vocabulary Social Interaction	<i>Read To</i> students from literature that offers rich oral language and that involves students in discussions as in Directed Listening - Thinking Activities. <i>Read To</i> students from informational texts that support content learning. Vocabulary instruction has meaning when supported by what we read to students. <i>Read With</i> activities vary by developmental level. Directed Reading-Thinking Activities are a standard activity. Discussions to comprehend are essential in these lessons as they are in the <i>Read To</i> activities. Support in repeated reading is helpful to many students for fluency and word recognition.	15 – 30
<b>Read With</b> Comprehension Fluency Concept of Word in Print Word Recognition Vocabulary	<i>Read With</i> activities vary by developmental level. Directed Reading-Thinking Activities are a standard activity. Discussions to comprehend are essential in these lessons as they are in the <i>Read To</i> activities. Support in repeated reading is helpful to many students for fluency and word recognition.	10 – 30
<b>Talk With</b> Language Expression Vocabulary Motivation and Social Interaction Concept Development	<i>Talk With</i> students for their oral language to grow. Creative dramatics, storytelling, and discussion groups about meaningful topics make it possible for vocabulary, language structures and thinking to mature. <i>Talk With</i> activities supports the vocabulary and conceptual learning in the <i>Read With</i> activities.	15 – 20
<b>Write With</b> Writing Process Narrative Structure Verbal Expression Concept and Language Development Motivation Writing Correctness and Mechanics	<i>Write With</i> instruction presents writing strategies that students use when they write independently. Writing with students creates a community of writers who can learn from each other as they explore a common topic, theme or editing group. Writing activities for emergent and beginning writers encourage students to analyze the speech stream.	10 - 30

**TABLE 1.3** The Synchrony of Literacy Development

# The Synchrony of Literacy Development

## Layers of the Orthography

ALPHABET/SOUND

PATTERN

MEANING

### Reading and Writing Stages:

Emergent	Beginning	Transitional	Intermediate/Advanced
Pretend read	Read aloud; word-by-word, finger point reading	Approaching fluency, phrasal, some expression in oral reading, emergence of silent reading	Read fluently, with expression. Develop a variety of reading styles. Vocabulary grows with reading experience.
Developing concept of word	Rudimentary–Firm concept of word		
Pretend write	Word-by-word writing; writing moves from a few words to paragraph in length	Approaching fluency, more organization, several paragraphs	Fluent writing, build expression and voice, experience different writing, styles and genre, writing shows personal problem solving and personal reflection.

### Spelling Stages:

	Emergent →			Letter Name–Alphabetic →			Within Word Pattern →				Syllables and Affixes →			Derivational Relations →		
	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	
Examples of spellings:																
bed	<i>bed</i>	M3T	B	bd	bad		bed									
ship	<i>ship</i>	TFP	S	sp	sep	shp	ship									
float	<i>float</i>	SMT	F	ft	fot	flot	flott	flote	flowt	float	float					
train	<i>train</i>	FSMP	G	jn	jan	tan	chran	tran	teran	traen	trane	train				
bottle			B	bt	bott	bodol		botel	botal	bottel	bottle					
cellar			S	slr	salr	celr	seler	celer	seler	celler	seller	cellar				
pleasure			P	pjr	plsr	plager	plejer	pleser	plesher	pleser	plesher	plesour	plesure	pleasure		
confident										comfudate	confadent	confendent	confedent	confendent	confident	
opposition										opasishan	opasishion	oposition	oposition	opposition	opposition	

# Word Study

## Word Sort Lesson Plan Format

- demonstrate** introduce sort, use key words or pictures
- sort and check** individually or with a partner
- reflect** declare, compare, and contrast
- extend** activities to complete at seats, in centers, or at home:  
 sorts, games, cut and paste, expand word study notebook, make word charts

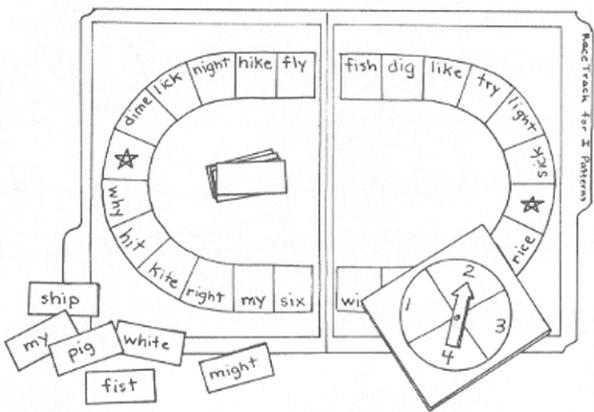
### BASIC TYPES OF SORTS

- Concept sort
- Guess my category
- Picture sorts
- Partner sound sorts
- Word sorts
- Word hunts
- Closed sorts
- Writing sorts
- Open sorts
- Speed sorts
- Collecting word bank words
- Studying interesting words
- Word study notebooks

**Students sort with their teacher in small group and practice sorting for repeated practice**



**Students play word study games together.**



JEOPARDY				
SHORT VOWELS	LONG VOWELS	"N"	"R"	ODD BALLS
100	100		100	100
200	200		200	200
300	300		300	300
400	400	A good guess HUNCH	400	400

A NOON meal LUNCH      Part of a tree BRANCH      Crab with 2 fingers PINCH

# **FIVE COMMON WORD STUDY ACTIVITIES**

## ***Closed and Open Sorts***

Students first read the words and set unknown words aside. In closed sorts, students arrange the words underneath the columns designated by the teacher. In open sorts, the students organize the words into categories that they develop. After sorting, students read the words in each column to check their work. These sorts can be recorded in word study notebooks.

## ***Writing Sorts***

Students often do a *writing sort* after they've completed a closed sort. Categories are set up, and as words are called out, students listen and decide in which category each word belongs. They then write the word under that category label. For independent assignments, students can be asked to add more words to each column.

## ***Word Hunts***

After studying a pattern, students return to texts they are reading to find words that go with a specific pattern; for example, students may be asked to hunt for words that sound like "beat" (*long e*) in the middle. The words they find can be recorded in word study notebooks.

## ***Word Study Notebooks***

These are notebooks, or a section of larger notebooks, in which students collect words and occasionally record word sorts that they've completed. We can begin word study notebooks with students in the middle of the Letter Name phase of spelling. The word study notebooks expand when students are in the Within Word Pattern phase of spelling. When students study long vowels, several pages can be set aside for each vowel. Students add words to sorts in their word study notebooks. Sorts in the word study notebook include sound, pattern, and meaning sorts.

## ***Word Study Games***

Almost any card game or board game can be adapted for word study. Path games are particularly successful, as are word study versions of "Go Fish," "Concentration," "Bingo," and "Black Out." Many commercial electronic games are fine as long as students can read the words with ease. Ask the student to read through the words in the games and expect very high accuracy.

**Table 2 – 5. Word Study Focus with English Learners and Types of Contrasts Arranged by Stage of Spelling (examples in parentheses).** (from Helman, Bear, Templeton, Invernizzi, Johnston, 2013)

Spelling Stage	Word Study Topics	Examples of Word Study with English Learners
Emergent	Phonemic awareness, rhyming, alliteration, sound play with movement and characterization, alphabet knowledge, concept of word in print, beginning and final sound sorts, vocabulary language development	Teach rhyming in English and compare to rhyming in primary language, contrast ending rhyming sounds ( <i>pat/pig</i> ), beginning sound contrasts, easy to more difficult ( <i>tall /fall → lap/rap</i> )  <b>In the move from Emergent Literacy to Beginning Reading, we must follow the development of Concept of Word in Print (COW) (Morris, Bloodgood, Lomax, &amp; Perney, 2003). There are three gradations of COW: No COW, Rudimentary COW and Full COW (Bear &amp; Barone, 1998); Bear, et al., 2006, <i>Emergent WTW Supplement</i>).</b>
Letter Name- Alphabetic	Beginning and final consonants, consonant blends and digraphs, short vowel families, short vowel sounds	Letter-sound correspondences to highlight sound contrasts, sorts for final sounds in word families ( <i>b/p, c/g, d/t, f/v, j/h/w, k/g s/z</i> ), sound sorts for beginning consonant blends and digraphs ( <i>ch/sh, sp/esp</i> )
Within Word Pattern	Long vowel patterns, difficult final blends & digraphs, other vowel patterns	More difficult vowel contrasts ( <i>short ĭ and ě</i> ); short and long contrasts ( <i>nĕt/nĕat</i> ); continue blend and digraph study ( <i>t/th</i> ); sound sorts for long and short vowel discriminations; use homonyms for vocabulary development ( <i>read/read, pale/pail</i> )
Syllables & Affixes	Inflected endings, consonant doubling, syllable junctures, easy affixes, unaccented syllables	Grammatical functions of inflections (plural, past tense); compound words; cognate study ( <i>telephone/ téléphono, radio/radio</i> ); grammatical functions of suffixes (-ic, -tion), continue homophone study ( <i>aloud/allowed</i> )
Derivational Relations	Reduced and altered vowels, bases, roots and derivations, spelling-meaning connection	Grammatical functions of harder suffixes ( <i>furious, refrigerate</i> ); continue cognate study ( <i>decision/decisión</i> )

## Word Sort Directions

### Day 1

#### Word Sort Directions

### Day 1

1. Tutor reads word cards to student, then student reads word cards out loud.
2. Tutor sorts words into columns by patterns, while reading them out loud, then reflects and explains why the word cards were sorted into the categories.
3. Student sorts word cards using same steps as tutor. Student checks work when done by reading columns of words to be sure words are in the correct placement. Student should be able to tell tutor how words were sorted, discovering the "big idea."
4. If tutor feels the word sort is too hard (student has difficulty reading three or more words while sorting), inform mentor teacher.

### Day 2

1. Student sorts word cards again, reading and reflecting on word sort (same procedure as Day 1).
2. Student writes word sort on paper in folder; student reads word sort columns again after writing.

### Day 3

1. Sort/check/reflect (same as Day 1).
2. Word hunt--choose previously read book or poem and look for the words that have the same pattern as current word sort.

### Day 4

1. Sort/check/reflect (same as Day 1).
2. Game board--put pile of word cards face down on board; have student pick up first card and read it; if correct, roll a die and go that many spaces from the starting point OR tutor picks up card, reads it to student, and has him/her spell it aloud or on paper OR create own variation of game to practice sorting cards.

### Other options:

*Speed sort*--time how long it takes for the student to do a sort; then repeat for a faster time.

*Blind sort*--tutor shows headers or key words for categories, says the word aloud without showing it to the student, and then student points to the correct category where word belongs.

*Blind writing sorts*--as tutor calls out words, student writes them in the correct category before seeing the words.

# Reading Buddies 45 - 55 Minute Lesson Plan

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Student(s): \_\_\_\_\_ Tutor: \_\_\_\_\_ Reading./Spelling Stage: \_\_\_\_\_ / \_\_\_\_\_ Date: \_\_\_\_\_

Elements	Steps in Activity	Reflections
<p><b>Read To - 5 minutes</b> Tutor reads high interest material to student. <i>Encourage student involvement through predicting and questioning; model expressive reading.</i> <b>DL-TA and DR-TA</b> formats: <b>Predict.</b> <i>What do you think this is about?</i> <b>Read:</b> <i>What do you think will happen next?</i> <b>Confirm:</b> <i>Was your prediction correct?</i> <b>Resolution:</b> <i>What did this selection make you think of?</i></p>	<p>1. Book walk 2. What are the stopping points to make predictions? On what page are you going to stop and ask: <i>What do you think will happen next?</i></p>	<p><i>Reason for book selection</i></p> <p><i>Was the student engaged? Did your student participate? What were the students' predictions?</i></p>
<p><b>Read With - 15 – 20 minutes, 2 separate activities (7 – 10 minutes each)</b> 1. Familiar read with books and materials in Personal Readers. 2. Once a week add new selection to Personal Reader 3) Student reads book at developmental level with support 4) Conduct substantive materials as DR-TAs</p>	<p>Title(s) of books and personal reader stories reread:</p> <p>Was there a Language Experience or Read Aloud used for new reading material?</p>	<p><i>Notes regarding student reading and level of support given. Were the reading materials at student's instructional level? Reflect on fluency, vocabulary, and comprehension.</i></p> <p><i>What strategies did you notice the student using as she reads?</i></p>
<p><b>Word Study Activities - 15 minutes</b> 1. Word Banks for Beginning and Emergent 2. Word Sorts 3. Word Hunts 4. Word Sound Games 5. Word Study Notebooks</p> <ul style="list-style-type: none"> <li>• Look for sound or pattern</li> <li>• Record words in word study notebooks</li> <li>• Write words on word chips to use in sort</li> </ul>	<p>List sort activities. List keywords and features of the sort.</p>	<p><i>How did the sort go? Could the student read the words easily? Was the student accurate and fluent in sorting? Could the student think of related words?</i></p>
<p><b>Write With and Other Activities – 5 - 10 minutes</b> a) Written by student independently or with support, or collect a student dictation from emergent readers. Drawings and brief art activities to support reading. b) Dictate a sentence to student that uses word study patterns or elements; e.g., We get <u>hot</u> when we <u>jog</u>.</p>	<p>Key parts of the writing or other activities: How will the writing activity begin? What guidance will you give along the way? How will the writing be shared?</p>	<p><i>How did the student get started writing? Did you write as the student wrote? How much support did you give to the student in writing? Will this writing activity continue?</i></p>
<p><b>Closing</b> Tell the student when you will meet again. Make notes on the lesson plan. Update list of the books and poems the child is reading. Update sight word list if applicable. <b>Store Personal Reader/ Word Study Notebook. Pack up materials.</b></p>	<p>(Mentor finds new reading and word study activities for next week and slip in the child's personal reader.)</p>	<p>What do we need to remember to do next tutoring session? Questions that you have for the mentor teachers:</p>

# The DR-TA and Comprehension

*Directed Reading-Thinking Activity (DR-TA) or Directed Listening-Thinking Activity (DL-TA)*

## Narrative DR-TAs

*Predict – Read - Confirm Cycle, Resolution*

## Informational / Expository DR-TAs – Develop as 3-Column Chart

### Content DR-TA

*What do you know?*

*What do you think you know?*

*What do you want to find out?*

### KWL

*What I know*

*What I want to know*

*What I learned*

**KWL Info.:** <http://www.readwritethink.org/classroom-resources/student-interactives/creator-30846.html>

## Finding Golden Lines with Students as You Read

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.

***“I know you don’t know, but what do you think this reading / sort will be (is) about?”***

The good reader keeps a “vigil to understand.” – James Deese  
“It is the good reader that makes the good book.” Emerson:

## Miscellaneous Pointers

1. Age and Grade Estimates:  
Age = Grade level + 5    Grade level = Age – 5    Consider month of birthday and retention
2. Have a plan. Come in early to set up.
3. Give a few choices: Which book do you want to read together first? You can list activities on a white board, cross them off as you go.
4. Travel with a riddle book or app (or jokes, short stories, mementos, *Tell a Story*).
5. Be clear when you are coming back.
6. Know whom you can talk to about difficulties. (When there is a problem, spend time with the student(s).)
7. To improve your listening in small group discussions, take notes to keep yourself listening. (Why are you taking notes: “These notes help me remember what we did and to plan for next time.”)
8. In a one-to-one, have the child sit to your left if you are right-handed. I tend not to sit across when teaching one or two students.
9. Begin and end with comment about something specific that they learned today. Practice being specific at the grocery store.