Word Study

“Parents as Partners”
What is Word Study?

- The study of how words work
  - relationships between vocabulary, phonics, spelling, derivational relationships (Greek and Latin roots) prefixes and suffixes
- One component of a Balanced Literacy Approach
- Transfers to Reading and Writing
- Words Their Way: Word Study in Action
  - Hands on activities such as word sorting to build connections, discover similarities and differences among words and word patterns
Why is Word Study Important?

- The Friday Spellers- I know it on Friday. I’ve forgotten it on Monday (lack of application).

- Best practices dictate a focus on correct spelling in context with patterns and meaning attached.

- When correct **phonetic vocabulary and spelling patterns** are learned, that transfers to application in Reading and Writing (not necessarily when the correct spelling of certain words is learned).
Words Their Way Program Highlights

- Hands on Approach
- Follows a Continuum of spelling development
- Comprehensive in covering all aspects of Word Study
- The goal cannot be simply can a student spell 10 words accurately but rather can he/she internalize phonetic awareness and make connections between words so that he/she can apply that knowledge independently and therefore spell accurately.
- Differentiated Program
Emergent Spellers – Students spell their words with random marks, representational drawings, mock linear or letters like writing, random letters and numbers
Developmental Stages

- Letter Name Spellers: Students generally spell words with initial and final consonants and some vowels
Developmental Stages

- Within Word Spellers – Students spell their words with initial and final consonants and with some blends and diagraphs. In addition, they use some long and short vowel combinations.
Developmental Stages

- Syllables and Affixes Spellers – Students are able to spell some words that include consonant doubling, common suffixes and past tense endings.
Developmental Stages

- Derivational Relationships – Students begin learning internal morphology in syllables (bases and roots) as well as prefixes.

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Determining a Student’s Spelling Stage

- Assessing using the Words Their Way Spelling Inventory

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1. image
2. number
3. image
4. number
5. number
6. number
7. number
8. number
9. number
10. number
11. number
12. number
13. number
14. number
15. number
16. number
17. number
18. number
19. number
20. number
21. number
22. number
23. number
24. number
25. number
26. number
27. number
28. number
29. number
30. number
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Addendum: This chart is an example of the Words Their Way Spelling Inventory.
Determining a Student’s Spelling Stage

- Assessment composite

![Spelling Stage Table](image-url)
Words Study and Word Lists

- Word lists are designed for students to investigate a concept not exclusively for the goal of memorizing how to spell a word.
- Assessment is on the concept and not the spelling so words that were not on a list will show up on an assessment.
- Research is conclusive in finding that knowledge of how words work, of spelling concepts, and of word meaning leads to accurate spelling.
- A word list may appear “easy” in terms of spelling but the concept behind it might be quite sophisticated.
Word Study in the Classroom

- The Assessment Composite allows us to group students for instruction.
- The program allows for 2 direct instruction days, 4 exploration days, 1 high frequency word practice days.
Word Study in the Classroom

- Students work with words.
- We want to guide self discovery.
- We want to build deep connections.
Word Study in the Classroom

- Students work with words.
- We want to guide self discovery.
- We want to build deep connections.

Concept Sort – Long a and short a
Word Study in the Classroom

- Students work with words.
- We want to guide self discovery.
- We want to build deep connections.
Word Study in the Classroom

Sorting by initial sound
Word Study in the Classroom

- Students work with words.
- We want to guide self discovery.
- We want to build deep connections.
Word Study in the Classroom

Speed Sort
Words Their Way and Training Long Term Memory

Brain Research suggests we gain long term memory when we:

- are actively engaged
- manipulate ideas and objects
- use language to clarify and cement our learning
- interact with peers in directed conversations
Direct Instruction

- Teaching Phonics and Spelling
Articulating Word Concepts

- Learning about Plurals
Say it Spell it
Games

- Reinforce Word Concepts
- Multiple exposures and opportunities to work with word lists.
Games

- Memory
- Multiple exposures and opportunities to work with word lists.
Building Vocabulary

- Direct Instruction
Building Vocabulary

- Independent Practice
- Guess my category
A Word Study Cycle in A Glance

- Day 1: Teaching Day - Vocabulary Lesson
- Day 2: Guess my Category (Vocabulary Activity)
- Day 3: Teaching Day – Phonics Lesson
- Day 4: Open Sort “Guess my rule”
- Day 5: Closed Sort
- Day 6: High Frequency Words Practice
- Day 7: Closed Sort/Assessment
Managing Groups – Work Boards

[Image of a blue work board with labels such as Groups, Activity 1, Activity 2, Red, Blue, Green, etc.]
Assessing Progress

- Traditional spelling test
- Closed sort
- Adding new words to the closed sort (transfer)
# Assessing Progress

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Spelling: No
Phonics: No
What happens with the words that don’t follow a pattern?

Practicing High Frequency Words - words most commonly used in the English language.

- Word Wall
- Look Say Cover Write Check
- Training Visual Memory
Supporting Word Study at Home

- Spelling City
- When helping your child spell a word, make connections between words, build on what they know to help them solve what they don’t know.
- Play word games like Word Yahtzee, Scrabble, Boggle, Word Searches.