Routines and Activities in Word Study for Phonics, Vocabulary, and Spelling Instruction

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Principles of Sorting and Routines for Word Study

Explore schedules and activities to implement word study in the classroom. Routines for teacher-guided small group, and independent learning are introduced. Spelling routines are considered as part of word study. Examine sorts and activities at each developmental stage. Concept sorts and other practices to teach vocabulary are introduced. Instructional practices with English learners are integrated throughout. Core standards are addressed particularly in the areas of foundational skills, reading, writing, and language.

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Topics of Interest

1. Literacy Development: The Synchrony among Reading, Writing and Spelling
2. Assessment for Word Study
3. Lesson Plan Format
4. Routines
5. Essential Work: Extensions, Sorts, Game Choices, Unpacking Sorts
6. How Do You Know When to Go to Next Sort
7. Recoconceptualizing Spelling Instruction
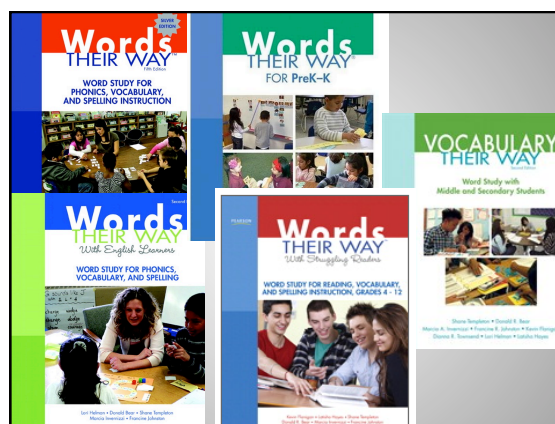
CCSS

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the **conventions** of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing.
3. Apply knowledge of language to understand **how language functions in different contexts**, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Conventions of Standard English

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using **context clues,** analyzing **meaningful word parts**, and consulting general and specialized **reference materials**, as appropriate.

5. Demonstrate understanding of **figurative language, word relationships**, and **nuances** in word meanings.

6. Acquire and use accurately a range of **general academic and domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate **independence in gathering vocabulary** knowledge when encountering an unknown term important to comprehension or expression.

Core Standards and Word Study

- Foundational skills follow a developmental sequence. Students must "know and apply grade-level phonics and word analysis skills in decoding words." There is a call for explicit instruction.
- The standards emphasize use and skillfulness.
- Vocabulary demands are greater today as students must read more complex literary and informational texts.
- Vocabulary is closely linked to concept development and content-specific vocabulary.
- Vocabulary is embedded in phrases.
- Mythology and biblical allusions are important in literature.
- There's a greater emphasis on oral and written communication, collaboration, presentation.
- Students need to problem solve when the materials and concepts are difficult.
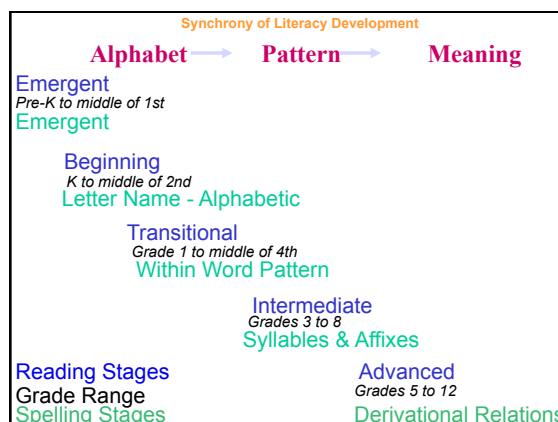
What is word study?

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

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

Synchrony of Literacy Development

Alphabet ⟶ **Pattern** ⟶ **Meaning**

Emergent
Pre-K to middle of 1st
Emergent

Beginning
K to middle of 2nd
Letter Name - Alphabetic

Transitional
Grade 1 to middle of 4th
Within Word Pattern

Intermediate
Grades 3 to 8
Syllables & Affixes

Reading Stages
Grade Range
Spelling Stages

Advanced
Grades 5 to 12
Derivational Relations

2

Slide 1

Reading and Writing Stages:

Emergent	Beginning	Transitional	Intermediate	Advanced
Early Middle Late	Early Middle Late	Early Middle Late	Early Middle Late	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:

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

Slide 2

1. bed
2. ship
3. when
4. lump
5. float
6. train
7. Place
8. drive
9. bright
10. Shopping
11. spoil
12. serving   *serving*
13. Chewed
14. carries: *carries*
15. marched
16. shower
17. cattile   *cattle*
18. favor
19. rippin   *ripen*
20. celler
21. pleger   *pleasure*
22. forching   *fortunate*
23. cofeded   *confident*
24. sevliye   *civilize*   16/25
25. oppsheing   *opposition*

Slide 3

Feature Analysis

Feature Analysis for Elementary Spelling Inventory 1

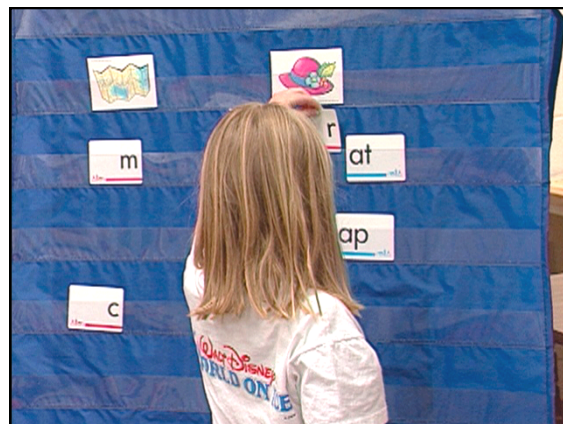Student's Name: *Carol*   Teacher: *Price*   Grade: *1*   Date: *9/4*   Total Points: *9*

FIGURE 3–4   Carol's Spelling Marked on a Feature Guide

Slide 4

SPELLING STAGES→	EMERGENT LATE	LETTER NAME-ALPHABETIC EARLY / MIDDLE / LATE	WITHIN WORD PATTERN EARLY / MIDDLE / LATE	SYLLABLES & AFFIXES EARLY / MIDDLE

□ EARLY ☑ MIDDLE □ LATE
☑ LETTER NAME -ALPHABETIC
□ WITHIN WORD PATTERN
□ SYLLABLES & AFFIXES
□ DERIVATIONAL RELATIONS

Words Spelled Correctly: 4 /26
Feature Points: 26 /58
Total: 29 /82

Slide 5

... and form groups for classroom instruction

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

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

Slide 6

STUDENTS

1. Have a word study or vocabulary notebook

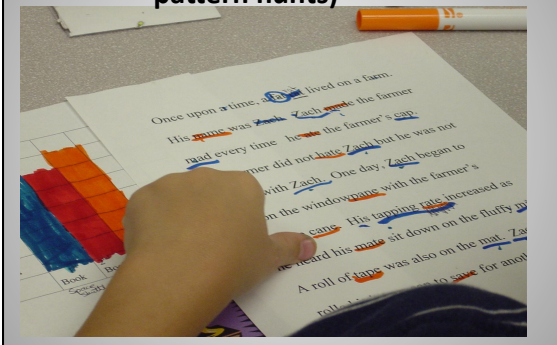A Place to Write
- Word Sorts
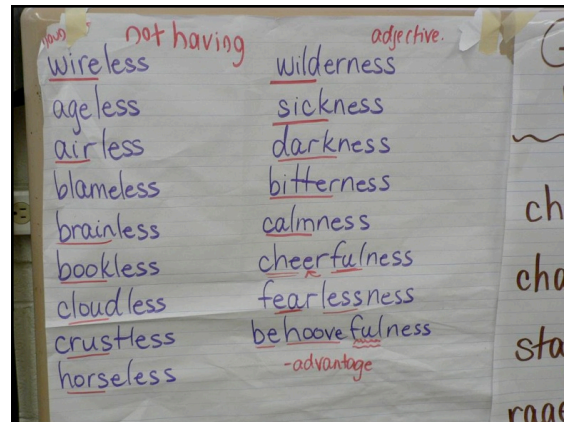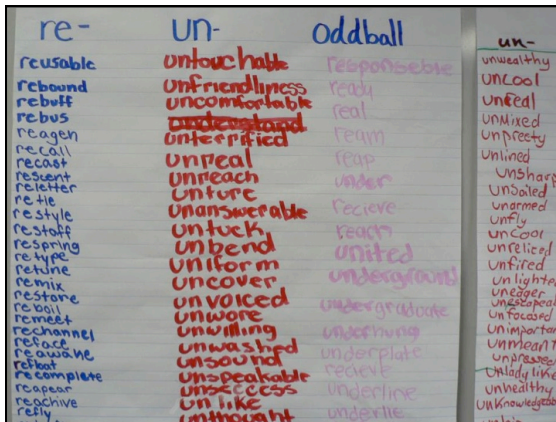- Word Hunts

STUDENTS

2. **Hunt for related words**.

3. **Record related words in their notebooks**.
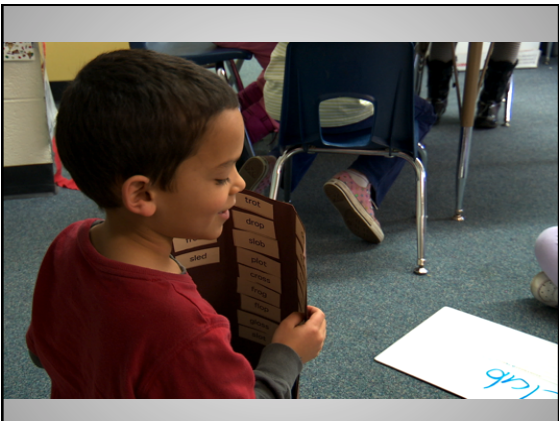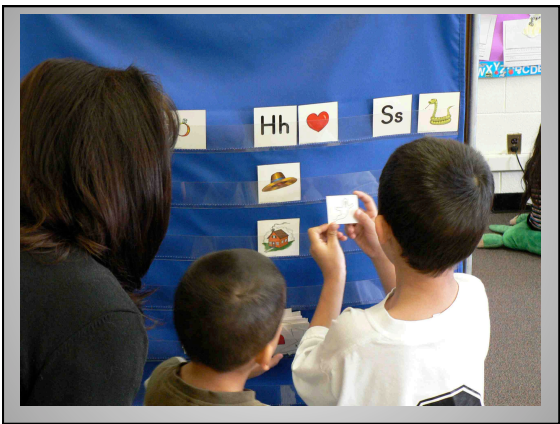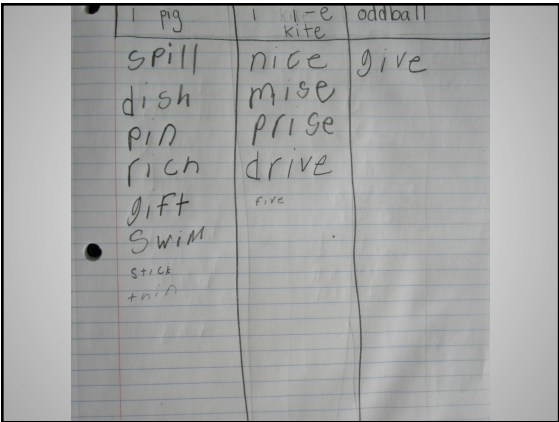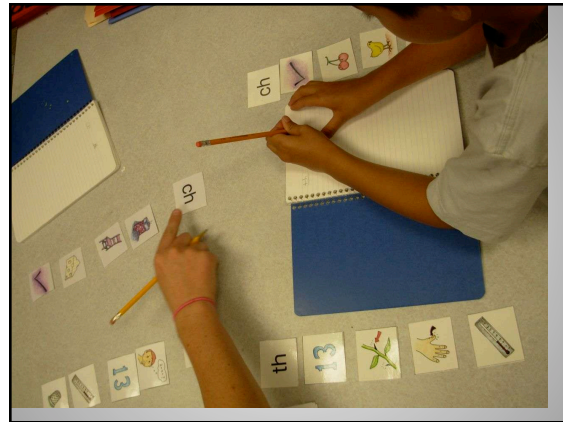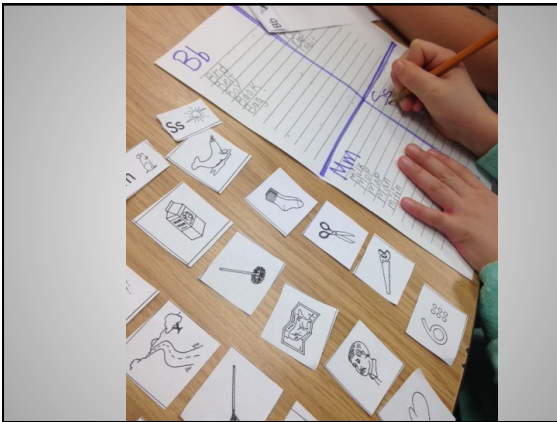
Return to Text (letter/word/ pattern hunts)

Word Study Lesson Plan Format and Organization

Word Study Lesson Plan Format

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

Emergent Spellers
Ages: 1-7
Grades: Pre-K to mid-1
Chapter 5
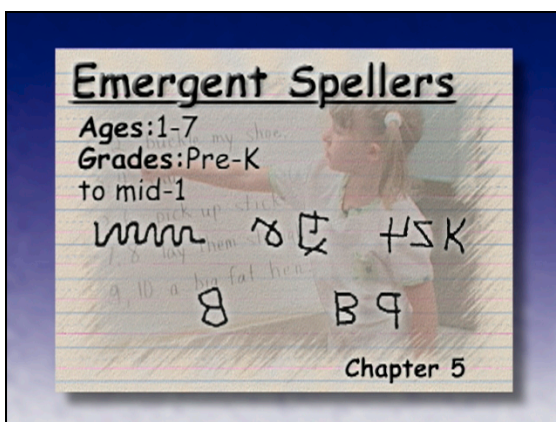
The Literacy Diet for the Emergent Stage

1. Oral language, concepts, and vocabulary
2. Phonological awareness (PA)
3. Alphabet knowledge
4. Letter–sound knowledge
5. Concepts about print (CAP)
6. Concept of word in text (COW)

Concept of Word in Print

"The Miracle of Reading"

Developing COW

Rudimentary COW

Full COW

Aquel caracol,
que va por el sol
en cada ramita
lleva una flor.   *Traditional*

That little snail

It's heading towards the sun

On each branch

It carries a flower.

Word Study with Emergent Spellers
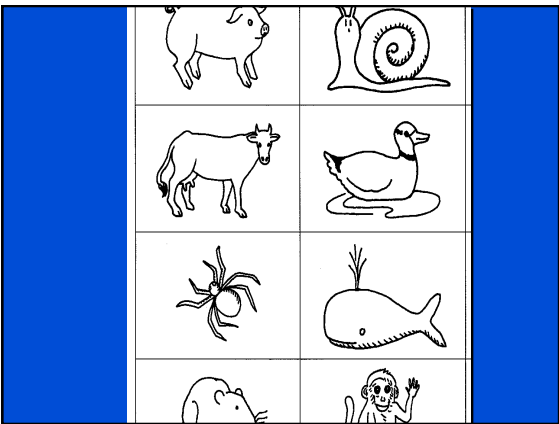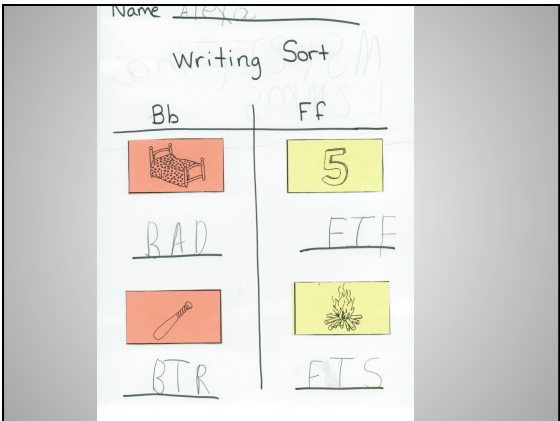
WTW Plan-Sorts students are working on for that week.

Personal Readers:

Creating Materials and Activities to Guide and Support Reading and Word Study Instruction of Beginning and Transitional Readers

Personal Readers for Emergent and Beginning Readers

Donald Bear, Carol Caserta-Henry, and Darl Venner

My Personal Reader
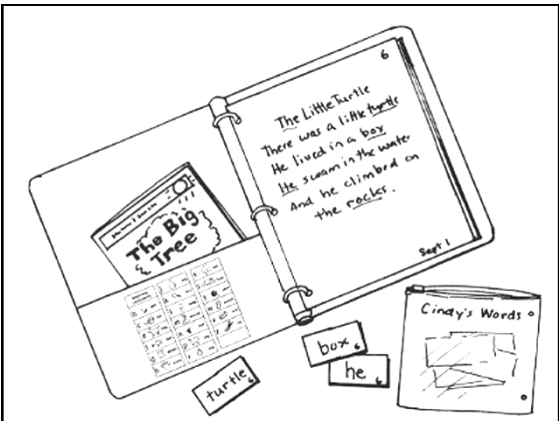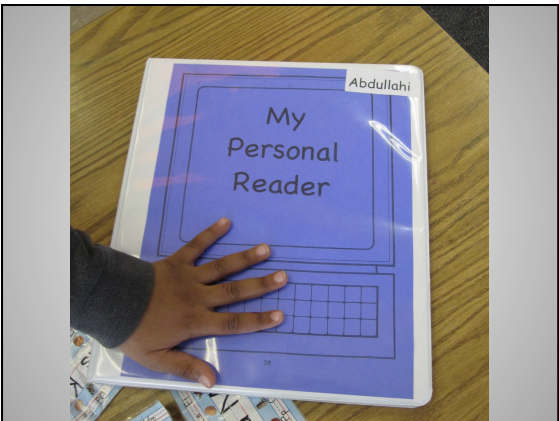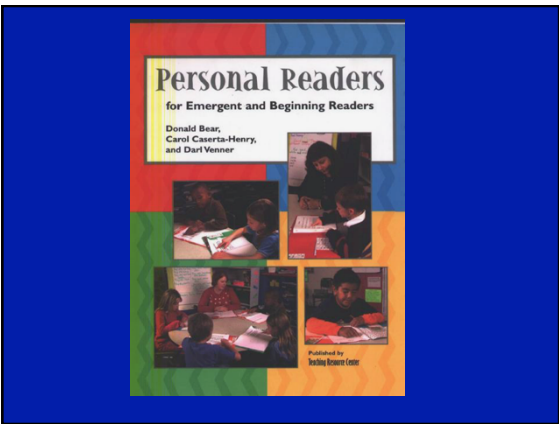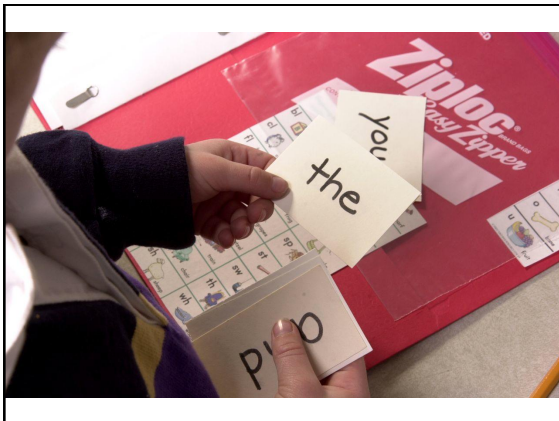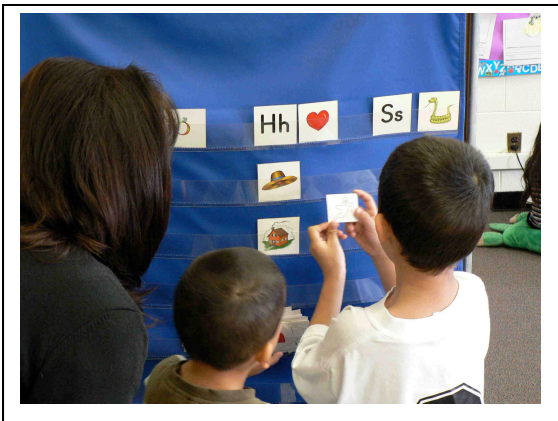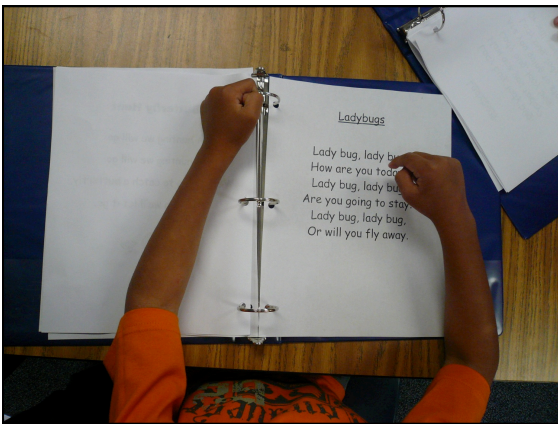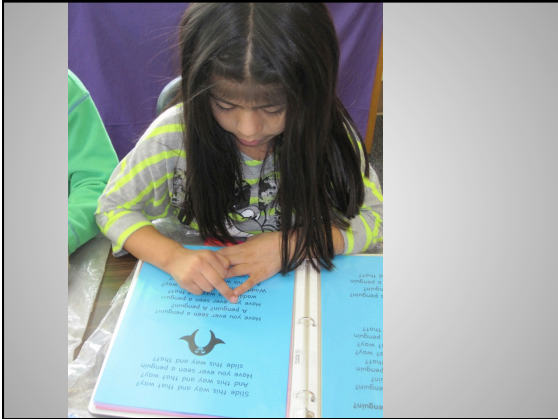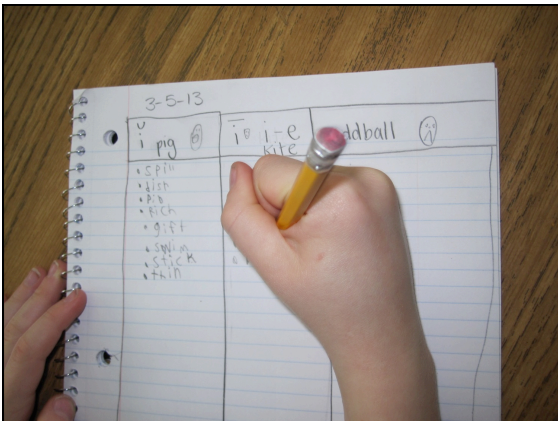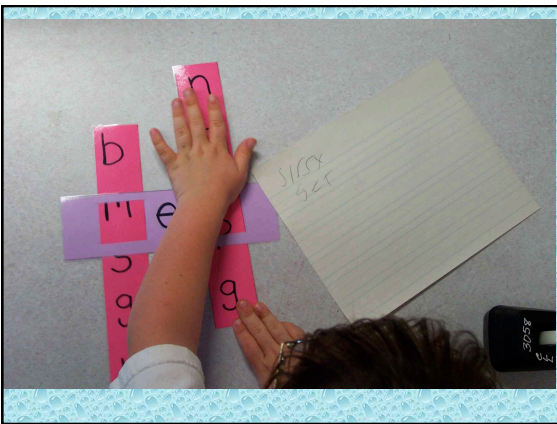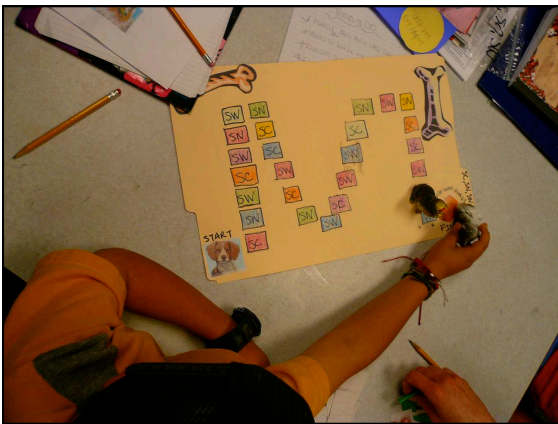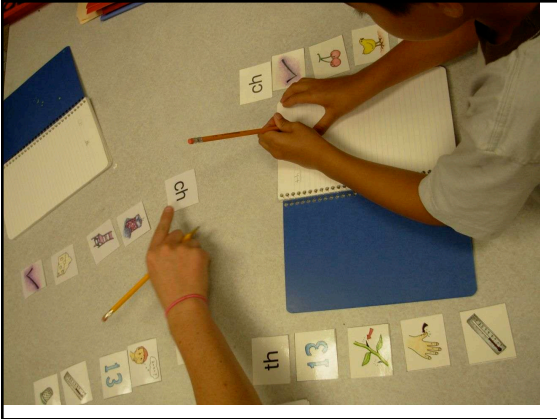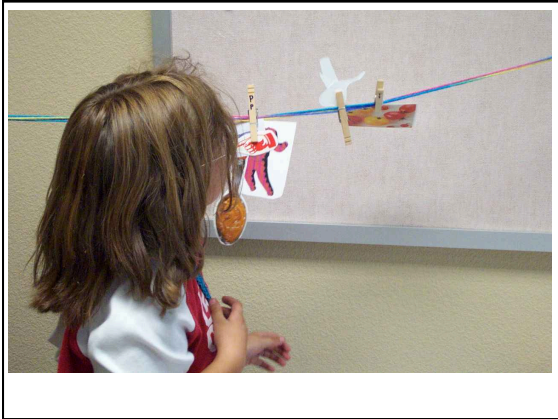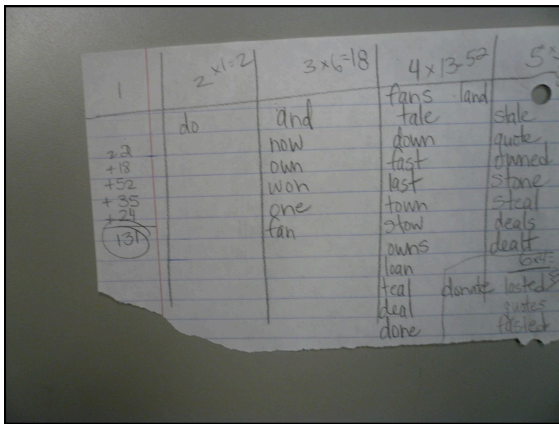
Circle – Seat – Center Morning Schedule

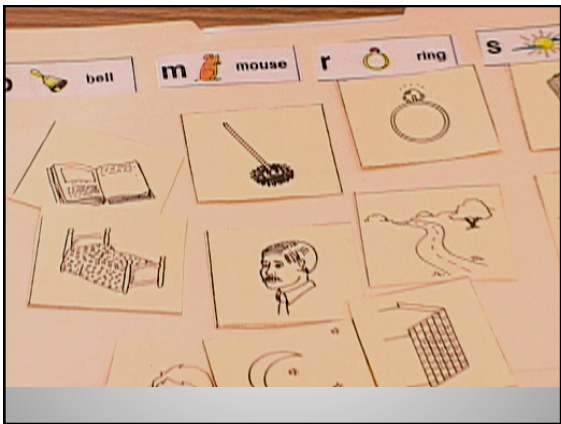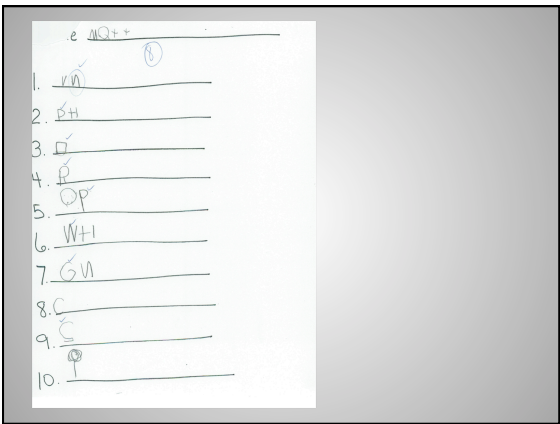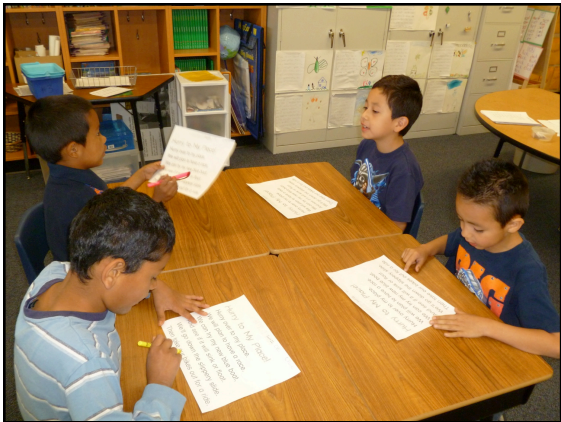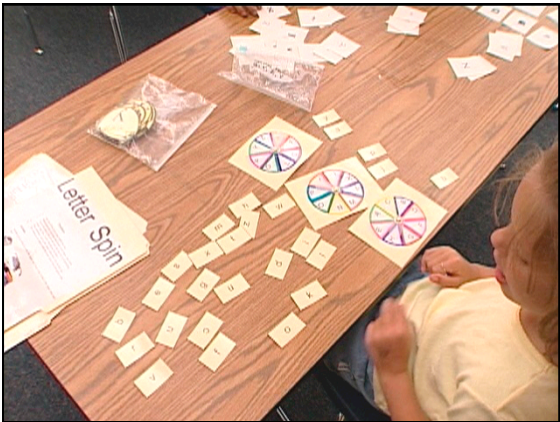|		9:00 - 9:25	9:25 - 9:30	9:30 – 9:55	9:55 – 10:00	10:00 - 10:25	
Whole Class Review of Schedule & Activities	Group 1	Circle	Evaluation and Break	Seat	Evaluation and Break	Center	Evaluation and Break
	Group 2	Center		Circle		Seat	Whole Class Activities
	Group 3	Seat		Center		Circle	

Reading Group Rotations

	Red	Blue	Green	Orange
1st rotation	Center	Creation	Seat	Table
2nd rotation	Table	Seat	Creation	Center
3rd rotation	Creation	Table	Center	Seat
4th rotation	Seat	Center	Table	Creation

Centers - Math, Library Corner, Art, Listening, Blocks

Creation - Painting easel, playdough, large chalkboard, story retelling

3 Questions to Ask Students between Rotations in Circle-Seat-Center and to Encourage Student-centered Learning

Did you finish your work?

Did you do the best you could?

What did you do when you were through?

When I'm Done:

☐ Add to Picture   ☐ Add to Words   ☐ Start New Piece

☐ Add to Words

I was sitting on Her Lap and I was Lyhing on Her Sholr.
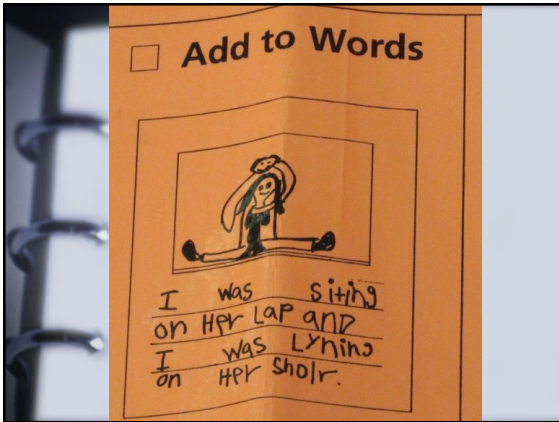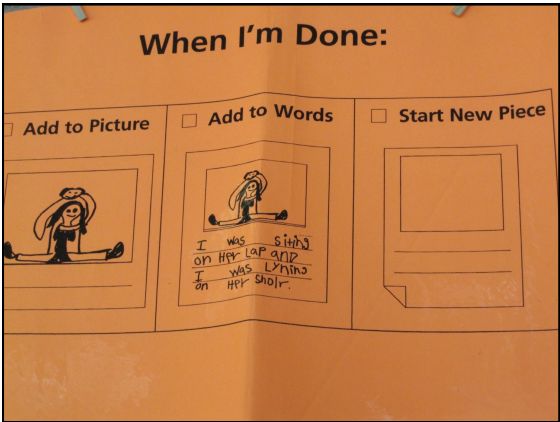
Kiernan Venner's First Grade Schedule

Word Study

Name _____

Week of _____

Weekly Grade _____

Mon.	Tues.	Wed.	Thurs.	Friday
cut, sort initial	Record your word sort.	partner work	game day	test

Within-Word Pattern

Ages: 6-12
Grades: 1 to mid-4

flote   Float

spoal   Spoil

Chapter 7

Review CVVC Patterns ai, oa, ee, ea

ai	oa	ee	ea
bait	toast	wheel	neat
grain	road	need	cream
tail	goat	cheek	seat
train	throat	three	beach
pail	coast	beet	beast
wait	coat	sheep	cheat
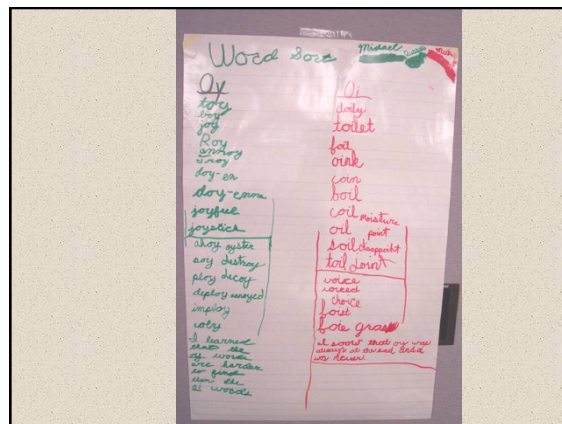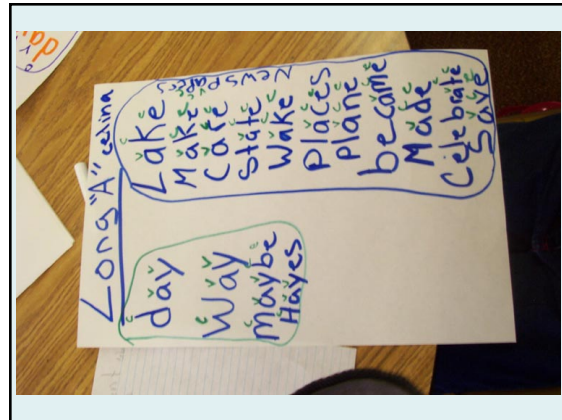
Writing Sort

<u>made</u>   <u>say</u>   <u>train</u>

Writing Sort

<u>made</u>   <u>say</u>   <u>train</u>

paint

Writing Sort

made	say	train
cave	way	paint
rage	stray	mail
rate	sway	faint
cage	spray	jail

#WWP24: R-influenced i: ir, ire (with a review of r-blends) TIME: 01:16 CARDS LEFT: 0

grill | girl | fire

trick | chirp | drink | drill | birth | dirt | shirt | bird | wire | hire | tire

bring | grip | drip | first | third

- Results
- Timer

Sort Completed!
You've completed
#WWP24: R-influenced i: ir, ire (with a review of r-blends) in
1 Minute and 16 Seconds!
You had **15 CORRECT** answers and **1 INCORRECT** answer.
Continue ▸

VIEW ALL CARDS

Review the words with a game!

Day 5 Complete the Sort
Strengthens skills with fun games that students will love to play.

top | dog | dot
pot | cot | log | hop
hog | jog | frog | rot
mop | hot | pop | cop

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

Word Study and Deep Spelling Instruction in a Comprehensive Literacy Program

Donald Bear

Spelling Instruction

- *Spelling is a part of literacy instruction.*
- *Spelling is designed to teach students about phonics, vocabulary, and morphology.*
- *Students learn more about reading from spelling than they do about spelling from reading.*
- *Reconceptualize the role of spelling instruction.*

"The Words Look Too Easy"

- *Students should spell between 40-50% of the words correctly.*
- *Look for 90% accuracy in spelling.*
- *Students are able to explain why they sorted the way they did. Once a week, students write a reflection about their sorts.*

"The Words Look Too Easy"

- *Look for generalizability. Incorporate transfer to writing in grading.*
- *Have students sort words at home with parents: refrigerator sorts, easy games.*

General Daily Literacy Block Schedule
Flores, 2nd Grade

10:30 – 11:15 ish - **Guided Reading Group**

11:15ish – 12:00 - Seatwork & Centers

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
Flores, 2nd Grade

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)

Seatwork and Center Weekly Routines
Flores, 2nd Grade

- **Monday** - Teacher introduces the sort to the small group.

- **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.

Seatwork and Center Weekly Routines
Flores, 2nd Grade

- **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.

Seatwork and Center Weekly Routines
Flores, 2nd Grade

- **Friday** - Students get our their sorts, sort a few times, and then glue the sorts in their word study notebooks.
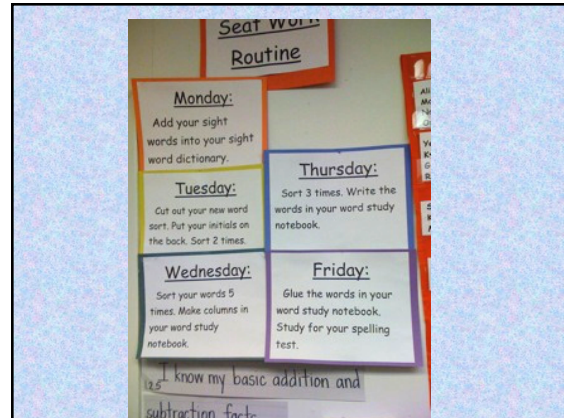
Ms. Woessner   2nd grade

Day 1   Teaches Poem, Models Sort

Day 2   Guided Sort

Day 3   Games, Writing Activities

Day 4   Assessment (sort to dictation)
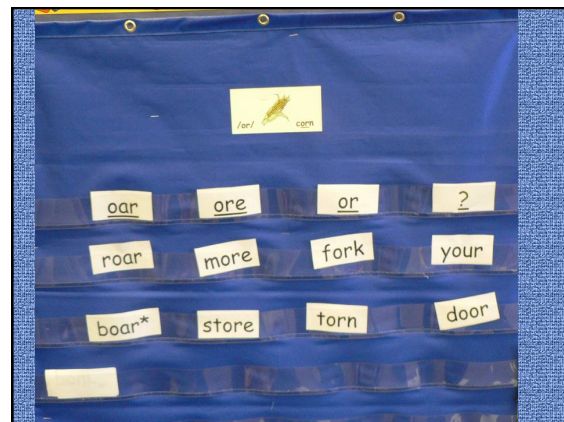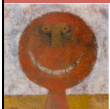
Common long vowel patterns
r- and l-influenced vowels
Three-letter consonant blends
Complex consonants:
    Final sound of /k/
    Final /ch/: ch tch
    /j/: dge Vge
Common spelling for diphthongs
    /ow/, /oi/
Compound words
Homophones:
    sail/sale   beat/beet

Hints on Pronunciation for Foreigners

I take it you already know
Of tough and bough and cough and dough?
Others may stumble but not you,
On hiccough, thorough, laugh, and through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?

And then there's dose and rose and lose-
Just look them up - and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart-
Come, come, I've hardly made a start!
A dreadful language? Man alive.
I'd mastered it when I was five.
T. S. W.
(only initials of writer known)

From a letter published in the *London Sunday Times*, January 3, 1965, and included in Chomsky, C. (1970). Reading, writing and phonology. *Harvard Educational Review, 40*, 287-309.
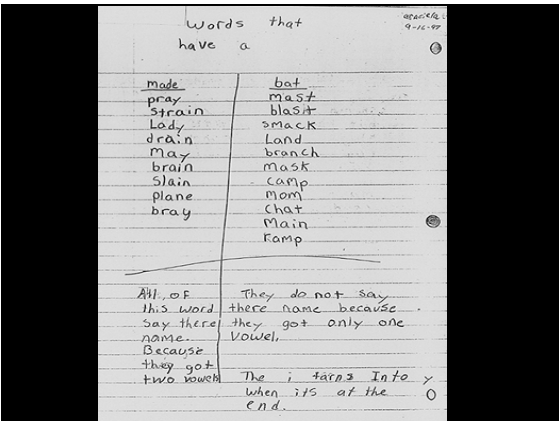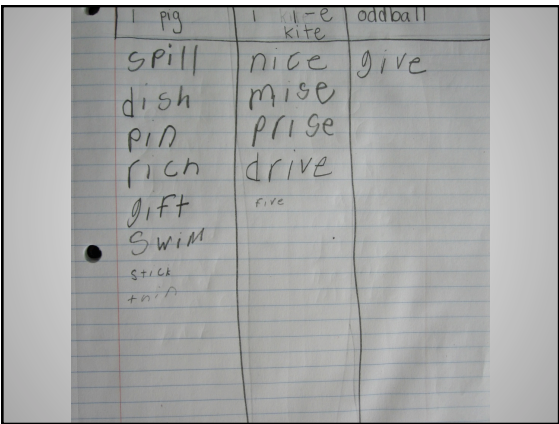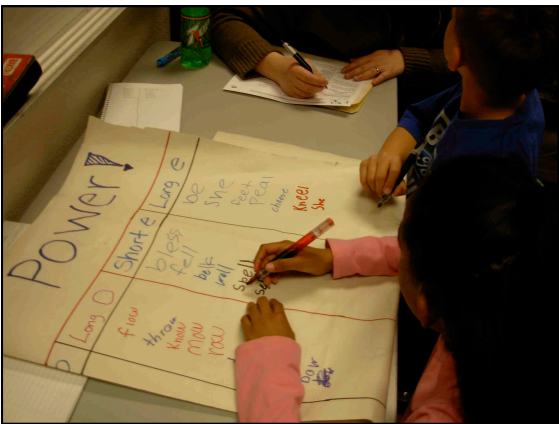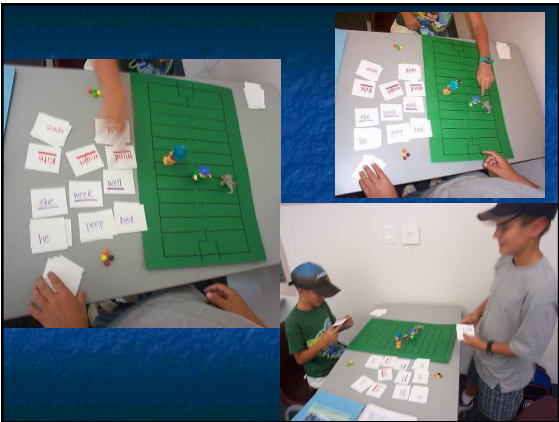
Ms. Roberts 4th grade	
Day 1	Introduces Sort, Models Sort
Day 2	Buddy Sort
Day 3	Games, Speed Sorts
Day 4	Reflection, Share Out Assessment

Ms. Roberts 4ᵗʰ grade

Students move from the Pattern Layer to the Meaning Layer

Syllables and Affixes
Ages: 8-18
Grades: 3 to 8

shoping   Shopping
cairries
carryS   Carries

Chapter 8

Morphology -
the structure of words

❖ Inflected morphology
     -ed, -ing, -ies, -y

❖ Derivational morphology
     roots

running   standing   diving

flopping   landing   naming
                                    saving
stopping
                bumping
sitting   voting
                kicking
swimming   hiding
                jumping
                                    hoping
slipping
shopping   strolling   keeping
                                    soaking
               finding   boating

talked   knotted   waved
picked   traded   stared
baked   wasted   cheered
liked   called   watched
grab   skated   peeled
            rubbed   tracked
                          wagged
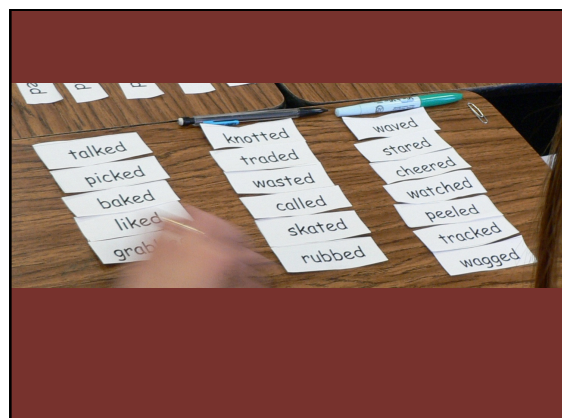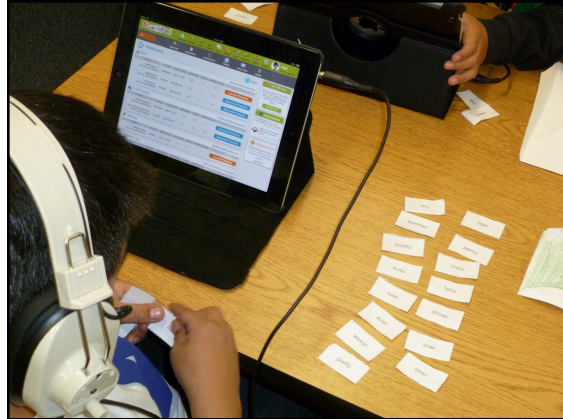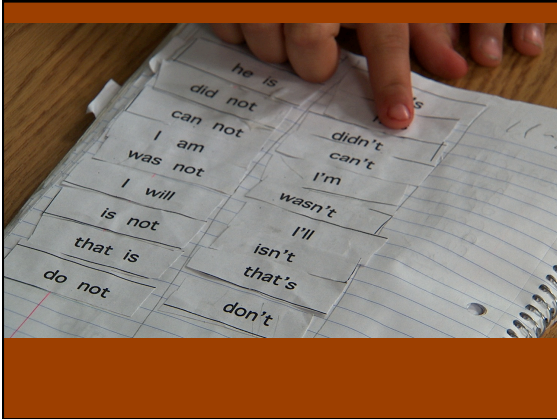
TABLE 4–2   Grading Form for Word Study

Name:	Grading Period:		
	Excellent Effort	Good Effort	Needs Improvement
Weekly Word Study			
Word sorts			
Word study notebook			
Partner work			
Final tests			
Editing Written Work			
Spells most words right			
Finds misspelled words to correct			
Assists others in editing work			
Uses a variety of resources to correct spelling			

A = Excellent work in most areas
B = Good work in most areas
C = Needs improvement in most areas

Recommended Grade _____

Comments:

Morphology -
the structure of words
❖Inflected morphology
   -ed, -ing, -ies, -y

❖Derivational morphology
   roots

Bruskotter's 5th Grade Weekly Word Study Schedule

Bruskotter 5th grade

Daily Word Study class work

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
Thurs	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.

Word Study Expectations
Bruskotter 5th grade
1. Pay Attention: Look, listen, & follow directions the first time.
2. Be responsible for materials.
3. Use neat, legible handwriting.
4. Spell sort words correctly.
5. Ask your group members for help.
6. Offer help to your group members.
7. Everyone participates!
8. Use quiet voices.
9. Think! Explain your thinking.

Bruskotter 5th Grade
Whole Class Affix
Smartboard Sort

A FEW LN, WWP, S&A

- ous: poisonous, courageous

- tion: construction, destruction, formation, transportation, pollution

- ible, - able: reformable, laughable, indestructible, exportable

- er, - or, - ar: reporter, instructor, sailor, dryer, beggar

- ly: quietly, evenly, dangerously

painless, reteach, import, conform, disagree, deform, superhero, substructure

prefix: disagree, deform, conform, reteach, superhero, reporter, import

both: construction, substructure, destruction, indestructible, reformable, transportation, exportable, instructor

suffix: courageous, evenly, pollution, poisonous, laughable, formation, beggar, quietly, sailor, dryer, painless, dangerously
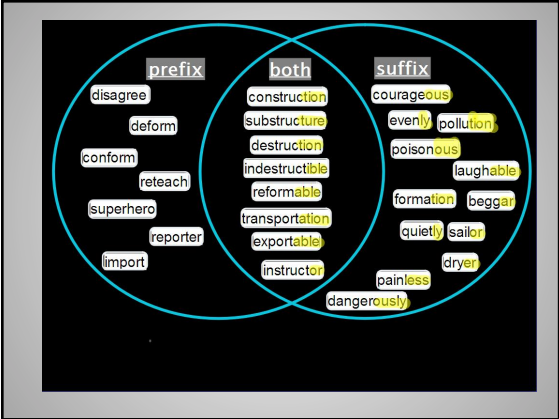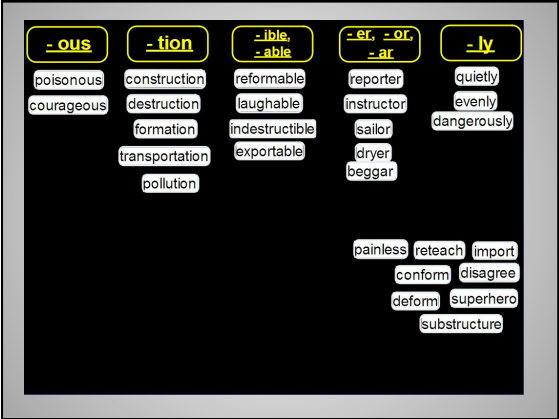
Today During Literacy

- Introduce Blind sorting + demonstration
- Spelling
  - Meet in groups; discuss patterns
  - Sort and record words and pattern in Word Study Binder
  - Blind sort & 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

General Academic & Domain Specific Vocabulary

General Academic Vocabulary

Sublist 1 of the Academic Word List (Coxhead, 2000)			
analysis	data	indicate	procedure
approach	definition	individual	process
area	derived	interpretation	required
assessment	distribution	involved	research
assume	economic	issues	response
authority	established	labor	role
available	estimate	legal	section
benefit	evidence	legislation	sector
concept	export	major	significant
consistent	factors	method	similar
constitutional	financial	occur	source
context	formula	percent	specific
contract	function	period	structure
create	identified	policy	theory
environment	income	principle	variables

24

COCA Results
from www.norbertschmitt.co.uk

Take *Successive*

- each successive
- successive generations
- successive governments
- successive administrations
- successive waves
- successive layers
- successive stages

An Academic Formulas List   (1-24)
Simpson-Vlach & Ellis (*AL*, 2010)
from www.norbertschmitt.co.uk

• in terms of	• on the basis of
• at the same time	• a number of
• from the point of view	• there is no
• in order to	• point of view
• as well as	• the number of
• part of the	• the extent to which
• the fact that	• as a result
• in other words	• in the case of
• the point of view of	• whether or not
• there is a	• the same time
• as a result of	• with respect to
• this is a	• point of view of

An Academic Formulas List
Written 176-199
from www.norbertschmitt.co.uk

•even though the	•the total number
•this does not	•is more likely
•was based on	•which can be
•the nature of the	•are able to
•in the course of	•be considered as
•degree to which	•be used to
•be argued that	•b and c
•in terms of a	•depend on the
•for this reason	•is that it is
•are based on	•is affected by (AWL)
•in a number of	•should also be
•two types of	•if they are

Generative Vocabulary Study
General Academic Word Families

analyze	significant	vary
analyzed	insignificant	invariable
analyzer	insignificantly	invariably
analyzers	*sign*	variability
analyzing	*signal*	variable
analysis	significance	variables
analyst	signified	variably
analysis	signifies	variance
analysts	signify	variant
analytic	signifying	variants
analytical		variation
analytically		varied
analyses		varies

Domain-Specific Vocabulary

Mathematics

centimeter	octagon
decimal	perimeter
fraction	subtract
diagonal	polygon
geometry	hexagon

Social Studies

democracy	emigration/immigration
dictator	revolt/revolution
congress	segregate/integrate
expedition	ecology

Science

biology	anthropology
zoology	optical
geothermal	metamorphosis
genetics	vertebrate/invertebrate

Spanish Cognates

tecnología	dictar
técnico	dictado
tecnológico	dictador
	aerosol
	aeropuerto
	aeromodelo

10,000 – 15,000 English/Spanish Cognates

Morphology !!!

The study of the structure and form of words, including inflection, derivation, and the formation of compounds

Inflected Morphology
affixes

Derivational Morphology
roots

General Academic Vocabulary and Morphology

- Morphological knowledge is related to word knowledge and reading comprehension.
  (Carlisle, 2007; Nagy, Berninger, & Abbott, 2006, Nagy, 2007).

- Morphological knowledge of academic words may be particularly important for academic achievement, given:
  - the morphological complexity of many academic words (Corson, 1997)
  - the Greek or Latin origins of 82% of the words in the Academic Word List (Coxhead, 2000)

"When you learn one word, you learn ten."
courage
courage*ous*
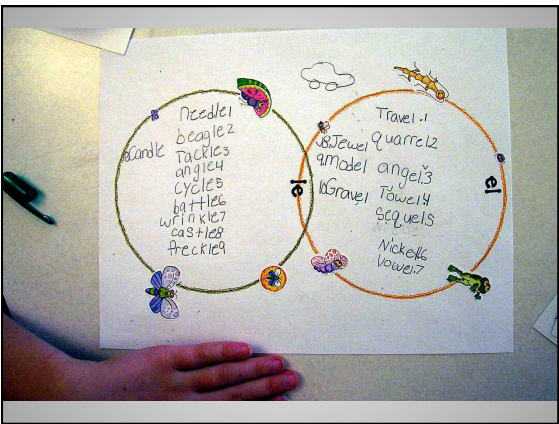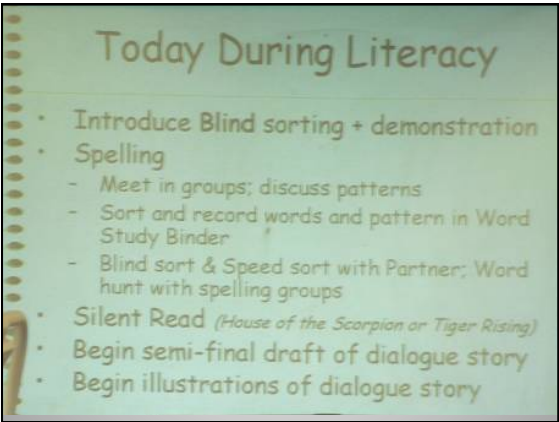courage*ously*
*en*courage
*dis*courage
*dis*courag*ingly*
etc. …

Ways to Study
Morphology and Vocabulary

- *Take Apart*
  - *Delete Suffixes and Prefixes*
  - *Add Syllables*
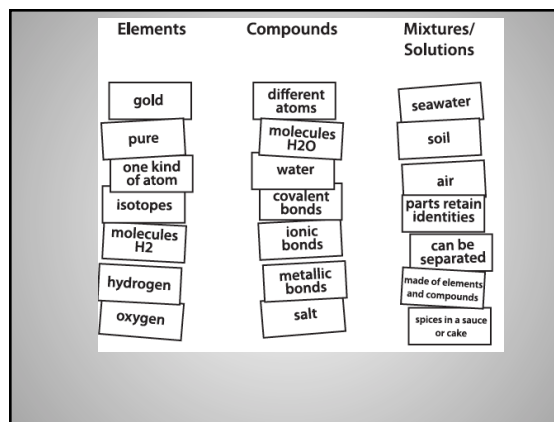- *Think of Related Words*
- *Make Meaning Connections*

Slide 1

Bruskotter 5th grade

Daily Word Study class work

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

Thurs
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.

Slide 2

Word Study Expectations
Bruskotter 5th grade

1. Pay Attention: Look, listen, & <u>follow directions</u> the first time.
2. Be responsible for materials.
3. Use neat, legible handwriting.
4. Spell sort words correctly.
5. Ask your group members for help.
6. Offer help to your group members.
7. Everyone participates!
8. Use quiet voices.
9. <u>Think!</u> Explain your thinking.

Slide 3

Bruskotter 5th Grade
Whole Class Affix
Smartboard Sort

A FEW LN, WWP, S&A

Slide 4

- ous	- tion	- ible, - able	- er, - or, - ar	- ly
poisonous	construction	reformable	reporter	quietly
courageous	destruction	laughable	instructor	evenly
	formation	indestructible	sailor	dangerously
	transportation	exportable	dryer	
	pollution		beggar	

painless reteach import
conform disagree
deform superhero
substructure

Slide 5

prefix — disagree, deform, conform, reteach, superhero, reporter, import

both — construction, substructure, destruction, indestructible, reformable, transportation, exportable, instructor

suffix — courageous, evenly, pollution, poisonous, laughable, formation, beggar, quietly, sailor, painless, dryer, dangerously

Slide 6

Schedule for 6th Grade Integrated Unit on Nature

		9:15 – 9:40	9:45 – 10:10	10:15 – 10:40
Day 1				
	Group 1	WC bibliographies	WC	SGW* contracts
	Group 2	WC	WC	SGW
	Group 3	WC	WC	SGW
Day 2		9:15 – 9:40	9:45 – 10:10	10:15 – 10:40
	Group 1	IS	WC	SGW literature circles
	Group 2	IS	WC	SGW* contracts
	Group 3	IS	WC	SGW literature circles
Day 3		9:15 – 9:40	9:45 – 10:10	10:15 – 10:40
	Group 1	WC	IS	SGW literature circles
	Group 2	WC	IS	SGW literature circles
	Group 3	WC	IS	SGW*contracts
Day 4		9:15 – 9:40	9:45 – 10:10	10:15 – 10:40
	Group 1	WS*	IS	SGW literature circles
	Group 2	IS	WS*	SGW literature circles
	Group 3	SGW literature circles I	IS	WS*
Day 5		9:15 – 9:40	9:45 – 10:10	10:15 – 10:40
	Group 1	GRTA*	IS	IS

IS   Independent Study
SGW   Small Group Work

Pre-Revolutionary War
Concept Sort
5th grade

Closed Sort Categories:

British　　　**Americans**

Pre-Revolutionary War Concept Sort

British	ruled by king
Americans	no taxes without representation
prime minister	elected officials
13 colonies	self-government
King George III	against revolution
for taxation	loyalists
Britain	against taxation
Virginia	America

Pre-Revolutionary War Concept Sort

British	Americans
ruled by king	governed by king
Parliament	no representation
prime minister	13 colonies
against revolution	no taxes without representation
King George III	Patrick Henry
for taxation	"Join or die"
Britain	against being ruled by king
Monarchy	elected officials
loyalists ?	self-government
	Virginia
	against taxation
	America

Slide 1 (Science vocabulary sort):

different atoms / molecules H2O / water / covalent bonds / ionic bonds / metallic bonds / salt

unique properties	elements chemically joined	no reaction when joined	Oddball
molecules	atoms lose individual properties	homogeneous	particles
exist independently	composition	heterogeneous	chemistry
metals	chemical formulas	not chemically joined	gases
nonmetals	sugar	H2	liquids
2 is a subscript for oxygen	solids	gases	

Slide 2:

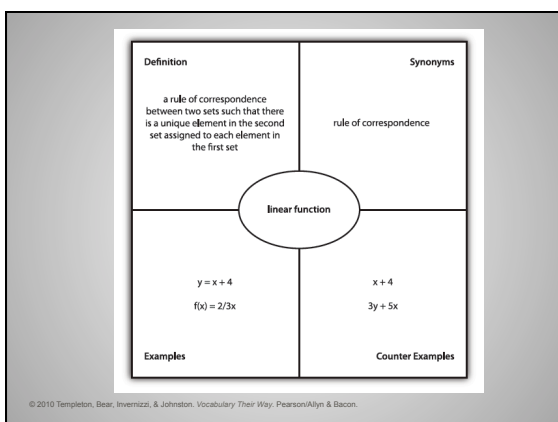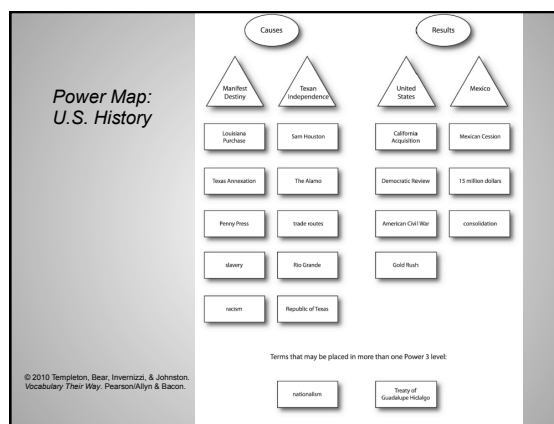| Elements	Compounds	Mixtures/Solutions
gold	different atoms	seawater
pure	molecules H2O	soil
one kind of atom	water	air
isotopes	covalent bonds	parts retain identities
molecules H2	ionic bonds	can be separated
hydrogen	metallic bonds	made of elements and compounds
oxygen	salt	spices in a sauce or cake

"Power Maps"
(Templeton et al., 2010; Flanigan, Hayes et al., in press)

The *Power 1* level is vocabulary related to the "main" or "big idea" level

Power 2 level is vocabulary related to subtopics

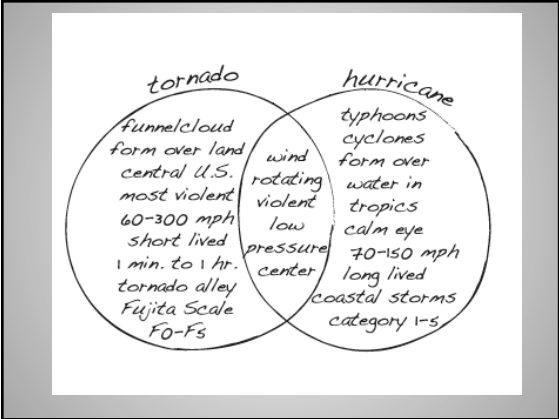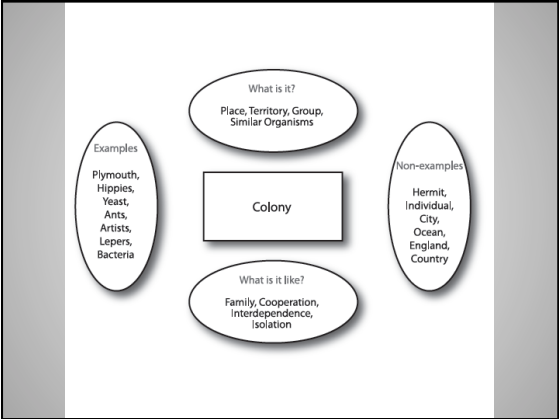*Power 3* level is vocabulary that represents supporting details or examples.

Power Map: U.S. History

Causes — Results

Manifest Destiny / Texan Independence / United States / Mexico

Louisiana Purchase / Sam Houston / California Acquisition / Mexican Cession

Texas Annexation / The Alamo / Democratic Review / 15 million dollars

Penny Press / trade routes / American Civil War / consolidation

slavery / Rio Grande / Gold Rush

racism / Republic of Texas

Terms that may be placed in more than one Power 3 level:

nationalism / Treaty of Guadalupe Hidalgo

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Slide 5 (Frayer-style map):

Definition	Synonyms
a rule of correspondence between two sets such that there is a unique element in the second set assigned to each element in the first set	rule of correspondence

linear function

Examples	Counter Examples
y = x + 4 ; f(x) = 2/3x	x + 4 ; 3y + 5x

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Slide 6 (concept map):

What is it? / Examples / Concept / Word / Non-examples / What is it like?

Slide 1 — Concept map for "Colony":
- What is it? Place, Territory, Group, Similar Organisms
- Examples: Plymouth, Hippies, Yeast, Ants, Artists, Lepers, Bacteria
- Colony
- Non-examples: Hermit, Individual, City, Ocean, England, Country
- What is it like? Family, Cooperation, Interdependence, Isolation

Slide 2 — Venn diagram comparing tornado and hurricane:
- tornado: funnel cloud, form over land, central U.S., most violent, 60-300 mph, short lived, 1 min. to 1 hr., tornado alley, Fujita Scale F0-F5
- overlap: wind, rotating, violent, low pressure, center
- hurricane: typhoons, cyclones, form over water in tropics, calm eye, 70-150 mph, long lived, coastal storms, category 1-5

Figure 8.1. Vocabulary Self-Assessment for Weather

__Weather__ Vocabulary Self-Assessment

Student: _____

Dates:
(X) __September 18__
(O) _____
(✓) _____

Knowledge Rating → Vocabulary ↓	Never heard of it	Heard it	Have some ideas	Know it well
meteorologist				x weatherman, meteor ologist
anemometer			x measure, meter	
doppler		x		
isobar	x			
hemisphere				x half earth, hemi sphere
radiosonde	x		radio	
precipitation				x rain, snow, etc.
front			x not back?	

Slide 4 — DOUBLE LATIN ROOT JEOPARDY table with roots: cred (to believe), duct (to lead), fer (to bear, carry), press (to press), spir (to breathe)

Slide 6 — Vocabulary card:
- front of card: exponent
- back of card: The number of times a base number is multiplied. The superscript in an exponential expression. base 5^4 exponent, 5x5x5x5

FIGURE 4.2 **Progressive Root Web**

CCSS
Core Standards and Word Study

Mythology and biblical allusions are important in literature.

Biblical Allusions

"Be fruitful and multiply" Genesis 1:22-23

"Tree of knowledge" Genesis 2:9, 16-17

"Adam's rib" Genesis 2:18

"Ashes to ashes, dust to dust" Genesis 3:17-19

"Am I my brother's keeper?" Genesis 4:9-10

"Mark of Cain" Genesis 4"15-16

"Methuselah" Genesis 5:25-27

"Noah's Ark" Genesis 6:13-16

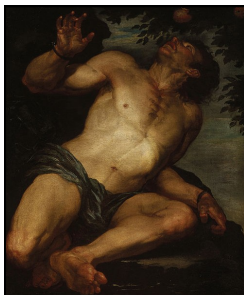"Forty days and forty nights" Genesis 7:4

"Babel" Genesis 11:8-9

Allusions and Vocabulary
from Mythology

Atlas
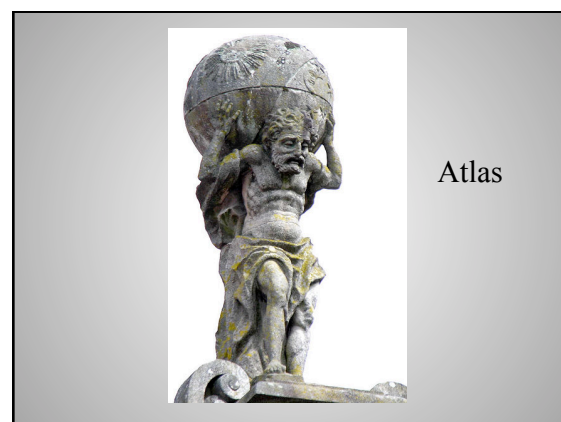
Chronus – the god of time
chronology   chronic
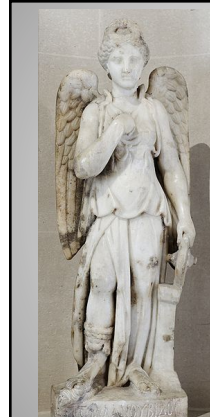
Nemesis – goddess of retribution for hubris

Tantalus was tantalized.

Stole ambrosia and sacrificed his son. Punished by standing in a pool of water underneath a fruit tree with receding water and branches with fruit just out of his reach. When he reached for the fruit the branches moved beyond reach.

Common Words from Mythology

iris	helicopter
nectar	nocturnal
cosmetics	psychology
chaos	phobia
solar	terrain
geography	amnesia
oceanic	tantalize
titanic	hygiene
romance	mercury
geometry	marathon

Slide 1:
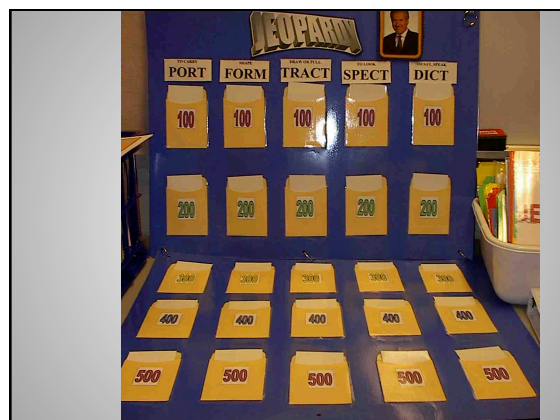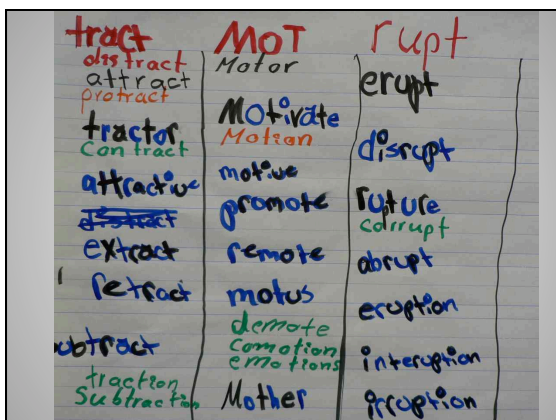
From *Vocabulary Their Way*, (Templeton, Bear, Invernizzi, & Johnston). Figure 8.1.
Vocabulary Self-assessment for Weather.

Weather Vocabulary Self Assessment

Knowledge Rating → Vocabulary ↓	Never heard of it	Heard it	Have some ideas	Know it well
meteorologist				X weatherman meteor ologist
anemometer			X measure, meter	
doppler		X		
isobar	X			
hemisphere				X half earth hemi sphere
radiosonde	X		radio	
precipitation				X rain, snow, etc.
front			X not back?	

Slide 2:

Directions to Enter **Interesting Words** in Vocabulary Notebooks

1. Collect an interesting word.
2. Record the sentence.
3. Look at word parts and think about their meaning.
4. Record possible related words.
5. Take notes from a dictionary and word study books.

Slide 3:

orthography

ortho	graph	y
orthodox	graph	
orthodontist	graphic	
orthopedic		

straight + writing + y

"a method of representing the sounds of a language by letters; spelling"[from *The American Heritage College Dictionary* (1993), p. 965.]
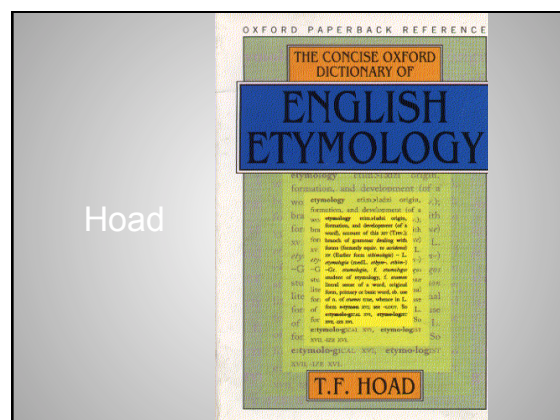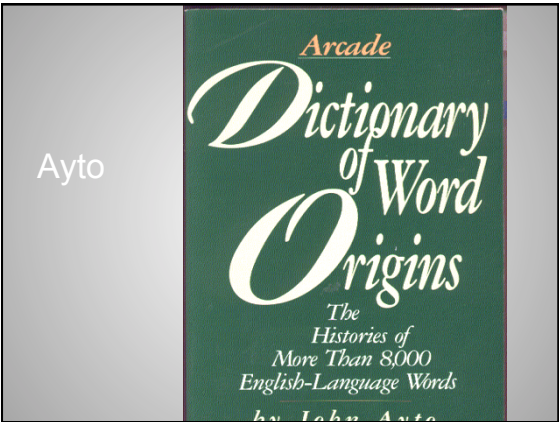
Slide 4:

benevolent

The brown blotches of benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks. (p.9)

benevolence	beneficial	bona fide	benevolence
benefic	benefit	benefaction	benefactor
beneficence	benefice		

bene - well
ent - a suffix used to form adjectives from nouns
volo - wish

Slide 5:

Word Study Resources for

Interesting Word Vocabulary Activity

Slide 6:

OXFORD PAPERBACK REFERENCE
THE CONCISE OXFORD DICTIONARY OF
ENGLISH ETYMOLOGY
T.F. HOAD

Hoad

Ayto

A Few Favorite Websites

www.onelook.com
www.etymonline.com
www.myetymology.com
www.visuwords.com
www.visualthesaurus.com

onelook.com

APPENDIX Sequence of Instruction for Core Affixes and Roots: Intermediate, Middle, and Secondary Levels

The following prefixes and suffixes have usually been introduced in the primary grades, but they should be addressed in the intermediate and middle grades as they combine with the words that are appropriate at these levels:

| Prefixes[1]			Suffixes		
un-	not, opposite	unlock	-y	like	lacy
			-ly		gladly
in-	not, without	incorrect			
im-		impossible	-er	comparative	colder
il-		illegible	-es	superlative	coldest
ir-		irresponsible	-less	without	penniless
re-	again, back	remake	-ness	condition	happiness
dis-	opposite, not, apart	disagree	-ful	full of, like	hopeful
		dislike	-er	people who	teacher
		disconnect	-or	do things	actor
non-	not	nonfiction	-ist		pianist
mis-	badly, wrongly	misfortune			
		misfire			
pre-	before	preview			
		preseason			
uni-	one	unicycle			
bi-	two	bicycle			
tri-	three	tricycle			

Figure 4.1 Zach's Independent Work Contract

Independent Work Contract for _____
Week of _____

Monday	Tuesday	Wednesday	Thursday	Friday
Must Do: 1. Sort your words with a partner. 2. Record your feature explanations in word study notebook. Choice: 1. Read from your book set: _____ 2. Writing Sort	Must Do: 1. Blind Writing Sort Choice: 1. Speed Sort 2. Writing Sort Word Hunt	Must Do: 1. Sort your words with a partner. 2. Speed Sort Choice: 1. Read from your book set: _____ 2. Speed Sort 3. Writing Sort 4. Word Hunt	Must Do: 1. Blind Writing Sort Choice: 1. Speed Sort 2. Writing Sort 3. Word Hunt	Must Do: 1. Blind Writing Sort Choice: 1. Read from your book set: _____ 2. Review old sort.

Figure 4.17 Ms. Thiessen's Word Study Routine

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher-Directed Activities	Teacher-introduced closed sort		Manipulation and word analysis		Manipulation and word analysis
Collaborative or Independent Activities	Repeated Sort	Buddy Sort Word Hunt	Speed Sort	Writing Sort	Friday Test/ Writing Sort
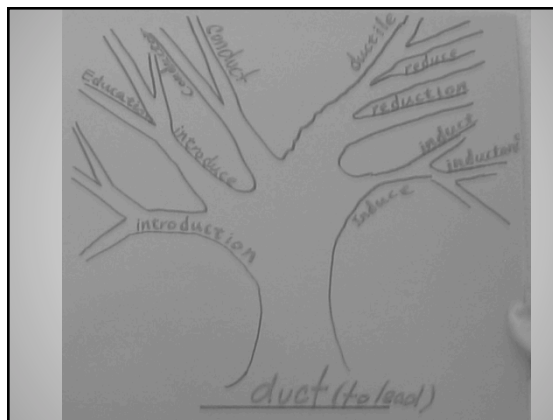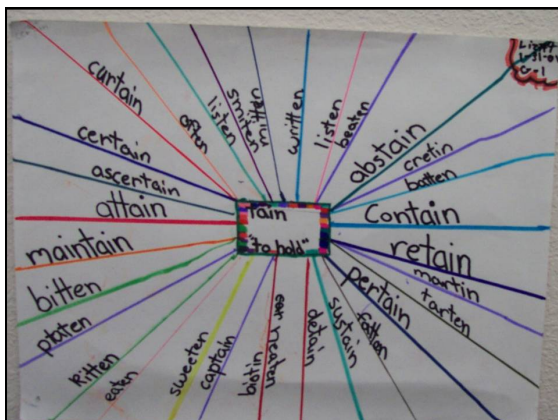
Schedule for 6th Grade Integrated Unit on Nature

Day 1		9:15 – 9:40	9:45 – 10:10	10:15 – 10:40
	Group 1	WC bibliographies	WC	SGW* contracts
	Group 2	WC	WC	SGW
	Group 3	WC	WC	SGW
Day 2		9:15 – 9:40	9:45 – 10:10	10:15 – 10:40
	Group 1	IS	WC	SGW literature circles
	Group 2	IS	WC	SGW* contracts
	Group 3	IS	WC	SGW literature circles
Day 3		9:15 – 9:40	9:45 – 10:10	10:15 – 10:40
	Group 1	WC	IS	SGW literature circles
	Group 2	WC	IS	SGW literature circles
	Group 3	WC	IS	SGW contracts
Day 4		9:15 – 9:40	9:45 – 10:10	10:15 – 10:40
	Group 1	WS*	IS	SGW literature circles
	Group 2	IS	WS*	SGW literature circles
	Group 3	SGW literature circles	IS	WS*
Day 5		9:15 – 9:40	9:45 – 10:10	10:15 – 10:40
Independent Study	Group 1	GRTA*	IS	IS

IS — Independent Study
SGW — Small Group Work

English Contract

Name _____ Date Due _____
Grade Desired _____ *Any work lost, left in locker or chewed by dog will be done over again.

	Points Worth	Points
Earned		
1. Participation in Reading and Discussion of _____	20	
2. Writing Assignment: Rough Draft and Final	20	
3. Word Study Sheets	20	
4. Journal Writing: 4 Paragraphs with Title	20	
5. Team Planning GRTA Questions	10	
6. Readers Response to Independent Reading	10	
Total Points	100	Points Earned: _____

Notes: a. Expect a quiz on homework readings. Grade: _____
b. Spelling Tests: Words will be taken from word study worksheets, and word study notebooks. Adapted from Invernizzi.

Schedule Card

5th Period		1:40 – 1:55	2:00 – 2:15	2:20 – 2:35
Day 1	Group 1	IR☆	IR	IR
	Group 2	IR	IR☆	IR
	Group 3	IR	IR	IR☆
Day 2	Group 1	RW☆	I	S
	Group 2	S	RW☆	I
	Group 3	I	S	RW☆
Day 3	Group 1	RG☆	I	S
	Group 2	S	RG☆	I
	Group 3	I	S	RG☆
Day 4	-- WHOLE CLASS MEETING --			
Day 5	Group 1	PA☆	PA	PA
	Group 2	PA	PA☆	PA
	Group 3	PA	PA	PA☆

IR — Independent Reading
RW — Reading Workshop
S — Skills Work
I — Independent Work
PA — Personal Activity
☆ — Student – Teacher Conference

FIGURE 8.5 Weekly Vocabulary Schedule

Days	Teaching Focus	Key Independent Activities
1. Monday	Introduce vocabulary; Use words in context in discussion with class	• Complete Day 1 vocabulary self-assessment • Hunt for interesting words • Vocabulary brainstorming • Practice vocabulary sort
2. Tuesday	Use words in context in discussions; Vocabulary hunt; Enter vocabulary in Vocabulary Notebook; Deep study of a few words (2–3 words)	• Share interesting words and locate several key vocabulary terms in text • Concept organization of vocabulary with concept sorts, maps, or charts • Group sort with student participation and teacher scaffolding • Add related words • Consult etymologies • Explore online resources

3. Wednesday	Continued deep study of a few words (2–3 words) Share deep studies	• Continue to study several vocabulary words deeply • Make Vocabulary Notebook entry of new information from shared vocabulary study • Buddy concept sort • Introduce vocabulary games • Play one or two rounds of vocabulary games
4. Thursday	Share deep studies Prepare Vocabulary Reflections	• Enter related words in Vocabulary Notebook • Word hunts for related vocabulary words • Prepare written reflections on vocabulary • Play vocabulary games
5. Friday	Share Vocabulary Reflections Assessment Planning	• Review reflections of vocabulary learning with a partner or in small group • Update vocabulary self-assessment with a partner • Assess, including sorts and writing sorts • Consider pacing in planning for new sort or continuing the current sort

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. Word study is generative; learn one word, learn ten.
5. Vocabulary, morphology, spelling, and grammar instruction intertwine.
6. Academic vocabulary can be taught in a variety of contexts and in phrases.

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