

GLOBAL
EDITION



Words Their Way[®]

*Word Study for Phonics, Vocabulary and
Spelling Instruction*

SIXTH EDITION



Donald R. Bear • Marcia Invernizzi • Shane Templeton • Francine Johnston

ALWAYS LEARNING

PEARSON

Words Their Way[®]

This page intentionally left blank

Words Their Way®

Word Study for Phonics, Vocabulary and Spelling Instruction

S I X T H E D I T I O N

G L O B A L E D I T I O N

Donald R. Bear

Iowa State University

Marcia Invernizzi

University of Virginia

Shane Templeton

University of Nevada, Reno

Francine Johnston

University of North Carolina at Greensboro

PEARSON

Boston • Columbus • Indianapolis • New York • San Francisco • Upper Saddle River
Amsterdam • Cape Town • Dubai • London • Madrid • Milan • Munich • Paris • Montreal • Toronto
Delhi • Mexico City • Sao Paulo • Sydney • Hong Kong • Seoul • Singapore • Taipei • Tokyo

Vice President & Publisher: Jeffery W. Johnston
Executive Editor: Meredith D. Fossel
Senior Development Editor: Max Effenson Chuck
Editorial Assistant: Maria Feliberty
Programme Manager: Karen Mason
Project Manager: Cynthia DeRocco/Christina Taylor
Senior Acquisitions Editor, Global Edition: Sandhya Ghoshal
Senior Project Editor, Global Edition: Daniel Luiz
Manager, Media Production, Global Edition: M. Vikram Kumar
Senior Manufacturing Controller, Production, Global Edition: Trudy Kimber
Project Manager, Global Edition: Ruchi Sachdev
Executive Marketing Manager: Krista Clark
Editorial Production Service: MPS North America LLC
Manufacturing Buyer: Deidra Skahill
Electronic Composition: Jouve
Interior Design: MPS North America LLC
Art Director: Diane Lorenzo
Illustrator: Francine Johnston

Credits and acknowledgements borrowed from other sources and reproduced, with permission, in this textbook appear on appropriate page within text.

Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England

and Associated Companies throughout the world

Visit us on the World Wide Web at:
www.pearsonglobaleditions.com

© Pearson Education Limited 2015

The rights of Donald R. Bear, Marcia Invernizzi, Shane Templeton and Francine Johnston to be identified as the authors of this work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

Authorized adaptation from the United States edition, entitled *Words Their Way®: Word Study for Phonics, Vocabulary and Spelling Instruction*, 6th edition, ISBN 978-0-13-399633-3, by Donald R. Bear, Marcia Invernizzi, Shane Templeton and Francine Johnston, published by Pearson Education © 2016.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without either the prior written permission of the publisher or a license permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd, Saffron House, 6–10 Kirby Street, London EC1N 8TS.

All trademarks used herein are the property of their respective owners. The use of any trademark in this text does not vest in the author or publisher any trademark ownership rights in such trademarks, nor does the use of such trademarks imply any affiliation with or endorsement of this book by such owners.

ISBN 10: 1-292-10753-7
ISBN 13: 978-1-292-10753-0

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the British Library.

10 9 8 7 6 5 4 3 2 1
14 13 12 11 10

Typeset in Janson Text LT Std Roman by S4Carlisle Publishing Services.

Printed and bound by Vivar in Malaysia.

*This book is dedicated to
the memory of our teacher,
Edmund H. Henderson.*

**Donald R. Bear
Marcia Invernizzi
Shane Templeton
Francine Johnston**

Letter from the Authors

Dear Educator,

It is an honour for the authors of *Words Their Way®: Word Study for Phonics, Vocabulary, and Spelling Instruction* to present the sixth edition of this seminal text on word study. Accompanying this edition is an online resource, PDToolkit for *Words Their Way®*, featuring classroom video, printable sorts and games, online interactive sorts, assessment tools and applications all in one place. These tools will help you to effectively implement word study instruction in your classroom.

For the sixth edition, the authors highlight a few key ideas presented in *Words Their Way*.

Donald

Words Their Way presents a developmental approach that makes word study more efficient and responsive. This approach to word study integrates phonics, spelling and vocabulary because of the reciprocal nature of literacy: what students learn in spelling transfers to reading, and what they learn in reading transfers to spelling and vocabulary. These are not, therefore, three separate and unrelated areas of instruction. Integrating phonics, vocabulary and spelling instruction with a developmental approach contributes, we hope, to deep and rewarding learning and teaching.

Marcia

Words Their Way has gotten teachers to think about phonics, spelling and vocabulary instruction from a completely different point of view. Teachers welcome our student-centred, minds-on, active approach that considers word study not only as an integral part of literacy development, but also as an integral vehicle for fostering critical thinking. Effective word study lessons pose questions and involve students in solving problems through careful analysis, reflection and discussion. The questions teachers pose during words study—such as, “Why do some words end in a silent *e*?”—encourage an investigative mindset, and give purpose for engaging in word study activities such as word sorts. The language we use when we talk with students about words has a powerful influence on their self-efficacy as learners. This is in sharp contrast to most phonics and spelling programmes that merely ask students to memorise relationships, rules and words.

Shane

Words Their Way helps teachers provide their students with the breadth and depth of exploration necessary to construct knowledge about words over time—from individual letters to sound, from groups of letters to sound and from groups of letters to meaning. Awareness and appreciation of how children construct this knowledge empowers and emboldens many teachers to advocate for developmental instruction in word study specifically and in literacy more generally. This understanding is now being

applied to instruction in vocabulary—in particular, general academic vocabulary and domain-specific vocabulary.

Francine

Students learn best when they are working with content that is in their “Zone of Proximal Development” or window of opportunity. *Words Their Way* offers an assessment-driven developmental guide for word study that helps teachers to differentiate instruction to meet children’s needs and provides the resources to do so.

Bring your colleagues and come join us in the most active edition of *Words Their Way*® yet. We wish you happy sorting with your students!

Sincerely,

Donald R. Bear Marcia Invernizzi Shane Templeton Francine Johnston

About the Authors

Donald R. Bear is director of the Duffelmeyer Reading Clinic in the School of Education, Iowa State University, where he and his students teach and assess students who are experiencing difficulties learning to read and write. A former elementary teacher, Donald currently researches literacy development with a special interest in students who speak different languages. He partners with schools and districts to think about how to assess and conduct literacy instruction.

Marcia Invernizzi is executive director of the McGuffey Reading Centre in the Curry School of Education at the University of Virginia. She and her multilingual doctoral students enjoy exploring developmental universals in non-English orthographies. A former English and reading teacher, Marcia extends her experience working with children who experience difficulties learning to read and write to numerous intervention programmes, such as Virginia's Early Intervention Reading Initiative and Book Buddies.

Shane Templeton is Foundation Professor Emeritus of Literacy Studies in the College of Education at the University of Nevada, Reno. A former classroom teacher at the primary and secondary levels, his research focusses on the development of orthographic and vocabulary knowledge. He has written several books on the teaching and learning of reading and language arts and is a member of the Usage Panel of the *American Heritage Dictionary*.

Francine Johnston is retired from the School of Education at the University of North Carolina at Greensboro, where she coordinated the reading master's programme and directed a reading clinic for struggling readers. Francine is a former first grade teacher and reading specialist, and she continues to work with schools as a consultant.

Brief Contents

- CHAPTER 1** Developmental Word Knowledge 26
- CHAPTER 2** Getting Started: The Assessment of Orthographic Development 46
- CHAPTER 3** Organising for Word Study: Principles and Practices 72
- CHAPTER 4** Word Study for Learners in the Emergent Stage 114
- CHAPTER 5** Word Study for Beginners in the Letter Name-Alphabetic Stage 170
- CHAPTER 6** Word Study for Transitional Learners in the Within Word Pattern Stage 222
- CHAPTER 7** Word Study for Intermediate Readers and Writers: The Syllables and Affixes Stage 264
- CHAPTER 8** Word Study for Advanced Readers and Writers: The Derivational Relations Stage 300

Contents

Activities	17
Preface	19

CHAPTER 1 Developmental Word Knowledge 26



The Braid of Literacy 27

Children's Spellings: A Window into Developing Word Knowledge	28
Why Is Word Study Important?	29
What Is the Purpose of Word Study?	30

What Is the Basis for Developmental Word Study? 30

Alphabet	31
Pattern	31
Meaning	32
Learning the Layers of English Orthography	33

The Development of Orthographic Knowledge 34

Stages of Spelling Development	35
Emergent Stage	36
Letter Name–Alphabetic Stage	36
Within Word Pattern Stage	37
Syllables and Affixes Stage	38
Derivational Relations Stage	38

The Synchrony of Literacy Development 39

Emergent Readers	39
Beginning Readers	39
Transitional Readers	41

Intermediate and Advanced Readers	41
-----------------------------------	----

Words Their Way	42
-----------------	----

CHAPTER 2 Getting Started 46



Informal Observations to Assess Orthographic Knowledge 47

Observe and Interpret Students' Writing	47
Observe Students' Reading	48

Qualitative Spelling Inventories 49

The Development of Inventories	49
Using Inventories	50
Score and Analyse the Spelling Inventories	53
Sample Practice	57

Group Students for Instruction 59

Grouping to Meet Students' Diverse Needs	59
Classroom Composite Chart	59
Spelling-by-Stage Classroom Organisation Chart	61
Factors to Consider When Organising Groups	61

Other Assessments 63

Qualitative Spelling Checklist	64
Emergent Class Record	64
Kindergarten Spelling Inventory	64

McGuffey Spelling Inventory 64

Viise's Word Feature Inventory 65

Set Goals and Monitor Student Growth over Time 65

Use a Variety of Assessments to Monitor Growth 65

Develop Expectations for Student Progress 67

Goal-Setting/Progress Monitoring Charts 67

Changing Groups in Response to Progress 68

Sharing Progress with Parents and Other Teachers 68

Assessing the Spelling Development of English Learners 70

Predictable Spelling Confusions 71

The Influences of Students' Primary Languages 71

Conclusion 71

CHAPTER 3 Organising for Word Study 72



The Role of Word Sorting 75

Teaching New Word Knowledge through Sorting 75

Teaching Phonics through Sorting 76

Types of Sorts 76

Sound Sorts 76

Pattern Sorts 77

Meaning Sorts 78

A Continuum of Support When Introducing Sorts 78

Teacher-Directed Closed Sorts 79

Check and Reflect 81

Guess My Category: A Teacher-Directed Sort 82

Student-Centred Sorts 82

Teacher Talk and Student Reflection 83

Extensions and Follow-Up Routines 85

Repeated Sorts 85

Buddy Sorts 85

Blind Sorts 85

Writing Sorts 85

Blind Writing Sorts 86

Speed Sorts 86

Word Hunts 86

Brainstorming 88

Draw and Label/Cut and Paste 88

Alternative Sorts 89

Games and Other Activities 89

Guidelines for Preparing Word Sorts 89

Resources for Sorts and Words 90

Making Sorts Harder or Easier 90

Oddballs 91

Preparing Your Sorts for Cutting and Storing 91

Preparing Word Study Games for Extension and Practice 94

Preparing Your Room 94

Implementation of Word Study Instruction 95

Managing Word Study in the Classroom 95

Scheduling Time for Word Study 95

Weekly Schedules 98

Schedules for Students Working with Picture Sorts 98

Schedule for Students Working with Word Sorts 100

Scheduling for Students in the Middle and Secondary Grades 103

Word Study Homework and Parental Expectations 104

Getting Started with Word Study 104

Integrating Word Study into Reading, Writing and the Language Arts Curriculum 106

Selecting Written Word Study Activities: A Caveat Regarding Tradition 108

Spelling Expectations 108

Principles of Word Study Instruction 110

RESOURCES FOR IMPLEMENTING WORD STUDY IN YOUR CLASSROOM 112

CHAPTER 4 Word Study for Learners in the Emergent Stage 114



From Speech to Print: Matching Units of Speech to Print 117

The Discourse Level 117

The Word Level 117

Sounds in Words 117

Characteristics of the Emergent Stage of Reading and Spelling 117

- Emergent Reading 118
- Emergent Writing 119
- Beginning to Match Sounds to Letters 121

The Context for Early Literacy Learning 121

- Support Emergent Writing 122
- Support Emergent Reading 123

The Literacy Diet for the Emergent Stage 124

- Oral Language, Concepts and Vocabulary 124
- Targeting Vocabulary in Read-Alouds 125
- Phonological Awareness 128

■ RESOURCE CONNECTIONS Resources for Teaching Phonological Awareness 129

- Alphabet Knowledge 131
- Letter–Sound Knowledge and Phonics 133
- Concepts about Print (CAP) 135
- Concept of Word in Text (COW-T) 137

■ RESOURCE CONNECTIONS Resources for Traditional Rhymes and Jingles 140

- The Language Experience Approach (LEA) 141

■ WORD STUDY Routines and Management 142

- Emergent Literacy Daily Management Plan 142

■ RESOURCES FOR IMPLEMENTING WORD STUDY IN YOUR CLASSROOM 144**Activities for the Emergent Stage 144**

- Oral Language, Concepts and Vocabulary* 144
- Phonological Awareness (PA)* 149
- Alphabet Knowledge* 154
- Letter–Sound Knowledge* 160
- Concepts about Print (CAP)* 162
- Concept of Word in Text (COW-T)* 165

Literacy Development of Students in the Letter Name–Alphabetic Stage 173

- Reading 173
- Writing 174
- Vocabulary Learning 175

Orthographic Development in the Letter Name–Alphabetic Stage 176

- Letter Names 177
- Letter Sounds 177
- How Consonant Sounds Are Articulated in the Mouth 178
- Vowels in the Letter Name–Alphabetic Stage 179
- Other Orthographic Features 181
- Spelling Strategies in the Letter Name–Alphabetic Stage 182

Word Study Instruction for the Letter Name–Alphabetic Stage 183

- Reading Instruction 183
- Sequence and Pacing of Word Study 185
- The Study of Consonant Sounds 187
- The Study of Short Vowels 189

Assess and Monitor Progress in the Letter Name–Alphabetic Stage 194

- Assess and Monitor Progress in Concept of Word 194
- Assess and Monitor Progress in Phonemic Awareness, Phonics and Spelling 194
- Assess and Monitor Progress in Sight Word Development 195

Word Study with English Learners in the Letter Name–Alphabetic Stage 196**■ WORD STUDY Routines and Management 197****■ RESOURCES FOR IMPLEMENTING WORD STUDY IN YOUR CLASSROOM 199****■ Activities for the Letter Name–Alphabetic Stage 199**

- Vocabulary Activities* 199
- Phonemic Awareness* 204
- Development and Use of Personal Readers and Word Banks* 205
- Dictionary Skills in the Letter Name–Alphabetic Stage* 210

■ RESOURCE CONNECTIONS Dictionaries for Beginning Readers 211

- Study of Initial Consonant Sounds* 211
- Study of Word Families* 213
- Study of Short Vowels* 217

CHAPTER 5 Word Study for Beginners in the Letter Name–Alphabetic Stage 170

CHAPTER 6 Word Study for Transitional Learners in the Within Word Pattern Stage 222



Literacy Development of Students in the Within Word Pattern Stage 224

Reading in the Within Word Pattern Stage	225
Writing in the Within Word Pattern Stage	225
Vocabulary Learning	226

Orthographic Development in the Within Word Pattern Stage 229

The Pattern Layer	229
The Complexities of English Vowels	230
The Influence of Consonants on Vowels	232
Triple Blends, Silent Initial Consonants and Other Complex Consonants	232
Homophones, Homographs and Other Features	233
Spelling Strategies	233

Word Study Instruction for the Within Word Pattern Stage 235

The Word Study Lesson Plan in the Within Word Pattern Stage	235
Picture Sorts to Contrast Long and Short Vowels	237
Teacher-Directed Two-Step Sort for Long Vowels	237
Open Sorts	238
Sequence and Pacing Word Study in the Within Word Pattern Stage	239
The Study of High-Frequency Words	240

Assess and Monitor Progress in the Within Word Pattern Stage 243

Weekly Spelling Tests	243
Unit Assessments and Goal Setting	243

Word Study with English Learners in the Within Word Pattern Stage 244

Teaching Vowels to English Learners	244
Strategies for Teaching and Assessing English for English Learners	245

WORD STUDY Routines and Management 246

Word Study Notebooks in the Within Word Pattern Stage	246
Word Hunts	247
Homework	247

RESOURCES FOR IMPLEMENTING WORD STUDY IN YOUR CLASSROOM 248

Activities for the Within Word Pattern Stage 248

Vocabulary Activities	248
Spelling Strategies and Dictionary Skills	251
Spelling Games and Activities	253

CHAPTER 7 Word Study for Intermediate Readers and Writers 264



Literacy Development of Students in the Syllables and Affixes Stage 266

Reading in the Syllables and Affixes Stage	266
Writing in the Syllables and Affixes Stage	267
Vocabulary Learning in the Syllables and Affixes Stage	267

Orthographic Development in the Syllables and Affixes Stage 273

Base Words and Inflectional Endings/Suffixes	274
Compound Words	275
Open and Closed Syllables and Syllable Patterns	276
Review Vowel Patterns in Two-Syllable Words	277
Accent or Stress	278
Further Exploration of Consonants	279
Base Words and Simple Derivational Affixes	279
Spelling Strategies	280

Word Study Instruction for the Syllables and Affixes Stage 281

Guidelines for Creating Sorts in the Syllables and Affixes Stage 282

Sequence and Pacing of Word Study in the Syllables and Affixes Stage 282

Assess and Monitor Progress in the Syllables and Affixes Stage 285

Weekly Assessments and Spell Checks 285

Monitoring Progress and Goal Setting 285

Word Study with English Learners in the Syllables and Affixes Stage 286**■ WORD STUDY Routines and Management 287**

The Word Study Lesson Plan in the Syllables and Affixes Stage 287

Word Study Notebooks in the Syllables and Affixes Stage 287

■ RESOURCES FOR IMPLEMENTING WORD STUDY IN YOUR CLASSROOM 288**Activities for the Syllables and Affixes Stage 289**

Vocabulary Activities 289

Dictionary Skills for Syllable and Affixes Spellers 291

CHAPTER 8 Word Study for Advanced Readers and Writers 300**Development of Students in the Derivational Relations Stage 301**

Reading in the Derivational Relations Stage 302

Writing in the Derivational Relations Stage 302

Vocabulary Learning in the Derivational Relations Stage 303

■ RESOURCE CONNECTIONS Resources for Word Study—Greek and Latin Elements, and Word Origins 305

■ RESOURCE CONNECTIONS Web Resources about Words 307

■ RESOURCE CONNECTIONS Teacher Resources for Word-Specific Vocabulary Activities 308

Orthographic Development in the Derivational Relations Stage 308

The Spelling–Meaning Connection 309

Sound Alternations 311

Greek and Latin Elements 312

Predictable Spelling Changes in Vowels and Consonants 314

Advanced Suffix Study 314

Assimilated Prefixes 316

Spelling Strategies 317

Word Study Instruction for the Derivational Relations Stage 317

Sequence and Pacing 317

Assess and Monitor Progress in the Derivational Relations Stage 318**Word Study with English Learners in the Derivational Relations Stage 319****■ WORD STUDY Routines and Management 320**

Teacher-Directed Word Study Instruction 320

Routines 320

Word Study Notebooks 321

Preparing Sorts in the Derivational Relations Stage 322

Resources for Implementing Word Study in Your Classroom 322

ACTIVITIES FOR THE DERIVATIONAL RELATIONS STAGE 323**APPENDICES 339**

APPENDIX A Assessment Materials 340

APPENDIX B Sound Boards 354

APPENDIX C Pictures for Sorts and Games 357

APPENDIX D	Sample Word Sorts by Spelling Stage	378
APPENDIX E	Word Lists	388
APPENDIX F	Games and Templates for Sorts	423
APPENDIX G	Other Resources	434
Glossary		437
References		443
Index		453

This page intentionally left blank

ACTIVITIES for the Emergent Stage 144

- 4.1 Using Interactive Read-Alouds to Develop Vocabulary 144
- 4.2 PEER—Retellings through Dialogic Reading 145
- 4.3 Turn and Talk 146
- 4.4 Paste the Pasta and Other Concrete Concept Sorts 146
- 4.5 Concept Books and Concept Sorts 147
- 4.6 All My Friends Photograph Sort 148
- 4.7 Transportation Unit 148
- 4.8 Two for One! Long Words, Short Words 149
- 4.9 Whose Name Is Longer? Let's Clap to Find Out! 149
- 4.10 Rhyme in Children's Books 150
- 4.11 Match and Sort Rhyming Pictures 150
- 4.12 Rhyming Books as a Starting Point to Invent Rhymes 151
- 4.13 Making Up Rhymes 151
- 4.14 Use Songs to Develop a Sense of Rhyme and Alliteration 151
- 4.15 Rhyming Bingo 152
- 4.16 Rhyming Concentration 152
- 4.17 Pamela Pig Likes Pencils: Beginning Sounds and Alliteration 152
- 4.18 It's in the Bag—A Phoneme Blending Game 153
- 4.19 Incorporate Phonological Skills into Daily Activities 153
- 4.20 The Alphabet Song and Tracking Activities 154
- 4.21 Share Alphabet Books 155
- 4.22 Chicka Chicka Boom Boom Sort 156
- 4.23 Start with Children's Names 156
- 4.24 One Child's Name 157
- 4.25 Alphabet Scrapbook 157
- 4.26 Alphabet Eggs 157
- 4.27 Alphabet Concentration 158
- 4.28 Letter Spin 158
- 4.29 Alphabet Cereal Sort 159
- 4.30 Font Sorts 159
- 4.31 Use Alphabet Books to Enhance Beginning Sounds and Introduce Dictionary Skills 160
- 4.32 Soundline 161
- 4.33 Letter Spin for Sounds 161
- 4.34 Initial Consonant Follow-the-Path Game 161
- 4.35 "Who Can Find?" 162
- 4.36 Explore the World of Logos 162
- 4.37 What Were You Saying? 163
- 4.38 Interactive Writing and Morning Message 163
- 4.39 The Concept of Word Whole-to-Part Five-Day Lesson Framework 165
- 4.40 Cut-Up Sentences 167
- 4.41 Be the Sentence 167
- 4.42 Stand Up and Be Counted 168

ACTIVITIES for the Letter Name–Alphabetic Stage 199

- 5.1 Anchored Vocabulary Instruction 199
- 5.2 Think-Pair-Share 200
- 5.3 Books and Concept Sorts 201
- 5.4 Thematic Unit on Animals as a Starting Point for Concept Sorts 202
- 5.5 Creative Dramatics 202
- 5.6 Acting Out Meanings 203
- 5.7 Beginning-Middle-End: Find Phonemes in Sound Boxes 204
- 5.8 Push It Say It 204
- 5.9 Collecting Individual Dictations and Group Experience Stories 205
- 5.10 Support Reading with Rhymes and Pattern Stories 207
- 5.11 Harvesting Words for Word Banks 207
- 5.12 The Grand Sort with Word Bank Words 208
- 5.13 Reviewing Word Bank Words 209

- 5.14 Read It, Find It 209
- 5.15 Alphabetical Order 210
- 5.16 Picture Dictionaries and Illustrated Word Books 210
- 5.17 Sound Boards 211
- 5.18 Hunting for Words and Pictures 211
- 5.19 Initial Sound Bingo 212
- 5.20 Gruff Drops Troll at Bridge 212
- 5.21 Match! 213
- 5.22 Build, Blend and Extend 214
- 5.23 Word Family Wheels and Flip Charts 214
- 5.24 Show Me 215
- 5.25 Word Maker 215
- 5.26 Roll the Dice 216
- 5.27 Rhyming Families 216
- 5.28 Go Fish 217
- 5.29 Hopping Frog Game 217
- 5.30 Making-Words-with-Cubes Game 218
- 5.31 Follow-the-Pictures Spelling Game 219
- 5.32 Slide-a-Word 219
- 5.33 Put in an *m* or *n*: Preconsonantal Nasals 220

ACTIVITIES for the Within Word Pattern Stage 248

- 6.1 Concept Sort for Math 248
- 6.2 Semantic Brainstorms 249
- 6.3 Semantic Sorts 250
- 6.4 Shades of Meaning 250
- 6.5 "Said Is Dead" and "Good-Bye Good" 251
- 6.6 Have-a-Go Sheets 251
- 6.7 Dictionary Skills for Within Word Pattern Spellers 252
- 6.8 Dictionary Scavenger Hunts and How Many Turns 253
- 6.9 Word-O or Word Operations 253
- 6.10 Train Station Game 254
- 6.11 Turkey Feathers 255
- 6.12 The Racetrack Game 255

- 6.13 The Spelling Game 256
- 6.14 "I'm Out" 256
- 6.15 Vowel Spin 257
- 6.16 Vowel Concentration 258
- 6.17 Sheep in a Jeep Game 258
- 6.18 Jeopardy Game 259
- 6.19 Vowel Rummy Card Game 260
- 6.20 Declare Your Category! 260
- 6.21 Word Categories 261
- 6.22 Word Study Uno 262
- 6.23 Homophone Win, Lose or Draw 262
- 6.24 Homophone Rummy 262
- 6.25 Hink Pinks 263

ACTIVITIES for the Syllables and Affixes Stage 289

- 7.1 Semantic Maps 289
- 7.2 Concept Mapping 289
- 7.3 Vocabulary Jeopardy 290
- 7.4 Word Roots 290
- 7.5 Teaching the Dictionary 292

- 7.6 Weekly Word Study Notebook Dictionary Assignments 292
- 7.7 Dictionary Bees 293
- 7.8 Compound Word Activities 293
- 7.9 Double Scoop 294
- 7.10 Freddy, the Hopping, Diving, Jumping Frog 295
- 7.11 Slap Jack 295
- 7.12 Double Crazy Eights 296
- 7.13 Pair Them Up 297
- 7.14 The Apple and the Bushel 297
- 7.15 Prefix Spin 297
- 7.16 Homophone Solitaire 298

ACTIVITIES for the Derivational Relations Stage 323

- 8.1 You Teach the Word 323
- 8.2 Break It Down 323
- 8.3 Words That Grow from Base Words and Word Roots 323
- 8.4 Latin Jeopardy 325

- 8.5 Word Part Shuffle 326
- 8.6 Quartet 326
- 8.7 It's All Greek to Us 328
- 8.8 Brainburst 328
- 8.9 Joined at the Roots 328
- 8.10 Root Webs 329
- 8.11 Identifying the Meanings of Word Roots 329
- 8.12 Combining Roots and Affixes 331
- 8.13 From Spanish to English—A Dictionary Word Hunt 331
- 8.14 The Synonym/Antonym Continuum 331
- 8.15 Semantic Feature Analysis 332
- 8.16 Which Suffix? 332
- 8.17 Defiance or Patience? 333
- 8.18 Assimile 334
- 8.19 Rolling Prefixes 335
- 8.20 Eponyms: Places, Things, Actions 335
- 8.21 Words That Grow from Indo-European Roots 336

I see and I forget. I hear and I remember. I do and I understand.

—Confucius

Word study involves “doing” things with words—examining, manipulating, comparing and categorising—and offers students the opportunity to make their own discoveries about how words work. When teachers use this practical, hands-on way to study words with students, they create tasks that focus students’ attention on critical features of words: sound, pattern and meaning.

Words Their Way is a developmental approach to phonics, vocabulary and spelling instruction. Guided by an informed interpretation of spelling errors and other literacy behaviours, *Words Their Way* offers a systematic, teacher-directed, child-centred plan for the study of words from kindergarten to high school. Step by step, the chapters explain exactly how to provide effective word study instruction. The keys to this research-based approach are knowing your students’ literacy progress, organising for instruction and implementing word study.

NEW to This Edition

- **NEW:** To enhance thoughtful discussions, a chart in Chapter 3 offers sample questions to guide problem solving, reflection, application and transfer.
- **NEW:** Ideas for teaching proofreading and dictionary skills have been developed for each level.
- **NEW:** Common Core State Standards are listed for each activity.
- **NEW:** Word study websites and resources are expanded for this edition.
- **NEW:** Academic vocabulary is introduced with accompanying vocabulary activities.
- **NEW:** Coverage of oral vocabulary is enhanced with additional activities at all stages.
- **NEW:** More assessments for the emergent stage have been added.
- **NEW:** A newly designed marginal icon connects the reader to specific videos, sorts or assessments on PDToolkit.
- **NEW:** Activities have been added, and many have been revised.
- **NEW:** Photos have been pulled from videos and appear in the book, further enhancing the interconnectedness between the text and the media.
- **NEW:** References throughout the book pertaining to student demographics and the latest research pertaining to word study have been updated.

PDToolkit for *Words Their Way*®

A website with media tools accompanies *Words Their Way*, sixth edition. Together with the text, the website provides the tools you need to carry out word study instruction that will motivate and engage your students and help them succeed in literacy learning.

The PDToolkit for *Words Their Way*® is available free for twelve months with the password that comes with this book. After twelve months, your subscription must be renewed. Be sure to explore and download the resources available at the website. The following resources are currently available:

- **NEW:** In addition to all new footage presented with the fifth edition of *Words Their Way*®, the classroom footage added to the sixth edition shows you teachers using word study at all of stages of development, including English learners and PreK–K and secondary students.
- An assessment tool provides downloadable inventories and feature guides, as well as interactive classroom composites that help you monitor your students' development throughout the year.
- Prepared word sorts and games for each stage will help you get started with word study in your classroom.
- A Create Your Own feature allows you to modify and create sorts and games and online computers.
- Word sorts that can be used with interactive whiteboards are available for each stage.

We will continue to add new other resources.

Knowing Your Students

Chapter 1 provides you with foundational information on word study and the research in orthography and literacy development that led to this word study approach. Then, Chapter 2 presents assessment and evaluation tools, walking you step by step through the process of determining your students' instructional level and focussing your word study instruction appropriately. After you administer one of the spelling inventories, you will be able to compile a feature guide for each of your students that will help you identify their stage and the word study features they are ready to master. The classroom composite will identify which students have similar instructional needs, allowing you to plan wisely and effectively for word study grouping.

The website includes progress monitoring charts and spell checks, enabling you to determine the effectiveness of instruction on a regular basis and to modify it as needed. On the PDToolkit for *Words Their Way*® you will find assessment resources to download, including:

- Primary Spelling Inventory, feature guide, error guide and classroom composite
- Elementary Spelling Inventory, feature guide, error guide and classroom composite
- Upper-Level Spelling Inventory, feature guide and classroom composite
- Spelling-by-Stage Organisational Chart
- Qualitative Spelling Checklist
- Emergent Class Record and other emergent assessments
- Word Feature Inventory
- McGuffey Qualitative Spelling Inventory
- Kindergarten Spelling Inventory and Analysis
- Progress monitoring charts
- Spell checks

Organising for Instruction

Chapter 3 outlines the most effective ways to organise word study for classroom instruction. We suggest activities for small groups, partners and individuals that can be incorporated into weekly routines that will help you manage levelled groups for instruction at all grade levels. We also describe a continuum of support that will help you plan and implement lessons to maximise classroom time. Tips are provided to help guide discussions about words.

Implementing Word Study

Once you have assessed your students, created levelled groups and developed routines for word study, the information and materials in Chapters 4 through 8 and the Appendixes will guide your instruction. Chapters 4 through 8 explore the characteristics of each particular stage, from the emergent learner through to the advanced reader and writer in the derivational relations stage of spelling development. Each of these chapters covers the research and principles that drive instruction and the most appropriate sequence and instructional pacing.

Activities described in each chapter include concept sorts, word sorts and games, which will help you focus instruction where it is needed to move students into the next stage of development. These word study activities promise to engage your students, motivate them and improve their literacy skills. The activities sections have shaded tabs for your convenience, creating a handy classroom resource. New to this edition are additional vocabulary strategies for each developmental level.

Importantly, as you work with the *Common Core State Standards*, you will see how *Words Their Way* supports the Reading Foundational Skills and the Language Standards across all the grades. The depth and breadth of word knowledge developed through *Words Their Way* also supports the Common Core's emphasis on students reading more complex literary and informational texts.

The Appendixes at the back of the book contain most of the assessment instruments described in Chapter 2, as well as word sorts, sound boards and game templates you will need to get your own word study instruction under way.

Companion Volumes

Additional stage-specific companion volumes provide you with a complete curriculum of reproducible sorts and detailed directions, including:

- *Words Their Way*[®]: *Letter and Picture Sorts for Emergent Spellers* (2nd ed.), by Donald R. Bear, Marcia Invernizzi, Francine Johnston and Shane Templeton
- *Words Their Way*[®]: *Word Sorts for Letter Name–Alphabetic Spellers* (2nd ed.), by Francine Johnston, Donald R. Bear, Marcia Invernizzi and Shane Templeton
- *Words Their Way*[®]: *Word Sorts for Within Word Pattern Spellers* (2nd ed.), by Marcia Invernizzi, Francine Johnston, Donald R. Bear and Shane Templeton
- *Words Their Way*[®]: *Word Sorts for Syllables and Affixes Spellers* (2nd ed.), by Francine Johnston, Marcia Invernizzi, Donald R. Bear and Shane Templeton
- *Words Their Way*[®]: *Word Sorts for Derivational Relations Spellers* (2nd ed.), by Shane Templeton, Francine Johnston, Donald R. Bear and Marcia Invernizzi

Other related volumes are designed to meet the needs of English learners and students in the intermediate and secondary levels:

- *Words Their Way*[®] for PreK–K, by Francine Johnston, Marcia Invernizzi, Lori Helman, Donald R. Bear and Shane Templeton
- *Words Their Way*[®] with English Learners: *Word Study for Phonics, Vocabulary, and Spelling* (2nd ed.), by Lori Helman, Donald R. Bear, Shane Templeton, Marcia Invernizzi and Francine Johnston
- *Words Their Way*[®]: *Emergent Sorts for Spanish-Speaking English Learners*, by Lori Helman, Donald R. Bear, Marcia Invernizzi, Shane Templeton and Francine Johnston
- *Words Their Way*[®]: *Letter Name–Alphabetic Sorts for Spanish-Speaking English Learners*, by Lori Helman, Donald R. Bear, Marcia Invernizzi, Shane Templeton and Francine Johnston
- *Words Their Way*[®]: *Within Word Pattern Sorts for Spanish-Speaking English Learners*, by Lori Helman, Donald R. Bear, Marcia Invernizzi, Shane Templeton and Francine Johnston
- *Vocabulary Their Way*[®]: *Word Study with Middle and Secondary Students* (2nd ed.), by Shane Templeton, Donald R. Bear, Marcia Invernizzi, Francine Johnston, Kevin Flanigan, Lori Helman, Diana Townsend and Tisha Hayes
- *Words Their Way*[®] with Struggling Readers: *Word Study for Reading, Vocabulary, and Spelling Instruction, Grades 4–12*, by Kevin Flanigan, Latisha Hayes, Shane Templeton, Donald R. Bear, Marcia Invernizzi and Francine Johnston

Acknowledgements

We would like to thank the reviewers of our manuscript for their careful consideration and comments: Joan Boshart, Crossroads; Jennifer Carlson, Hamline University; Roni Daniel, Roche Ave. Elementary School; Terri L. Lurkins, Highland CUSD5; and Elizabeth E. Shriver, Cleveland State University. Colleagues and friends are too numerous to mention here, but those who have in recent years worked with and taught us include Kelly Bruskotter, Sharon Cathey, Shari Dunn, Kevin Flanigan, Michelle Flores, Kristin Gehsmann, Ashley Gotta, Amanda Grotting, Tisha Hayes, Lori Helman, Ryan Ichanberry, Darl Kiernan, Sandra Madura, Kara Moloney, Ann Noel, Leta Rabenstein, Kelly Rubero, Alisa Simeral, David Smith, Regina Smith, Kris Stosic and Alyson Wilson. We would like to thank the video production team from University of Nevada, Reno, for their excellent work on the video accompanying this book, as well as most of the photos in the book. The team includes Mark Gandolfo, Theresa Danna-Douglas, Maryan Tooker and Shawn Sariti.

We would also like to thank the following teachers for their classroom-tested activities: Cindy Aldrete-Frazer, Tamara Baren, Margery Beatty, Telia Blackard, Janet Bloodgood, Cindy Booth, Karen Broaddus, Wendy Brown, Janet Brown Watts, Karen Carpenter, Carol Caserta-Henry, Jeradi Cohen, Fran de Maio, Nicole Doner, Allison Dwier-Seldon, Marilyn Edwards, Monica Everson, Ann Fordham, Mary Fowler, Erika Fulmer, Elizabeth Harrison, Esther Heatley, Lisbeth Kling, Pat Love, Rita Loyacono, Barry Mahanes, Carolyn Melchiorre, Colleen Muldoon, Liana Napier, Katherine Preston, Brenda Riebel, Leslie Robertson, Geraldine Robinson, Elizabeth Shuett, Jennifer Sudduth and Charlotte Tucker.

Finally, a very special “thank you” to the following individuals: Meredith Fossel, who joined us in this new edition to navigate new terrains and ways of presenting word study, programme manager Karen Mason and project manager Cynthia DeRocco for support and attention to detail truly above and beyond; Lauren Hill, Rob Leon and the rest of the MPS North America LLC team; and Max Chuck, our developmental editor for this new edition.

This page intentionally left blank

Words Their Way[®]

Developmental Word Knowledge



For students of all ages and language backgrounds, knowing the ways in which their written language represents the language they speak is the key to literacy. In this sixth edition, we describe how teachers can most effectively guide and support students' learning about the sounds, structure and meanings of words—crafting our instruction so that our students learn about words *their* way. In addition to demonstrating how a developmental approach to word study best supports students' deep and long-term word learning, this new edition further explores how educators may apply this developmental model as they implement effective and engaging phonics, vocabulary and spelling instruction from preschool through the middle grades and beyond, and apply best practices for ongoing progress monitoring, response to intervention and scaffolding instruction for multilingual learners. Whether you are a long-standing companion on this adventure or joining us for the first time, we welcome you on this continuing journey to learn and teach about words *their* way.

The Braid of Literacy

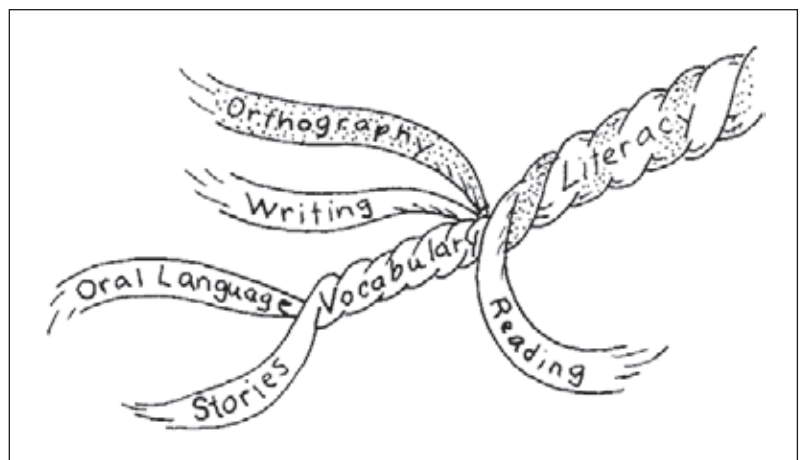
Literacy is like a braid of interwoven threads. The braid begins with the intertwining threads of oral language and stories that are read to children. As children experiment with putting ideas on paper, a writing thread is entwined as well. And all along the way, vocabulary is being learned and developed. As children move into reading, the threads of literacy begin to bond. Students' growing knowledge of spelling or **orthography**—the ways in which letters and letter patterns in words represent sound and meaning—strengthens that bonding. The size of the threads and the braid itself become thicker as orthographic knowledge grows (see Figure 1.1).

During the preschool years, children acquire word knowledge in a fundamentally aural way from the language that surrounds them. Through listening to and talking about everyday events, life experiences and stories, children develop a speaking vocabulary. As they have opportunities to talk about their everyday experiences, children begin to make sense of their world and to use language to negotiate and describe it. Children also begin to experiment with pen and paper when they have opportunities to observe parents, siblings and caregivers writing for many purposes. They gradually come to understand the forms and functions of written language. The first written words students learn are usually their own names, followed by those of significant others. Words such as *Mom*, *cat* and *dog* and phrases like *I love you* represent people, animals and ideas dear to their lives.

As students grow as readers and writers, the language of books and print becomes a critical component to furthering their literacy development. Vocabulary is learned when purposeful reading, writing, listening and speaking take place. Even more words can be learned when children explicitly examine printed words to discover consistencies among them and how consistent patterns relate to oral language—to speech sounds and to meaning.

A major aim of this book is to demonstrate how an exploration of spelling—orthography—can lead to lengthening and strengthening of the literacy braid. Teachers must understand the ways in which these threads intertwine to create this bond so that they can direct children's attention to words *their* way.

FIGURE 1.1 Braid of Literacy



There are similarities in the ways learners of all ages expand their knowledge of the world. It seems that humans have a natural interest in finding order and patterns, comparing and contrasting and paying attention to what remains the same despite minor variations. Infants learn to recognise Daddy as the same Daddy with or without glasses, with or without a hat or whiskers. Through such daily interactions, we categorise our surroundings. Similarly, our students expand their vocabularies by comparing one concept with another. Gradually, the number of concepts they analyse increases, but the process is still one of comparing and contrasting. They may first call anything with four legs “doggie” until they attend to the features that distinguish dogs, cats and cows, and later terriers, Labrador retrievers, border col-

lies and greyhounds. In the process, they learn the vocabulary to label the categories.

FIGURE 1.2 Emma Sorting Words



Word study, as described in this book, occurs in hands-on activities that reflect basic cognitive learning processes: comparing and contrasting by categorising word features, and then discovering similarities and differences within and between categories. Word features include their sounds, their spelling patterns and their meaning. For example, by sorting words according to whether they end in a “silent” *e*, as Emma is doing in Figure 1.2, students can discover a consistent pattern: words ending with a “silent” *e* usually have a long vowel sound (*ā* - *cake*) while those without a final *e* have a short vowel sound (*ă* - *cat*). Under the guidance of a knowledgeable teacher, the logic of the spelling system is revealed when students sort words into categories. During word study, words and pictures are sorted in routines that require children to examine, discriminate and make critical judgements about speech sounds, spelling patterns and meanings.

Children’s Spellings: A Window into Developing Word Knowledge

Students have probably been “inventing” their own spelling ever since paper and pencil have been available, but it was not until the early 1970s that Charles Read (1971, 1975) and Carol Chomsky (1971) took a serious look at young children’s spelling attempts. Their work introduced the world of literacy to the notion of “invented spelling”. Read understood that preschoolers’ attempts were not just random approximations of print. To the contrary, his linguistic analysis showed that children’s invented spellings provided a window into their developing word knowledge. These inventions revealed a systematic logic to the way some preschoolers selected letters to represent speech sounds.

At about the same time, Edmund Henderson and his colleagues at the University of Virginia had begun to look for similar logic in students’ spellings across ages and grade levels (Beers & Henderson, 1977; Henderson & Beers, 1980). Read’s findings provided these researchers with the tools they needed to interpret the errors they were studying. Building on Read’s discoveries, Henderson discerned an underlying logic to students’ errors that changed over time, moving from the spelling of single letters and letter groups or patterns (Henderson, Estes & Stonecash, 1972) to the spelling of meaning units such as suffixes and word roots. The Virginia spelling studies corroborated and extended Read’s findings upwards through the grades and resulted in a comprehensive

model of developmental word knowledge (Henderson, 1990; Templeton & Bear, 1992; Templeton & Morris, 2000).

Subsequent studies confirmed this developmental model across many groups of students, from preschoolers (Ouellete & Sénéchal, 2008; Templeton & Spivey, 1980) through adults (Bear, Truex & Barone, 1989; Massengill, 2006; Worthy & Viise, 1996), as well as across socioeconomic levels, dialects and other alphabetic languages (Bear, Helman & Woessner, 2009; Cantrell, 2001; He & Wang, 2009; Helman, 2009; Helman & Bear, 2007; Yang, 2005). The power of this model lies in the diagnostic information contained in students' spelling inventions that reveal their current understanding of written words (Invernizzi, Abouzeid & Gill, 1994). In addition, the analysis of students' spelling has been explored independently by other researchers (e.g., Bahr, Silliman & Berninger, 2009; Bissex, 1980; Ehri, 1992; Foorman & Petscher, 2010; Holmes & Davis, 2002; Larkin & Snowling, 2008; Nunes & Bryant, 2009; Richgels, 1995, 2001; Treiman, 1993; Treiman, Stothard & Snowling, 2013; Young, 2007).

Henderson and his students not only studied the development of children's spelling, but also devised an instructional model to support that development. They determined that through an informed analysis of students' spelling attempts, teachers can differentiate and provide timely instruction in phonics, spelling and vocabulary that is essential to move students forward in reading and writing. We call this efficient and effective instruction **word study**.

Why Is Word Study Important?

Becoming fully literate depends on fast, accurate recognition of words and their meanings in texts, and fast, accurate production of words in writing so that readers and writers can focus their attention on making meaning. This rapid, accurate recognition and production depends on students' written word knowledge—their understanding of phonics and spelling patterns, word parts and meanings. Planning and implementing a word study curriculum that explicitly teaches students necessary skills, and engages their interest and motivation to learn about words, is a vital aspect of any literacy programme. Indeed, how to teach students these basics in an effective manner has sparked controversy among educators for nearly two hundred years (Balmuth, 1992; Carnine, Silbert, Kame'enui & Tarver, 2009; Mathews, 1967; Schlagal, 2013; Smith, 2002). But helping students learn about words should not be controversial.

Many phonics, spelling and vocabulary programmes are characterised by explicit skill instruction, a systematic scope and sequence and repeated practice. However, much of the repeated practice consists of drill and memorisation, so students have little opportunity to discover spelling patterns, manipulate word concepts or apply critical thinking skills. Although students need explicit skill instruction within a systematic curriculum, it is equally true that “teaching is not telling” (James, 1899/1958).

Students need hands-on opportunities to manipulate words and features in ways that allow them to generalise beyond isolated, individual examples to entire groups of words that are spelled the same way (Joseph, 2002; Juel & Minden-Cupp, 2000; Templeton, Smith, Moloney, Van Pelt & Ives, 2009; White, 2005). Excelling at word recognition, spelling and vocabulary is not just a matter of memorising isolated rules and definitions. The best way to develop fast and accurate recognition and production of words is to engage in meaningful reading and writing, and to have multiple opportunities to examine those same words and their features in and out of context. The most effective instruction in phonics, spelling and vocabulary links word study to the texts students are reading, provides a systematic scope and sequence of word features, provides multiple opportunities for hands-on practice and application and promotes active thinking. Word study teaches students how to look at and analyse words so that they can construct an ever-deepening understanding of how spelling works to represent sound and meaning. We believe that this word study is well worth 10 to 15 minutes of instruction and practice daily (Carlisle, Kelcey & Berebitsky, 2013).

What Is the Purpose of Word Study?

The purpose of word study is twofold: it examines words in order to (1) reveal the logic and consistencies within our written language system and (2) help students master recognising, spelling, defining and using specific words. First, students develop a *general* knowledge of English spelling. Through active exploration, word study teaches students to examine words to discover generalisations about English spelling, such as the role of final silent *e* to mark a long vowel sound. They learn the regularities, patterns and conventions of English orthography needed to read and spell. This general knowledge reflects what students understand about the nature of our spelling system. Second, word study increases *specific* knowledge of words—the spellings and meanings of individual words.

General knowledge is what we use when we encounter a new word, when we do not know how to spell a word or when we do not know the meaning of a specific word. The better our general knowledge of the system, the better we are at decoding unfamiliar words, spelling correctly or guessing the meanings of words. For example, if you know about short vowels and consonants you would have no trouble attempting the word *brash* even if you have never seen or written it before. The spelling is straightforward, like so many single-syllable short vowel words. The general knowledge that words that are similar in spelling are related in meaning, such as *compete* and *competition*, makes it easier to understand the meaning of a word like *competitor*, even if it is unfamiliar. Additional clues offered by context also increase the chances of reading and understanding a word correctly.

To become fully literate, however, we also need specific knowledge about individual words. The word *rain*, for example, might be spelled *rane*, *rain* or *rayne*; all three spellings are theoretically plausible. However, only specific knowledge allows us to remember the correct spelling. Likewise, only specific knowledge of the spelling of *which* and *witch* makes it possible to know which is which! The relationship between specific knowledge and general knowledge of the system is *reciprocal*—each supports the other. Conrad (2008) expressed this idea in noting that “the transfer between reading and spelling occurs in both directions” (p. 876) and that “the orthographic representations established through practice can be used for both reading and spelling” (p. 869).

What Is the Basis for Developmental Word Study?

.....

Word study evolves from four decades of research exploring developmental aspects of word knowledge with children and adults (Henderson, 1990; Henderson & Beers, 1980; Templeton, 2011; Templeton & Bear, 1992). This line of research has documented the specific kinds of spelling errors that tend to occur in clusters and reflect students’ uncertainty over certain recurring spellings or orthographic principles. These “clusters” have been described in terms of (1) errors dealing with the alphabetic match of letters and sounds (FES for *fish*), (2) errors dealing with letter patterns (SNAIK for *snake*) and syllable patterns (POP-ING for *popping*) and (3) errors dealing with words related in meaning (INVUTATION for *invitation*; a lack of knowledge that *invite* provides the clue to the correct spelling of the second vowel). The same cluster types of errors have been observed among students with learning disabilities and dyslexia (Bear, Negrete & Cathey, 2012; Sawyer, Lipa-Wade, Kim, Ritenour & Knight, 1997; Templeton & Ives, 2007; Treiman, 1985; Worthy & Invernizzi, 1989), students who speak in variant dialects (Cantrell, 2001; Dixon, Zhao & Joshi, 2012; Stever, 1980; Treiman, Goswami, Tincoff & Leever, 1997) and students who are learning to read in different alphabetic languages (Bear, Templeton, Helman & Baren, 2003; Helman, 2004; Helman et al., 2012; Yang, 2005). Longitudinal and cross-grade-level research in developmental spelling has shown that developmental progression occurs for all learners of written English in the same direction, and varies only in the rate of acquisition (Invernizzi & Hayes, 2004; Treiman, Stothard & Snowling, 2013).