

TIPS AND NOTES ABOUT WORD STUDY

For English Language Learners [Words Their Way- Letter Name sort book page 2]:

- Reduce the number of words in the sort
- Spend more time saying the words aloud and discussing the meanings, not just the introductory lesson, but throughout the week
- Pair ELLs with English speakers for partner work
- Accept variations in pronunciation and allow students to sort in ways that make sense to them, but still reflects sound and pattern correspondences

EMERGENT SPELLERS TIPS

| Stage | Placement of students: | Appropriate activities for Emergent spellers: | |
|-------|--|---|--|
| | | <i>Word Sorts & More (Ganske)</i> | <i>Words Their Way: Word Sorts for Emergent Spellers</i> |
| | The students at this level often scribble to represent letter and numbers. These students lack concept of word and lack letter-sound correspondence or represents most important sounds with single letters. These students pretend to read. | | <ul style="list-style-type: none"> • Concept sorts and picture sorts • Listening for sounds • Rhymes and jingles • Alliteration and beginning sounds • Alphabet games and matching activities • Concept of Word (COW) activities |

LETTER NAME TIPS

| Stage | Placement of students: | Appropriate activities for LN spellers: | |
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| | | <i>Word Sorts & More (Ganske)</i> | <i>Words Their Way: Word Sorts for Letter Name Spellers</i> |
| Early Letter Name Spellers | These students know most of their letter sound correspondences for consonants, but may still confuse similarly articulated consonants (<i>y</i> & <i>w</i> , <i>b</i> and <i>p</i>). If students are missing 3 or more initial consonants, they will need more work on consonants (Consult the <i>Words Their Way: Word Sorts for Emergent Spellers</i> book) | <ul style="list-style-type: none"> • Partner sorting • Making and breaking words (using the letter cards included in Appendix C) • Draw and label • Write and draw • Word and picture hunts • Change-a-letter • Rhyme Time • Word Operations | <ul style="list-style-type: none"> • Repeated work with the pictures • Draw and label & cut and label • Word hunts and word banks • Games and other activities • Word building, blending, and extending • Reading decodable text/phonics readers (w/90% accuracy by the second reading) • Blind sorts or no-peeking sorts • Assessments |
| Middle Letter Name Spellers | These students will know initial and final consonants and will also be using but confusing some medial short vowels. They are ready to study blends and digraphs. | <ul style="list-style-type: none"> • Folder Games (See the <i>Words Their Way</i> book for examples) <p>Different types of sorting:</p> <ul style="list-style-type: none"> • Blind Sorts • Word, Object, Letter Hunts • Concept Sorts | <p><i>All of the above including:</i></p> <ul style="list-style-type: none"> • Draw and label and cut and paste |
| Late Letter Name Spellers | These students will spell some short vowels correctly as well as many blends and digraph. They are ready to focus on short vowels. | <ul style="list-style-type: none"> • Blind Sorts • Word, Object, Letter Hunts • Concept Sorts | <p><i>All of the above including:</i></p> <ul style="list-style-type: none"> • Writing sorts and Word Study Notebooks • Blind sorts or no-peeking sorts and writing sorts • Word building, blending, and extending |
| When to move on... | If students are spelling most short vowels correctly AND most blends and digraphs AND are using but confusing long-vowel markers, then they are ready to begin the study of long vowels in <i>Word Sorts for Within Word Patterns</i> . | | |

TRY 5

Try 5 is a way to check for understanding of the feature being studied. This may be completed using nonsense words, but more often includes the use real words that are unfamiliar to the students OR real syllables of familiar but longer words.

Try 5 Guidelines:

- The teacher selects 5 words to check for understanding. If using the *Word Sorts and More (Ganske)* book, these words are included in alphabetical order for all LN sorts. They are listed alphabetically, but should be “randomized” during the **Try 5** check.
- Depending on the features that have already been studied and which feature is currently under study, students may be held accountable for only a portion of the word, such as initial consonants or blends. By not limiting students to common three- or four- letter words, it is hoped that they will begin to apply the features they have studied when reading and writing other longer words.
 - When dictating **Try 5** words with more than one syllable, say something like **“The next one is hap... hap... as in happy.”**
Expect only the targeted syllable that fits the feature being studied.
- The teacher should determine how best to use the **Try 5** check. It may be completed orally or by asking students to record their responses. Additional checks for understanding may be carried out with the weeks cards by asking students to write as much of the word as they can while you randomly call out a few of the words.
- When pictures are being used, several of the weeks pictures may be placed in a car or bowl at a center with directions for the children to pull out FIVE, glue them on a sheet of paper, and record after each picture as much of the word as they can.

WITHIN WORD TIPS

| Stage | Placement of students: | Appropriate weekly routines for WW spellers: | |
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| | | <i>Word Sorts & More (Ganske)</i> | <i>Words Their Way: Word Sorts for Within Word Spellers</i> |
| EARLY | These students know short vowels and will be using but confusing silent vowel markers. They will be ready to contrast short and long vowels with pictures and words. If students are missing two or more short vowel sounds or blends and digraphs, they would benefit from sorts offered in <i>Words Sorts for Letter Name Spellers</i> . | <ul style="list-style-type: none"> • Change-a-letter (as review) • Partner sorting • Making and breaking words (using the letter cards included in Appendix C) • Write and draw • Word and picture hunts • Rhyme Time • Word Operations • Folder Games (See the Words Their Way book for examples) | <ul style="list-style-type: none"> • Repeated work with the pictures OR repeated work with the sort • Writing sorts and word study notebooks • Blind sort and writing sorts • Word hunts • Word-O or Word-Operations • Homophone Collection • Speed sorts • Games and other activities • Blind sorts or no-peeking sorts • Assessments |
| MIDDLE | These students will know some long vowels and may even have knowledge of “other vowels.” They will benefit from a review of common long-vowel patterns and the introduction of less common vowels. | <p>Different types of sorting:</p> <ul style="list-style-type: none"> • Writing Sorts • Blind Sorts • Speed Sorts • Word Hunts • Concept Sorts | <p><i>All of the above including:</i></p> <ul style="list-style-type: none"> • Draw and label and cut and paste |
| LATE | These students will spell most long vowels correctly, but will still make errors in the “other vowel” category. They may take a step back to review r-influenced vowels before moving on to later sorts in this sequence. | | <p><i>All of the above including:</i></p> <ul style="list-style-type: none"> • Repeated Work with the pictures • Writing sorts and Word Study Notebooks • Blind sorts or no-peeking sorts and writing sorts • Word building, blending, and extending |

SYLLABLE JUNCTURE/ SYLLABLES AND AFFIXES TIPS

| Stage | Placement of students: | Appropriate weekly routines for SJ/SA spellers: | |
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| | | <i>Word Sorts & More (Ganske)</i> | <i>Words Their Way: Word Sorts for Syllables and Affixes Spellers</i> |
| EARLY | These students will know how to spell both long vowel and other vowels in single-syllable words. They will be ready to explore in depth the generalizations that govern when to drop a final <i>e</i> or double the final consonant before <i>-ed</i> and <i>-ing</i> . If students are still missing two or more words under vowels or complex consonants, they will benefit from the sorts for late within word spellers. | <ul style="list-style-type: none"> • Partner sorting • Discovery Log • Write and Draw • Rhyme Time • Word Operations • SAW-Sort: Sort, Alphabetize, and Write • Folder Games (See the Words Their Way book for examples) • Card Games | <ul style="list-style-type: none"> • Repeated work with the pictures • Writing sorts and word study notebooks • More word study assignments (Ch3 of WTW) • Word hunts • Blind sorts and writing sorts • Speed sorts • Games and other activities (Ch6 & 7 of WTW) • Assessments |
| MIDDLE | These students will spell inflected endings correctly, but will make mistakes under syllable juncture and unaccented final syllables. They are ready to examine vowel patterns in two-syllable words, issues of syllable juncture, and accented and unaccented syllables. | <p>Different types of sorting:</p> <ul style="list-style-type: none"> • Writing Sorts • Blind Sorts • Speed Sorts • Word Hunts • Concept Sorts | <p><i>All of the above including:</i></p> <ul style="list-style-type: none"> • Segment words by syllable /Syllable division activities (SA: p 34) • Stressed/Unstressed sorting |
| LATE | These students will spell most words correctly under syllable juncture and unaccented final syllables and are transitioning into the derivational relations stage, spelling many affixes correctly. They will benefit from the study of the most common prefixes and suffixes in words that are easier in terms of spelling and meaning than the prefix sorts found at the Derivational Constancy/Relations stage. | | <p><i>All of the above including:</i></p> <ul style="list-style-type: none"> • When beginning to work with affixes, it may be advantageous to review parts of speech and word origins through dictionary work (SA: p 104) |

DERIVATIONAL CONSTANCY/ DERIVATIONAL RELATIONS TIPS

| Stage | Placement of students: | Appropriate weekly routines for DC/DR spellers: | |
|---|--|---|---|
| | | <i>Word Sorts & More (Ganske)</i> | <i>Words Their Way: Word Sorts for Derivational Relations Spellers</i> |
| Derivational Constancy/ Derivational Relations Spellers | These students are fairly competent spellers, so the “errors” they make are “higher level,” requiring a more advanced foundation of spelling and vocabulary knowledge. Because of this more advanced level of word knowledge, word study at this stage focuses as much on vocabulary development as it does on spelling development. | <ul style="list-style-type: none"> • Discovery Log • Write and Draw • Rhyme Time • Word Operations • SAW-Sort: Sort, Alphabetize, and Write • Folder Games (See the Words Their Way book for examples) • Card Games <p>Different types of sorting:</p> <ul style="list-style-type: none"> • Writing Sorts • Blind Sorts • Speed Sorts • Word Hunts • Concept Sorts | <ul style="list-style-type: none"> • Repeated work with the words • Explore word meanings with dictionaries • Writing sorts and word study/vocabulary notebooks • Student generated reflections (written) on what they have learned from a particular sort • When spelling rules have been generated, having students restate the rules in their own words (written) • Writing sentences demonstrating word meaning • Drawing pictures to illustrate word meanings • Word Hunts • Partner Work: <ul style="list-style-type: none"> • Timed sorts • Blind Sorts • Writing Sorts • Games and other activities • Assessment |