



# Words Their Way Parent Workshop

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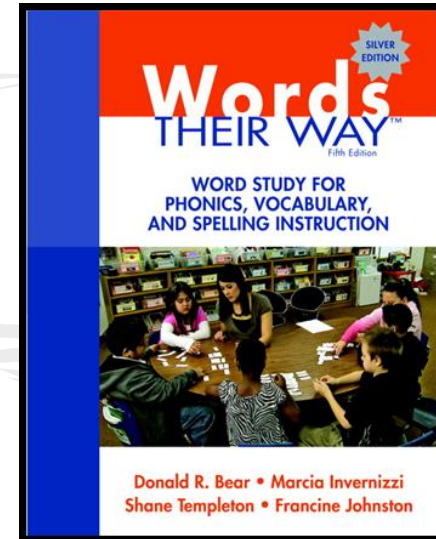
DAD AND MOM

PLES DONT GIV ME

CHEES FOR SNAK IT  
GIVS ME A HEDACHE.

LOVE  
LIAM

# What is Words Their Way?



- Authors: Francine Johnston, Donald Bear, Marcia Invernizzi, and Shane Templeton
- Developmentally driven instructional approach that provides an integrated way for children to learn phonics, vocabulary, and spelling in order to improve literacy skills
- Provides hands on practice of mastering spelling patterns versus rote memorization of words
- Follows our mission and vision of meeting children where they are, in order to keep them at their “cutting edge”.

# Why Words Their Way?

- Observations of the reading, writing, and spelling of middle school and intermediate elementary students
- Required textbook I've utilized for my graduate and undergraduate literacy courses at Northern Arizona University; now Grand Canyon University
- Is spelling about passing a spelling test every week; or is it about the study of words, their connection to literature, and the impact they have in our writing?

# What are the different spelling developmental stages?

- Emergent
- Alphabetic
- Within Word
- Syllables and Affixes
- Derivational Relations



**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*

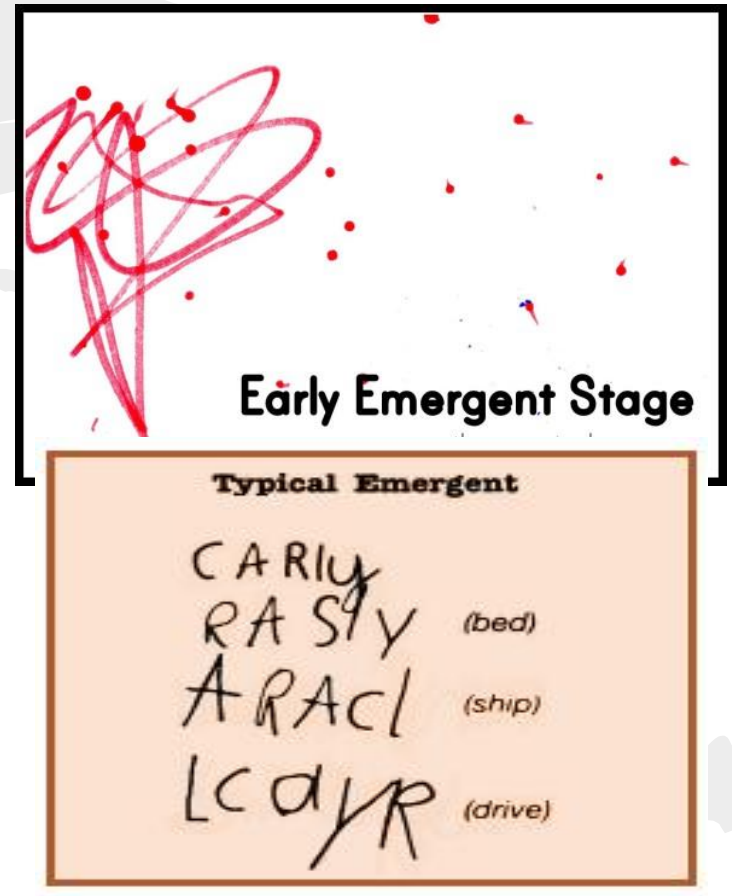
**Derivational Relations**

**Synchrony of  
Literacy  
Development**

# Emergent Stage

*(Pre-K to middle of 1<sup>st</sup>):*

- students are not yet reading conventionally
- may write with scribbles, letter like forms, or random letters and numbers
- In most cases, they have not been exposed to formal reading instruction
- During this stage, children learn to recognize and write the letters of the alphabet
- They play with the sounds in letters and words.

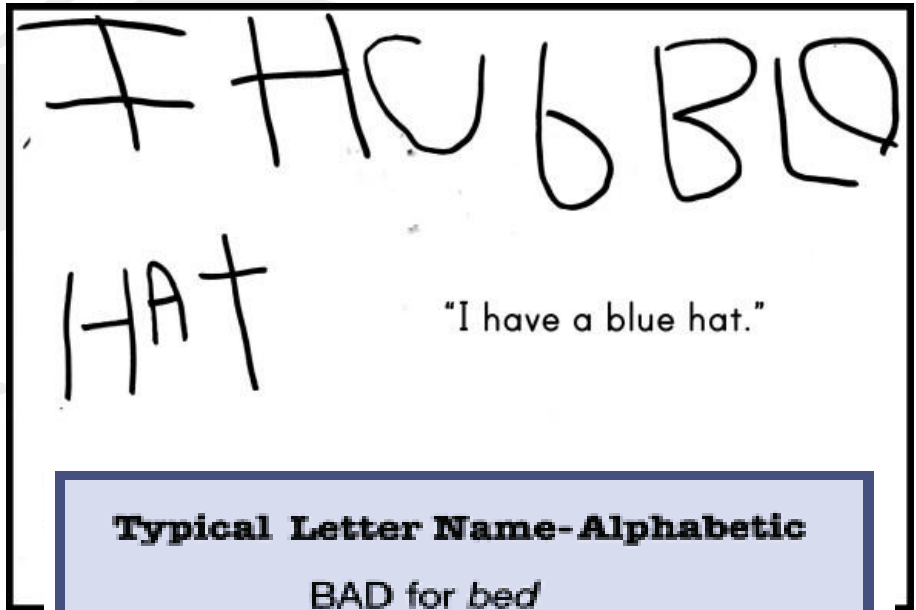




# Letter Name-Alphabetic Stage

(*K to middle of 2<sup>nd</sup>*):

- have been instructed formally in reading
- use letter/sound matches to spell the most obvious sounds in words
- beginning and ending consonant sounds are in place before vowels begin to appear
- at the beginning of this stage, students apply the alphabet principles to consonants



## Typical Letter Name-Alphabetic

BAD for *bed*  
SEP or SHP for *ship*  
FOT for *float*  
LOP for *lump*



# My child is sorting pictures, where are the words?

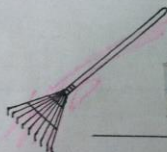
- Emergent Stage begins with sorting pictures in order to build a child's vocabulary, phonemic awareness, and alphabet knowledge
- It may be a word or a sentence to us but to an emergent reader it is a lot of letters
- Encourage your child to try to spell the word putting more focus on the feature being taught and allowing for inventive spelling for the rest
- Ex: feature taught is /b/ the picture is a bat
  - Child might spell the word bet and that is acceptable because they got the /b/ sound correct

# Rhyming Words

beet	bug	mop
street	hug	pop
feet	plug	shop
seat	rug	top



Rr



Mm



8-27-13

man

run

MAPA

RAAC

MLC

RAHN

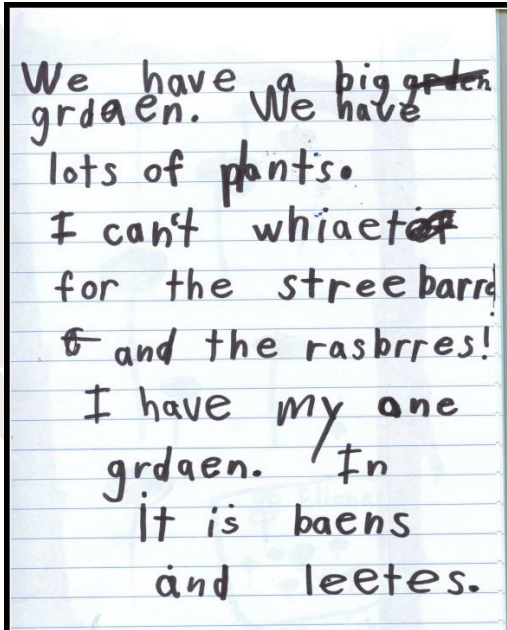


# Transition from pictures to words



# Within Word Pattern Stage

*(Grade 1 to middle of 4<sup>th</sup>):*



We have a big garden.  
grdaen. We have  
lots of plants.  
I can't whistles  
for the street bars  
and the raspberries!  
I have my one  
grdaen. In  
it is baens  
and leetes.

## Typical Within Word Pattern

SPOLE for spoil  
DRIEV for drive

- at the beginning of the Within Word Pattern Spelling stage students spell most single-syllable, short vowel words correctly
- they move away from the sound-by-sound approach of the letter name and begin to include patterns or chunks of letter sequences that relate to both sound and meaning
- know a great deal about short vowels and the short vowel pattern, the consonant-vowel-consonant (CVC) pattern
- students begin by exploring the common long vowel patterns

# Syllables and Affixes Stage

## Typical Syllables and Affixes

SELLER for *cellar*  
DAMIGE for *damage*  
FORTUNET for *fortunate*

## Typical Middle-Late Syllables and Affixes

PLESURE for *pleasure*  
CONFENDENT for *confident*  
OPOSITIAN for *opposition*

**(Grade 3 to 8<sup>th</sup>):**

- students can spell most one-syllable, short and long vowel words correctly
- the focus for instruction in this stage is multisyllabic words and patterns
- students also learn to sort by specific vowel combinations, inflected endings, and vowel patterns in accented syllables
- the Middle-Late and Affixes Spelling stage students begin with the study of how syllables divide in words with open syllables, such as *cli/mate* and *re/act*, and closed syllables like *sup/ply* and *hun/dred*
- The level also includes a thorough study of patterns of unaccented syllables. It ends with the study of less common prefixes and suffixes such as *fore-* and *-ness* and two-syllable homophones like *cellar* and *seller*

# Derivational Relations Stage

*(Grade 5 to 12<sup>th</sup>):*

- the beginning of the Derivational Relations Spelling stage students spell most words correctly
- the focus in this stage is on the *meaning connection*
- in this stage, they learn how to sort words by pattern and meaning with an emphasis on meaning and related word parts
- discovering how spelling preserves meaning even when there are changes in sound
- learn common prefixes and suffixes, examine the meaning of bases and roots, and learn about the classical origin of polysyllabic words.

## **Typical Derivational Relations**

FAVERITE for *favorite*

DIFFRENT for *different*

INGREDENCE for *ingredients*



# Overview of Scope and Sequence

Emergent	Alphabetic	Within Word
Concept Sorts: Animals, food, shapes,	Beginning Consonants: b, m, r, s	Short (CVC) and Long (CVCe) vowels
Rhyming: bug, mop, beet	Same Vowel Word Families: -ad, -an	Other common long vowel patterns
Letter Recognition: Rr, Ss	Consonant Blends (s, t, st) and Digraphs (sh, ch)	r-influenced vowels
Beginning Sounds: /t/, /g/	Mixed Vowel Word Families: cat, hot, sit	Ambiguous Vowels
Digraphs: sh-, ch-, th-, wh-	Short Vowel Words: cat, sock	Complex Consonant Clusters
	Preconsonantal Nasals:	
	r-Influenced Vowels (intro): cat, star	

# Overview of Scope and Sequence

Syllables and Affixes	Derivational Relations
Compound words	Prefixes and Suffixes
Inflected endings	Additional prefixes and suffixes
Open and Closed Syllables	Greek and Latin Roots
Accented Syllables	Assimilated prefixes
Unaccented Syllables	
Prefixes and Suffixes	

# Are my child's words too easy or too difficult?

- Spelling Inventory places the child
- Are they applying what they know:
  - Spelling tests
    - List of words or the feature?
  - Word sorts
  - Oral reading fluency
  - Writing samples
- These features are also seen in multisyllabic words
  - Need to master long a (ay instead of ai) as in (play) to later get **playground**

# I found my child cutting apart his spelling words, is this acceptable?

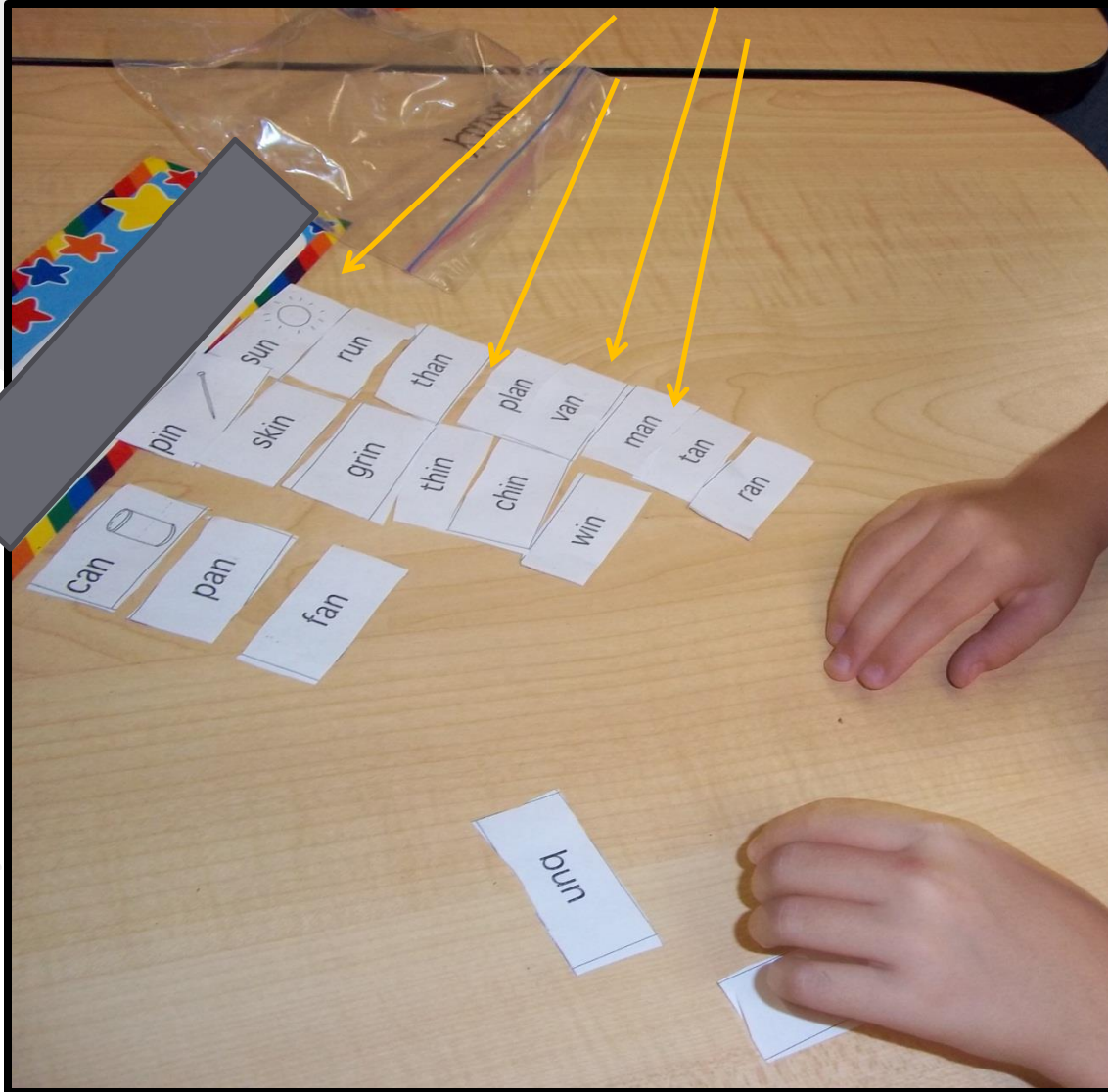
- Yes, this is the exciting and interactive part of Words Their Way
- Think back to when we had spelling: workbook pages, write a sentence for each word, write the word three times each, zzzzzzzzzzzz
- We cut words apart in order to sort words based on the feature of study
- This allows students to categorize words and physically move them which helps the brain remember them
- Then students write them which helps with the application

# How is cutting, sorting, drawing, and pasting pictures connected to spelling instruction?

- Cutting helps students manipulate words moving them from category to category
  - It's okay if I sort a word incorrectly because I can correct my error with the move of a picture/word
- Sorting involves categorizing words
  - As humans we categorize all the time
  - Never sort the same time
- Drawing and Labeling
  - Assist in the beginning stages of writing without overwhelming students at the emergent stage
  - Connected to vocabulary development
- Pasting
  - Makes words permanent in word study notebook

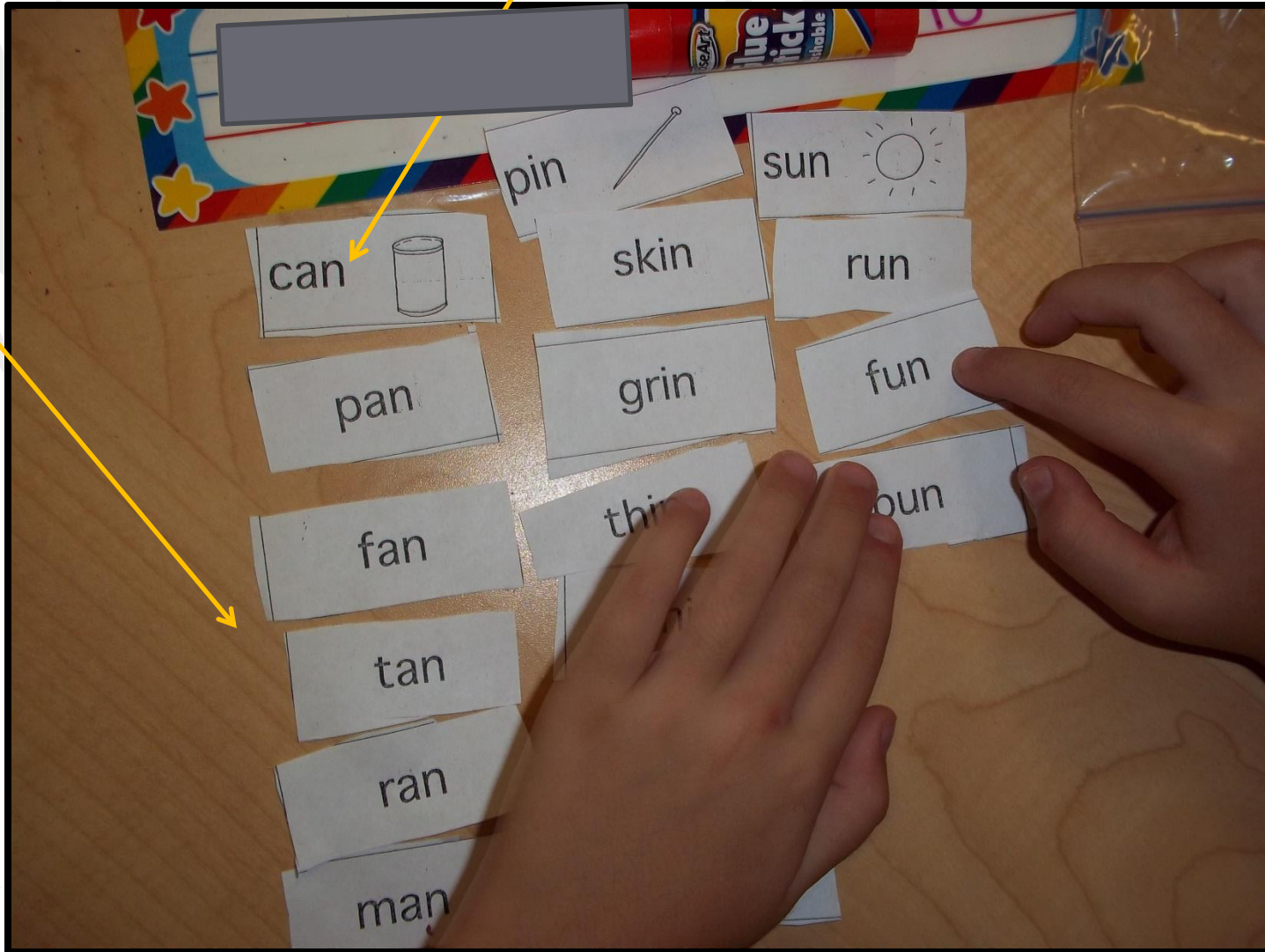


Do these words sound like the guide word?





# Correction made.... AMAZING!



# Where do these lists of words come from?

- Each stage covers features specific to the needs of the child
- Some of these stages can last longer than one or two school years

Our teachers:

- Use spelling inventories to create small group instruction
- Analyze writing and spelling tests to find where instruction begins

Student data + Scope and Sequence + Words Their Way book/resources = weekly spelling lists

# What weekly sorts and activities can I expect to see and work on at home?

<b>Emergent-Beginning Within Word</b>	<b>Late Alphabetic- Derivational Relations</b>
Teacher lesson- picture sort/word	Teacher lesson- word sort
draw and label	speed sort
cut and paste	word hunt
word and picture hunts	buddy sort
game day/activities and assessment	game day/activities and assessment

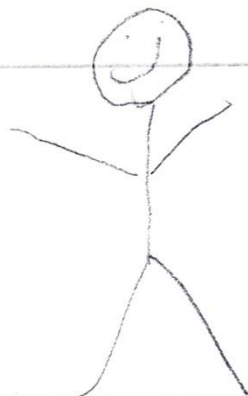
# What else can I do with word study at home?

- Every child develops through the word study scope and sequence at their own pace
- Connect word study feature of study with literature and writing
  - In a story, magazine, newspaper, internet, environmental text
  - Find other words with the feature of study
- Encouraging inventive spelling
  - Focusing on spelling every part of a word when it's not developmentally appropriate will create reluctant writers
- Allow student to play and have fun with words

ashley

Name: \_\_\_\_\_

Starfall®



I like SE KR

because

TAS

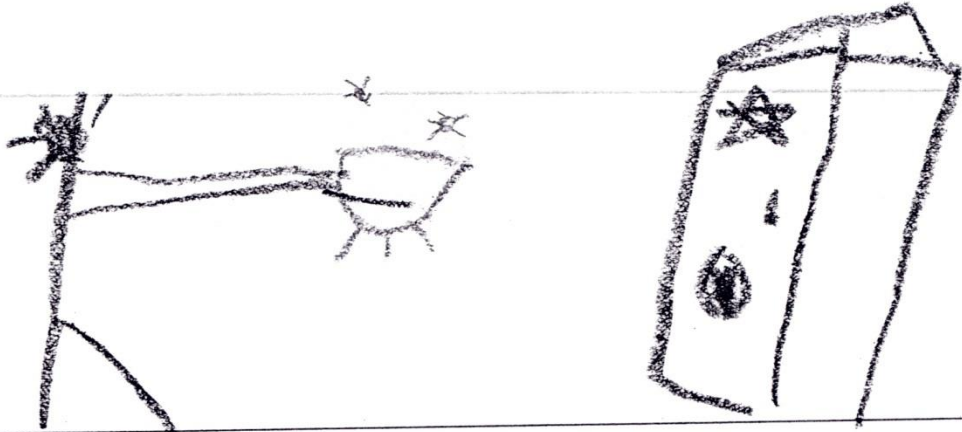
SE KR

Name:

Joshua

Starfall®

2-28-12



If I found a pot of gold I

would keep it a secret, and I

would hide it.



# Examples

- Examples in the back divided into the various spelling stages:
  - Ms. Kotkin, and Ms. Okerlund: Emergent/Alphabetic K-2<sup>nd</sup>
  - Ms. Clapham & Ms. Lewis: Within Word, Syllables and Affixes, Derivational Relations 2<sup>nd</sup> -5<sup>th</sup>
- Use notecard to place any questions you may have with your name and email address

*Thank you for attending*