

D303 K-5 Word Study Sequence

Why is Word Study Important?

Today's literacy standards require our young learners to do ambitious work as readers and writers. Word study is one important component of that work. Word study is an instructional approach designed to strengthen students' spelling, vocabulary, and phonic-word knowledge through hands-on learning that builds on what students already know and fosters an appreciation and interest in word learning. The goal of word study is to help students acquire the knowledge, skills, and strategies they need to read and spell new words quickly and automatically as they read and write whole text. (*Word Journeys*-Kathy Ganske) (*Apprenticeship in Literacy*-Linda Dorn)

How Do Students Develop Word Knowledge, Skills, and Strategies?

Through explicit and systematic word study instruction linked with daily opportunities to read and write, students grow developmentally through three basic layers of orthographic knowledge: *alphabet*, *pattern*, and *meaning*. Within a short, daily word study block, students acquire specific phonics/spelling concepts by engaging in routines that provide hands-on, interactive experiences with words. Across the school day, with the support of the teacher, students become increasingly strategic as they transfer this growing bank of word knowledge to reading and writing.

How is Spelling Embedded in Word Study Instruction?

Spelling is one important component of word study. The ability to spell words accurately and automatically builds a strong foundation to support the ambitious work students are expected to do today as writers. Experts have taught us that many students need explicit instruction in spelling with a primary focus on helping students learn how to spell frequently used words automatically and how to use patterns and affixes they have learned to spell new words. The D303 Word Study Sequence provides the foundation for this learning.

Based on this Rationale, D303 Believes that Effective Word Study Instruction:

- Honors the developmental phases of foundational reading
- Is explicit, systematic, interactive, and differentiated based on student data
- Incorporates focused instruction, consistent practices, and a sequence of appropriate skills at each grade level
- Serves as one component of balanced literacy instruction
- Is purposefully connected to listening, speaking, reading, and writing
- Provides students with a means to access and comprehend text
- Builds awareness of the value of the study of the English written language
- Helps students notice the patterns, structures, and relationships of the English language
- Teaches spelling in which students learn the strategies that competent spellers use

Questions to Consider for Best Practice

Does My Word Study Instruction...

1. Include whole class introduction for all students to grade level expectations?
2. Support previous word study expectations: learning generalizations of previous spelling patterns and strategies and memorization of high frequency words. Do I use activities that support students' use of visual strategies (i.e. help students move from relying on sound patterns to using visual patterns and word origins as spelling strategies)?
3. Include differentiation based on developmental needs? Do I use various structures?
4. Include strategic use of explicit and inquiry-based instructional practices?
5. Include a word study block of 15 minutes daily or 20 minutes three times per week?
6. Integrate word study in meaningful and authentic ways throughout the curriculum? Are students exploring patterns and structures of words?
7. Foster student engagement and accountability through goal-setting? Are students moved to appreciate the beauty of language and how word study skills are a tool to help communicate?
8. Use assessment to determine next steps in instruction?
- 9.

Word Study Sequence

Assessment data must be used throughout the year for instructional decisions. By the end of the grade level, the sequence will be explicitly taught and students will show evidence of transfer in their reading and writing.

<p>Kindergarten</p>	<p>Use assessment data to determine which concepts need to be taught or reinforced</p> <p>Consonants: (hard sounds) beginning and end placement in word Consonant Digraphs/Silent Letter: sh, ch, th, wh, ck Vowels: a, e, i, o, u (associate long vowel and short vowel with each grapheme) Common CVC Words: consonant, vowel, consonant</p>
<p>First Grade</p>	<p>Use assessment data to determine which prior concepts need to be retaught or reinforced</p> <p>Consonants: soft g (giant) & c (city) Consonant Digraphs/Silent Letters: ck, kn, th (the two sounds of th) (i.e soft-<i>think</i> and hard-<i>that</i>), wr Blends: l blends (e.g. gl, cl, fl), r blends (e.g. cr, dr, fr), s blends (e.g. sl, sn, sp) Phonograms: (see attached list of common phonograms on p. 7) CVCe: (consonant-vowel-consonant, e) (e.g. home, safe) Vowel Digraphs: ai, ay, ee, ea, igh, oa,</p>
<p>Second Grade</p>	<p>Use assessment data to determine which prior concepts need to be retaught or reinforced</p> <p>Vowel Digraphs: ew, ui, aw, au, ow (show), oo (book), oo (cool) Vowel Diphthongs: ow (down) ou (cloud), oi, oy Vowel-y: y=/i/, y=/e/ Vowel-r (r-controlled): er, ir, or, ar, ur Digraphs/Silent Letter: ph Prefixes: un, re Suffixes: s/es, ing, ed (three sounds: /d/, /t/, /ed/), er, est, ly</p>

<p>Third Grade</p>	<p>Use assessment data to determine which prior concepts need to be retaught or reinforced</p> <p>Complex Consonant Blends: spl, spr, str Vowel-r (r-controlled): (or-der, fur-nace) Vowel-r: r-controlled long vowel patterns (e.g. are, air; ere, ear, eer; ire; oor, ore, our, oar; ure) Inflected Endings: doubling final consonants (e.g. chopping, chopped) dropping e before adding ed, ing (e.g. tasting, tasted) changing y to i before adding ed, es (e.g. cries, cried) Prefixes and Suffixes (consider pronunciation and meaning): dis; in, mis; be; uni, bi, tri; ist, or; ful, ous; able, ible Syllable Types: closed syllables: (nap-kin, rob-in) open syllables: (ro-bot, ve-to) <i>Use syllabication --see pages 8-9 of this D303 K-5 Word Study Sequence document</i></p>
<p>Fourth Grade</p>	<p>Use assessment data to determine which prior concepts need to be retaught or reinforced</p> <p>Prefixes: a; ab; ad; com; con; de; en; per; pre; pro Suffixes: age; al; ance; ant; ary; ate; ence; ent; ic; ish; ism; ity; ize; le; less; ment; ness; sion; sive; tial; tion; tive; ture; y Greek/Latin Roots: aud, port, spect, struct, vis/vid, auto, graph/gram, hydro/aqua, phon, photo, ped/pod Syllable Types: consonant + le syllables (can-dle, fid-dle) r-controlled (or-der, fur-nace) silent e syllables (com-pete, re-late) vowel digraph syllables (train-er, sea-son)</p>
<p>Fifth Grade</p>	<p>Use assessment data to determine which prior concepts need to be retaught or reinforced</p> <p>Greek/Latin Roots: astro, dict, ject, rupt, scrib/scrip, mis/mit, min, tract, bio, meter, ology, scope, tele/therm, geo</p>

Word Study Instructional Language

Instructional Language	Definition	Examples
Base Word (see Root/Root Word)	Words that stand on their own after all prefixes and suffixes have been removed. Base words are also known as free morphemes	re <u>turn</u> ing
Blend	Two or three graphemes that are blended together; the consonant sounds are separate and identifiable. A blend is not “one sound”	b + l = black
Closed Syllable	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants *see below for 6 syllable types	mat-ter, cac-tus, tick-et
Consonant Digraph	Two letters that make one consonant sound	<u>sh</u> ip, <u>ch</u> op, <u>th</u> at, <u>wh</u> en
Consonant -le Syllable	Are never found at the beginning of words. If a C-le syllable is combined with an open syllable there is no doubled consonant. If one is combined with a closed syllable a double consonant results. *see below for 6 syllable types	dri <u>bb</u> le be <u>agl</u> e li <u>ttl</u> e
Digraph	A two letter combination that stands for one phoneme; neither letter acts alone to represent a sound	sh, ch, th, wh
Diphthong	The sound produced by one vowel gliding into another	bo <u>il</u> , jo <u>oy</u> , sho <u>ut</u> , crow <u>d</u>
Grapheme	Refer to a letter or letter combination that correspond to one speech sound	<u>c</u> at /k/ = ‘c’ <u>l</u> ea <u>f</u> /ee/ = ‘e a’ <u>n</u> igh <u>t</u> /ie/ = ‘i g h’ throu <u>gh</u> /oo/ = ‘o u g h’
Inflected Ending	In English, suffixes that indicate verb tense (<i>ing, ed</i>), adjective and adverb comparisons (<i>er</i> and <i>est</i>), and noun plurals and possessives (<i>s, es, ‘s, and s’</i>)	walk <u>s</u> , walk <u>ed</u> , walk <u>ing</u> , dog <u>s</u> , box <u>es</u>
Onset	The consonant sound or sounds that may precede the vowel. Although most	ju <u>mp</u> , <u>ch</u> op, <u>fl</u> ap, <u>str</u> ing

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	syllables have onsets, not all do (at, in, air, use).	
Open Syllable	A syllable that ends with a long vowel sound, spelled with a single vowel letter *see below for 6 syllable types	ba-sic, sea-son, hi
Phoneme	Individual speech sounds that are combined to create words in a language system	map-/m/+/ă/+/p/ eight-/ā/+/t/
Prefix	A unit of meaning that attaches to the beginning of a base word or word root	pre, mis, un, in, sub
R-Controlled Vowel	In English, R influences, or controls, how the preceding vowel is pronounced	er, ir, or, ar, ur
Rime/Phonogram	The vowel and all other consonant sounds that may follow the vowel *see below for 37 most common Phonograms	ap rimes: tap, slap eat rimes: seat, cheat
Roots/Root Word (see Base Word)	The part of a word that remains after all prefixes and suffixes have been removed but is NOT a word that can stand by itself. Root words are also called bound morphemes. These roots are usually Greek or Latin in origin.	chron, derm, spect, fer, mem
Silent Letter Combination	Silent letter combinations use two letters; one represents the phoneme, and the other is silent	<u>k</u> not <u>w</u> rench <u>th</u> umb aut <u>u</u> mn
Suffix	A unit of meaning that attaches to the end of a base word or word root	ly, er, ing, ness, ible, ity
Vowel-C-e	The vowel–consonant–silent e pattern is common for spelling a long vowel sound	comp <u>e</u> te desp <u>e</u> ite beh <u>e</u> ave
Vowel Digraph	Combination of two, three, or four letters stands for a vowel sound	<u>ea</u> t, <u>oa</u> t, <u>sa</u> w
Vowel -r Combination	A vowel, followed by r, works in combinations with /r/ to make a unique vowel sound	in- <u>ju</u> -i-ous con- <u>so</u> rt <u>ch</u> -ar-ter

Below is the list of 37 most common phonograms listed in the “Detailed Phonics Continuum PreK-8” section of Fountas and Pinnell’s The Continuum of Literacy Learning, Grades PreK-8.

- | | | |
|------|------|-------|
| -an | -ack | -ale |
| -at | -ank | -ame |
| -in | -ash | -ate |
| -it | -est | -ay |
| -op | -ick | -ake |
| -ap | -ing | -ine |
| -aw | -ink | -oke |
| -ay | -ock | -eat |
| -ip | -uck | -ight |
| -ug | -unk | -ice |
| -all | -ump | -ide |
| -ell | -ail | |
| -ill | -ain | |

Six Types of Written Syllable Patterns

Syllable Type	Definition	Examples
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants	<u>rib</u> -bon <u>nap</u> -kin <u>hab</u> -it
Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter	<u>pro</u> -gram <u>ta</u> -ble <u>re</u> -cent
Vowel-C-e (silent e)	A syllable with a long vowel spelled with one vowel + one consonant + silent e	<u>compete</u> <u>despite</u> <u>behave</u>
Vowel Team	Syllables that use two to four letters to spell vowels (These include long vowel teams and variant vowel teams.)	<u>train</u> -er con- <u>geal</u> <u>spoil</u> -age
Vowel-r (r-controlled)	A syllable with er, ir, or, ar, or ur Vowel pronunciation often changes before /r/.	in- <u>jur</u> -i-ous con- <u>sort</u> <u>char</u> -ter
Consonant-le	An unaccented final syllable containing a consonant before /l/ followed by a silent e	drib <u>ble</u> beag <u>le</u> litt <u>le</u>

Adapted from the Common Core Standards Appendix A (21)

Three Useful Principles for Chunking Longer Words into Syllables

1. VC-CV: Two or more consonants between two vowels

When syllables have two or more adjacent consonants between them, we divide between the consonants. The first syllable will be closed (with a short vowel).

sub-let, nap-kin, pen-ny, emp-ty

2. V-CV and VC-V: One consonant between two vowels

a) First try dividing before the consonant. This makes the first syllable open and the vowel long. This strategy will work 75 percent of the time with VCV syllable division.

e-ven, ra-bies, de-cent, ri-val

b) If the word is not recognized, try dividing after the consonant. This makes the first syllable closed and the vowel sound short. This strategy will work 25 percent of the time with VCV syllable division.

ev-er, rab-id, dec-ade, riv-er

3. Consonant blends usually stick together. Do not separate digraphs when using the first two principles for decoding.

e-ther, spec-trum, se-quin

Common Core ELA Standards Appendix A

K-5 Word Study FAQs

Question	Response
The phonics sequence for each grade level is listed as a series of concepts for children to learn. Where do I begin?	Begin with data. Many schools use the <i>Words Their Way</i> qualitative spelling inventories (see list of resources.) After recording your class data on the Classroom Composite, you can determine the concepts that <i>most</i> of your class are ‘using but confusing’ and begin whole class instruction there.
How do I support students who do not yet have control over earlier phonics concepts?	It is likely that a small group of students needs support to gain control over concepts introduced in a previous grade. Work with those students in a small group to strengthen the knowledge of and strategic use of those concepts.
How can these phonics concepts be implemented in primary classrooms?	<p>The Word Study Sequence is implemented in a daily 15-minute block. Similarly to math number talks, whole class word study lessons include all students. The active engagement portion of the word study lesson may include one of the following effective ways to implement these concepts. These include...</p> <ul style="list-style-type: none"> ● using a variety of routines each day (sorting, making words, reading the room etc.) in a whole group setting <p>In addition to the whole class word study lessons, the following options may also support student learning:</p> <ul style="list-style-type: none"> ● introducing, practicing, and applying the concepts in Shared Reading and Shared Writing ● practicing the concepts during small group instruction
How do I assess my students’ progress along the way?	<p>There are several effective ways to formatively assess students. These may include, but are not limited to:</p> <ul style="list-style-type: none"> ● collecting anecdotal notes as you move around the room observing students engaging in word study routines. ● giving 1-2 dictated sentences-using words that have the patterns you are teaching- to check for evidence of transfer. ● paying attention to evidence of transfer as you analyze running records and writing drafts.

<p>What are effective practices to help students learn the conventional spelling of words?</p>	<p>There is little evidence that studying for traditional spelling tests supports the development of conventional spelling. Instead, daily opportunities to learn spelling patterns and practice high frequency words does help. Many teachers use personal word walls in which students record high frequency words they do not yet have under control. Opportunities are provided for students to practice these words, a few at a time, in school and at home. Students might work with a partner to ‘quiz each other’ to determine words that still need practice. It is most important to help each student become strategic at checking resources, like word walls, and generalizing common patterns, while drafting and editing their writing.</p>
<p>Why is the sequence for each grade level listed for the year rather than by trimester?</p>	<p>The phonics concepts identified for each grade level are end-of-year targets. We know that the students within each grade level grow at different rates. By analyzing data, teachers are able to determine the concepts most students have under control and the concepts most students are ready to learn. We believe that teachers will have greater flexibility in choosing concepts for instruction with the current format.</p>

References

- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Pearson Education, Inc.
- Bolton, F. & Snowball, D. (1993). *Teaching spelling: A practical resource*. Portsmouth, NH: Heinemann.
- Cunningham, P. M. (2012). *What really matters in spelling: Research-based strategies and activities*. Boston, MA: Pearson.
- Ganske, K. (2013). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. New York, NY. The Guilford Press.

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National Governors Association Center for Best Practices & Council of Chief State School Officers (2010): Common core state standards *CCSS.ELA-Literacy.RF.3*. Washington D.C. National Governors Association Center for Best Practices, Council of Chief State School Officers.

Pinnell, G.S. & Fountas, I.C. (2011) *The continuum of literacy learning: Grades PreK-8*. Portsmouth, NH: Heinemann

Pinnell, G. S. & Fountas, I. C. (1998). *Word matters: Teaching phonics and spelling in the reading/writing classroom*.
Portsmouth, NH: Heinemann.

Resources

Qualitative Spelling Inventory and Word Sorts from: *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Bear, Invernizzi, & Templeton (Pearson Education)

Word Sorts from: *Mindful of Words: Spelling and Vocabulary Explorations 4-8*. Ganske (Guilford Press)

See links to additional resources in the D303 K-2 and 3-5 Word Study Resource Folders (Google Drive)