Principles of Sorting and Routines for Word Study, Intermediate Grades

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

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

What is word study?

Word study = phonics + spelling + vocabulary instruction
Jake’s Feature Guide

Spelling-by-Stage Classroom Organization Chart

Developmental Word Study Observation Tool Items

- DIFFERENTIATION: The word study grouping is differentiated and developmentally appropriate.
- ORGANIZATION AND PREPARATION OF MATERIALS: The word study materials are professionally prepared, well-organized and accessible.
- TEACHER-DIRECTED INSTRUCTION: The word study lesson includes teacher modeling and demonstration.
- TEACHER TALK: The teacher and students think, talk, and reflect on word learning.
- ACTIVE LEARNING AND STUDENT TALK: The word study activities facilitate the discovery of how words work through hands-on exploration and student discussion.
- AUTOMATICITY AND VOCABULARY DEVELOPMENT: The word study activities help students develop automaticity and deepen their understanding of word meanings.

- EXTENSION AND TRANSFERENCE: Students extend and transfer their learning about how words work to other reading and writing activities.
- INSTRUCTIONAL ROUTINES: There is evidence of quality word study routines.
- STUDENT REFLECTION: The teacher helps the students develop and articulate hypotheses about how words work.
- NOTEBOOK USE: Evidence of students’ thinking about words is evident in their word study folders or notebooks.
- ENGAGEMENT: Students are purposefully engaged.
- MANAGEMENT: The word study instruction is well-organized by the teacher.
STUDENTS

1. Have a word study or vocabulary notebook

   A Place to Write
   • Word Sorts
   • Word Hunts

2. Hunt for related words.

3. Record related words in their notebooks.

4. Determine a stage of spelling for each student to plan word study instruction.

5. Students study their sorts every day: small group, partner, individual, center/station, outside of school (before and after school settings, home)

WORD STUDY FOR LITERACY

1. Determine a stage of spelling for each student to plan word study instruction.

2. Students study their literacy sorts every day: small group, partner, individual, center/station, outside of school (before and after school settings, home)

3. Students study words and sort at their instructional levels by developmental levels.

4. Be mindful of the scope and sequence and pacing.

5. Use the WTW charts

6. Students sort at their developmental levels.

7. Follow the scope and sequence.

8. **WTW sequence charts:**
   - Within Word Pattern stage – p. 180;
   - Syllables and Affixes - p. 217;
   - Derivational Relations - p. 234

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**Word Study Lesson Plan Format and Organization**

- Demonstrate
- Introduce sort, use key words or pictures
- Sort & check
- Individually or with a partner
- Reflect
- Declare, compare, & contrast
- Extend
- Activities to complete at seats, in centers, or at home:
  - Sorts, games, cut and paste,
  - Expand word study notebook,
  - Make word charts

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**Extensions in a Word Study Lesson**

- Compile and Expand in Word Study Notebooks
- Develop Class Charts
- Word Study Board Games
- Word Hunts
- Refer and record information from etymological references
Writing Sort

made  say  train

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

BASIC TYPES OF SORTS
Concept sort
Guess my category
Picture sorts
Partner sound sorts
Word sorts
Word hunts
Closed sorts
Writing sorts
Open sorts
Speed sorts
Collecting word bank words
Studying interesting words
Word study notebooks
Students move from the **Pattern Layer** to the **Meaning Layer**

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Word Study and Deep Spelling Instruction in a Comprehensive Literacy Program

*Donald Bear*

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Spelling Instruction

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

- Explain to parents the role of spelling in the curriculum.
- Most frequently misspelled words may be added, a few at a time, to the core list of words students are learning each week.
- A few self-selected words may be added as well.
- Administer pre-test; students should correct their own papers.

**“The Words Look Too Easy”**

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

**Michelle Flores’ Schedule**

- 2nd Grade

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“The Words Look Too Easy”

- Look for generalizability. Incorporate transfer to writing in grading.
- Have students sort words at home with parents: refrigerator sorts, easy games.
Ms. Roberts  4th  grade
Day 1  Introduces Sort, Models Sort
Day 2  Buddy Sort
Day 3  Games, Speed Sorts
Day 4  Reflection, Share Out Assessment
Ms. Roberts  4th grade

Morphology - the structure of words

- Inflected morphology  -ed, -ing, -ies, -y
- Derivational morphology  roots

### TABLE 4-2  Grading Form for Word Study

<table>
<thead>
<tr>
<th>Name:</th>
<th>Grading Period</th>
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<tbody>
<tr>
<td></td>
<td>Excellent Effort</td>
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<tr>
<td>Weekly Word Study</td>
<td></td>
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<tr>
<td>Word cards</td>
<td></td>
</tr>
<tr>
<td>Word study notebook</td>
<td></td>
</tr>
<tr>
<td>Class work</td>
<td></td>
</tr>
<tr>
<td>Field trips</td>
<td></td>
</tr>
<tr>
<td>Editing/Written Work</td>
<td></td>
</tr>
<tr>
<td>Spelling words right</td>
<td></td>
</tr>
<tr>
<td>Spelling words written correctly</td>
<td></td>
</tr>
<tr>
<td>Errors in editing work</td>
<td></td>
</tr>
<tr>
<td>Extra efforts to correct spelling</td>
<td></td>
</tr>
</tbody>
</table>

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

Consequences: ___________________
Bruskotter’s 5th Grade Weekly Word Study Schedule

2010

Word Study Expectations

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

Bruskotter 5th Grade Whole Class Affix Smartboard Sort

A FEW LN, WWP, S&A
General Academic Vocabulary

COCA Results from www.norbertschmitt.co.uk

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

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

- in terms of
- at the same time
- from the point of view
- in order to
- as well as
- part of the
- the fact that
- in other words
- the point of view of
- there is a
- as a result of
- this is a

- on the basis of
- a number of
- there is no
- point of view
- the number of
- the extent to which
- as a result
- in the case of
- whether or not
- the same time
- with respect to
- point of view of

Sublist 1 of the Academic Word List (Coxhead, 2000)

| analysis | data |
| area | definition |
| assessment | derived |
| assume | distribution |
| authority | economic |
| available | established |
| benefit | estimate |
| concept | evidence |
| consistent | export |
| constitutional | factors |
| context | financial |
| contract | formula |
| create | function |
| environment | identified |
| income | indicate |
| individual | interpretation |
| involved | issues |
| research | labor |
| role | legal |
| section | legislation |
| significant | major |
| similar | method |
| source | occur |
| specific | percent |
| structure | period |
| theory | policy |
| variables | principle |
An Academic Formulas List
Written 176-199
from www.norbertschmitt.co.uk

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

Generative Vocabulary Study
General Academic Word Families

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

Domain-Specific Vocabulary
Mathematics
- centimeter
- decimal
- fraction
- diagonal
- geometry
- octagon
- perimeter
- subtract
- polygon
- hexagon

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

Science
- biology
- zoology
- geothermal
- genetics
- anthropology
- optical
- metamorphosis
- vertebrate/invertebrate

Spanish Cognates
- tecnología
- dictar
- técnico
- dictado
- tecnológico
- dictador
- aerosol
- aeropuerto
- aeromodelo

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

Inflected Morphology
- affixes

Derivational Morphology
- roots
General Academic Vocabulary and Morphology


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

“When you learn one word, you learn ten.”

- courage
- courageous
- courageously
- encourage
- discourage
- discouragingly
- etc.

Ways to Study Morphology and Vocabulary

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

Word Study Expectations

Brusketter 5th grade

1. Pay Attention: Look, listen, & follow directions the first time.
2. Be responsible for materials.
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7. Everyone participates!
8. Use quiet voices.
9. Think! Explain your thinking.
A FEW LN, WWP, S&A

Schedule for 6th Grade Integrated Unit on Nature

Day

9:15 – 9:40
9:45 – 10:10
10:15 – 10:40

Group 1

Group 2

Group 3

Day

9:15 – 9:40
9:45 – 10:10
10:15 – 10:40

Group 1

Group 2

Group 3

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Group 3

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10:15 – 10:40

Group 1

Group 2

Group 3

Key:

WC Whole Class
IS Independent Study
WS Word Study
SGW Small Group Work
GRTA Guided Reading-Thinking Activity
* Meeting with Teacher

Independent study includes: written responses, DEDs (dual entry diaries), word study and vocabulary work, writing process activities, independent reading, and project research.

Small group work includes: literature circles, partner reading, preparing a student-directed GR-TA.

Note: Students were in writing workshop three days a week and project groups two days a week. Projects included studies of volcanoes, inventions, and balloon flight. See Bear, D. & Lohman, D. (1988). The Twenty-one Balloons in the sixth grade classroom. In Focus on Collaborative Learning, National Council of Teachers of English, 151-157.
“Power Maps”  
(Templeton et al., 2010; Flanigan, Hayes et al., in press)

The Power 1 level is vocabulary related to the “main” or “big idea” level  
Power 2 level is vocabulary related to subtopics  
Power 3 level is vocabulary that represents supporting details or examples.
Core Standards and Word Study

Mythology and biblical allusions are important in literature.

Biblical Allusions

“Be fruitful and multiply” Genesis 1:22-23
“Tree of knowledge” Genesis 2:9, 16-17
“Adam’s rib” Genesis 2:18
“Ashes to ashes, dust to dust” Genesis 3:17-19
“Am I my brother’s keeper?” Genesis 4:9-10
“Mark of Cain” Genesis 4”15-16
“Methuselah” Genesis 5:25-27
“Noah’s Ark” Genesis 6:13-16
“Forty days and forty nights” Genesis 7:4
“Babel” Genesis 11:8-9
Chronus – the god of time
chronology  chronic

Nemesis – goddess of retribution for hubris

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

Common Words from Mythology
iris  helicopter
nectar  nocturnal
cosmetics  psychology
chaos  phobia
solar  terrain
geography  amnesia
oceanic  tantalize
titanic  hygiene
romance  mercury
geometry  marathon
Directions to Enter Interesting Words in Vocabulary Notebooks

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

orthography

orth graph y
orthodox graph
orthodontist graphic
orthopedic
straight + writing + y

A Few Favorite Websites

www.onelook.com
www.etymonline.com
www.myetymology.com
www.visuwords.com
www.visualthesaurus.com
Schedule for 6th Grade Integrated Unit on Nature

<table>
<thead>
<tr>
<th>Day 1</th>
<th>9:15 - 9:40</th>
<th>9:45 - 10:10</th>
<th>10:15 - 10:40</th>
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<tr>
<td>Group 1</td>
<td>WC</td>
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<td>Group 2</td>
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<td>Group 3</td>
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<table>
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<th>9:45 - 10:10</th>
<th>10:15 - 10:40</th>
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<td>Group 3</td>
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<th>10:15 - 10:40</th>
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<tr>
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<td>IS</td>
<td>IS</td>
<td>IS</td>
</tr>
<tr>
<td>Group 2</td>
<td>IS</td>
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<td>Group 3</td>
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<tr>
<td>Group 2</td>
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</tr>
<tr>
<td>Group 3</td>
<td>IS</td>
<td>IS</td>
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</tbody>
</table>

Key:
- WC: Whole Class
- IS: Independent Study
- WS: Word Study
- SGW: Small Group Work
- GRTA: Guided Reading-Thinking Activity

*Meeting with Teacher

Independent study includes: written responses, DEDs (dual entry diaries), word study and vocabulary work, writing process activities, independent reading, and project research.

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**English Contract**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade Desired</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donald Bear</td>
<td>25</td>
<td>-</td>
</tr>
</tbody>
</table>

- Participation in Reading and Discussion of...
- Writing Assignment: Rough Draft and Final...
- Word Study Sheets...
- Book Reading Questions...
- Readers Response to Independent Reading...

**Schedule Card**

<table>
<thead>
<tr>
<th>Day</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
<th>Group 7</th>
<th>Group 8</th>
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<td>PA</td>
<td>PA</td>
<td>PA</td>
<td>PA</td>
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</tr>
</tbody>
</table>

- IR: Independent Reading
- RW: Reading Workshop
- PA: Personal Activity
- Star: Student-Teacher Conference

**Weekly Vocabulary Schedule**

<table>
<thead>
<tr>
<th>Days</th>
<th>Teaching Focus</th>
<th>Key Independent Activities</th>
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</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Introduction vocabulary</td>
<td>Complete Unit's vocabulary self-assessment</td>
</tr>
<tr>
<td></td>
<td>Transcripts in context in discussion with text</td>
<td>Review main vocabulary words</td>
</tr>
<tr>
<td></td>
<td>Vocabulary workbook</td>
<td>Vocabularian workbook</td>
</tr>
<tr>
<td></td>
<td>Knowledge of key words</td>
<td>Knowledge of key words</td>
</tr>
<tr>
<td>Tues</td>
<td>Introduction to vocabulary terms</td>
<td>Complete Unit's vocabulary self-assessment</td>
</tr>
<tr>
<td></td>
<td>Transcripts in context in discussion with text</td>
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<td>Knowledge of key words</td>
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</tr>
</tbody>
</table>

**Notes**:
- Spelling Test: Words will be taken from word study worksheets, and word study notebooks.
- Adapted from Environment.

**Personal Note**

- 6/22/15
- Lines for notes on homework, assignments, etc.
Did you see the following today?

1. Word study is enjoyable and thoughtful.
2. Word study encourages vocabulary development.
3. Etymological study deepens thinking.
4. Word study is generative; learn one word, learn ten.
5. Vocabulary, morphology, spelling, and grammar instruction intertwine.
6. Academic vocabulary can be taught in a variety of contexts and in phrases.

Selected References


Related References


