Word Study: Deep Engagement with Words

Ariscela Ossorio
Hello!

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What are students ready to learn?

What does word study look like?

Word Study Activities
What are Students Ready to Learn?

Research: A one size fits all approach to phonics and spelling doesn’t work. The key is to match your instruction to developmental spelling levels.

You need a strong **Diagnostic Tool**
What Does Word Study Look Like?

Things to Consider...

1. Maintain a consistent routine
2. What structure will you incorporate?
   a. Small Groups
   b. Work Stations
   c. Whole Group
I. Small Groups

Do this if...

- You have a significant amount of time for word study
- Based off of your data, you have several varying levels of student need
2. **Work Stations**

*Do this if...*

- You are pulling small groups/guided reading groups
GAMES

-Edit or create a new game from an existing game.
-Card Games
**Word Hunt**

- Students **hunt** for words with specific spelling patterns in text they have already read.

<table>
<thead>
<tr>
<th></th>
<th>Short a</th>
<th>Long a</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask</td>
<td></td>
<td>tape</td>
<td>art</td>
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<tr>
<td>at</td>
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<td>ate</td>
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</tbody>
</table>

or

```
Wordy Birdy

birdy  cover
story  inside cover
turn   inside cover
Starts  p.3
gorgeous p.4
```
3. Whole Group

Do this if...

- You have limited time
- You are hitting word work during guided reading
Word Study activities

1. Word Sorts
2. Word Study Notebooks
3. Poetry
4. Word Walls
5. Independent Writing
**Sorts**

Open Sort
- Use to teach a new pattern
- Students explore and sort any way
- Ask questions
  - What are you noticing?
  - What other ways could you sort?
- What did you learn?
- How might you apply what you learned?
**Closed Sort**

- Define and provide examples of the categories

<table>
<thead>
<tr>
<th>bat</th>
<th>was</th>
<th>map</th>
<th>rain</th>
<th>chain</th>
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<tbody>
<tr>
<td><img src="image1.jpg" alt="Cat" /></td>
<td><img src="image2.jpg" alt="Cake" /></td>
<td>Other</td>
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**Blind Sort**

- After students have had multiple practice with closed sorts.
- Students hear the words and

<table>
<thead>
<tr>
<th>chap</th>
<th>sharp</th>
<th>Other</th>
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**Speed Sorts**

- Use after students have practiced several times
- Students must now repeat a sort many times trying to beat their time.
- **Fast & Accurate**
## More Activities...

<table>
<thead>
<tr>
<th>Word Study Notebook</th>
<th>Poetry</th>
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<tbody>
<tr>
<td><em>Where students record their thinking.</em></td>
<td>1. Read the poems aloud then chorally</td>
</tr>
<tr>
<td><em>Include poetry that contains word patterns that the students are studying.</em></td>
<td>2. Reread. Identify words by specific patterns/skill.</td>
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<td></td>
<td>3. Reread. Review. Students put the poems in their notebooks. With a partner, circle words that fit the pattern. Find additional words during independent reading.</td>
</tr>
<tr>
<td></td>
<td>4. Reread. Discuss new words found during independent reading.</td>
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<td></td>
<td>5. Repeat day 4</td>
</tr>
</tbody>
</table>
WORD WALLS
Independent Writing

“Gives word study purpose. Student writing is an important window into what they have learned, are learning, and are ready to learn next.” (Palmer, 2015)

Accountability

• What do you remember about ______ spelling patterns?
  • Is there something in your notebook that could help you?
  • Listen to that _____ sound. What patterns do you know that might help you spell that word?
  • Look at our word wall. Which of those words can help you spell that word?
The teaching and learning of phonics is always contained within, and subordinate to, genuine literacy events.

--Hornsby and Wilson
ARE YOU READY??

THE READING EXCELLENCE TEAM
IS EXCITED TO PRESENT:

K-5TH PHONICS...READY OR NOT

JULY 11, 2019 | Session #55408

KEYNOTE: WILEY BLEVINS, AUTHOR
OF A FRESH LOOK AT PHONICS

$125 includes Wiley’s book A Fresh Look at Phonics!

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Thank you!

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