



Word Study in Action with English Learners

Introduction This guide looks at the foundations of Words Their Way™: Word Study in Action with English Learners. It explains the different levels in the program and discusses how they work with English learners. Finally, this guide explores a five-day lesson plan.

Words Their Way with English Learners The authors of the foundational text Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction collaborated with word study expert and English learner specialist, Lori Helman, to address the learning needs of English learners. Together, they created the professional development text Words Their Way with English Learners. They developed this resource to help teachers evaluate English learners' language needs, build skills to understand how English differs from students' home languages, and provide skills to predict word meaning through spelling.

Words Their Way: Word Study in Action with English Learners Words Their Way: Word Study in Action with English Learners took the research and benefits of the foundational text and the classroom companion program, Words Their Way: Word Study in Action, and adapted them for students who are learning English. These students include a range of English learners, including the following:

- Students who are new to the United States
 - Students who have lived in the United States but are not yet proficient in English
 - Students who understand printed English, but struggle with oral language
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Levels The methodology of the foundational text is based on a progression of stages. These stages describe students' spelling behavior as they move from one level of word knowledge to the next. In Words Their Way: Word Study in Action with English Learners, these stages, referred to as spelling developmental stages, include the following:

- Emergent
- Letter-Name-Alphabetic
- Within Word Pattern
- Syllables and Affixes

These developmental stages correspond to numerical levels in the program—Levels 1–4. These levels are similar to Levels 1–4 in the TESOL standards. When an English learner completes the four levels in this program, they can be transitioned to Level C in Words Their Way: Word Study in Action.

Word Sorts Word sorts are the heart of the program. Students use word sorts to group words into specific categories.

As students complete the sorts, they compare and contrast word features, make discoveries, and form generalizations about the conventions of English orthography, or spelling.

There are thirty-six sorts in each of the four levels. The authors of the program designed each sort to be completed in a week. They suggest that teachers put the sorts in student learning centers or allow time in class so the students can practice the sorts for an additional week.

Focus on English Learners

Words Their Way: Word Study in Action with English Learners is similar to Words Their Way: Word Study in Action in that it covers the five components of reading. These components include the following:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

However, the English Learner version puts more focus on creating meaningful experiences to develop oral language, learn English, and build conversational and academic vocabulary.

The routine and most of the components are also the same as in the original program. For more information about the program components, please view or print the Program Components PDF guide on myPearsonTraining.com.

Additions were made to the program in order to place more focus on the needs of English learners. First, teachers will find more teacher-directed activities that are focused on explicit vocabulary instruction. Next, the program provides additional picture support to help English learners build background knowledge and vocabulary. There are also more strategies for encouraging student interaction and oral development using the sort words. The program provides more multimodal teaching strategies such as tapping, chanting, and movement.

It also includes an adjusted Scope and Sequence that is more appropriate for English learners. The emphasis is on concept or meaning sorts in Levels 1, 2, and 3. Finally, the program teaches the connections and comparisons of syntax and grammar in other languages.

Words Their Way: Word Study in Action With English Learners Scope and Sequence	Level 1	Level 2	Level 3
Skill			
Concept Sorts	•		
Concepts of Word in Print	•		
Letter Recognition	•		
Beginning Sounds	•		
Ending Sounds t, x	•		
Short Vowels a, e, i, o, u		•	•
Short Vowel Word Families		•	•
Beginning Consonants		•	
Consonant Digraphs		•	•
Consonant Blends		•	•
Beginning Sounds k, wh, qu, tw		•	
Short Vowel Words With Beginning Consonant Digraphs		•	
Short Vowel Words With Beginning Blends		•	
Short Vowel Words With Final Blends		•	
Long Vowels a, e, i, o, u			•
Final /k/ Sound Spelled -ck, -ke, or -k			•
Consonant Digraphs With Long and Short Vowels			•
Consonant Digraphs Plus r -Blends and sq			•
CVVC Patterns ai, oa, ee, ea			•

Lesson Plans

The lesson plans are simple and easy to follow. They state clear objectives and identify specific pictures and words used in the sorts. Teachers will also find additional ideas for sorting, building vocabulary, and helping English learners gain experience with the language.

Walk Through the Week

Below, examine a sample lesson plan from Level 2, Contrasting Beginning Consonants p/b and t/d.

Contrasting Beginning Consonants p/b and t/d

Objectives

- To recognize the contrast between contrasting consonant beginning consonants: p/b and t/d.
- To use pictures to find, recognize, record and use words that begin with the letter b separately.

Materials

- Big Book of Poems, Level 2, "Doctor Peg" page 31-34
- Word Study Notebook, Level 2, pages 31-34
- Words Their Way Library, Level 2, Book, Book
- Teacher Resource CD, Level 2, Weekly, Reading, Find the Poem game, one set of "Doctor Peg" and one set of cards
- Classroom Supplies (paper, chart, writing set)

Phonics

Pp	pan	pat	pet	pat	pat	pat	pat
Bb	bat	bat	bat	bat	bat	bat	bat
Tt	top	top	top	top	top	top	top
Dd	dog	dog	dog	dog	dog	dog	dog

1 Introduce the Sort

Read the poem "Doctor Peg" to students and have them listen for what they hear. Ask questions such as "What are some pictures that you see?" Make sure students understand that each word is a different sound and not the same. Repeat the poem and have students identify the words that begin with p, b, t, or d. Place the words in their word study notebook on page 31.

2 Read a Poem

Read the poem "Doctor Peg" to students and have them listen for what they hear. Ask questions such as "What are some pictures that you see?" Make sure students understand that each word is a different sound and not the same. Repeat the poem and have students identify the words that begin with p, b, t, or d. Place the words in their word study notebook on page 31.

3 Focus on Phonology

Draw each picture and reading card and have students draw the picture and read the word. Ask questions about the meaning of the words in the poem. They should be able to identify the words that begin with p, b, t, or d.

4 Guided Practice

Have students of "Doctor Peg" for the Poem game. Have students use their word study notebook to write words that begin with p, b, t, or d.

5 Find Words in Context

Have students quickly do the sort for the words again, identifying each picture. Repeat "Doctor Peg" to show the word family. Repeat "Doctor Peg" to show the word family. Repeat "Doctor Peg" to show the word family.

Teaching Tip

Some students may have difficulty identifying the words that begin with p, b, t, or d. Have them use the word study notebook to write words that begin with p, b, t, or d.

Notice the objectives are clearly stated along with the materials teachers will need for the week's sort.

Day 1: Introduce the Sort

On the first day, introduce the word sort. In each level, students listen as the teacher reads aloud a poem from the Big Book of Poems. In this example, introduce the sort by reading the poem Doctor Peg. Students give physical responses as they identify and discuss words in the poem that correspond to the lesson's skill. Next, focus on vocabulary. Show each picture/word card. Lead a discussion about words and meanings to give students who are learning English more insight and experience with the language.

Day 2: Guided Practice

On the second day, students will practice the word sort. Start by reviewing the sort with students. Next, direct students to cut apart the picture/word cards in their Word Study Notebooks. Students will then take the cards and place them within the correct word family. Sometimes the lesson provides an Alternative Sort, or another way for the students to sort their picture/word cards.

Contrasting Beginning Consonants p/b and t/d

Pp	Bb	Tt	Dd
pan	bat	top	dog

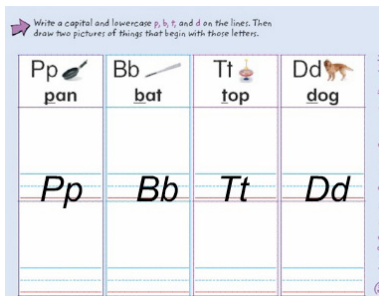
Day 3: Find Words in Context

On the third day, help students make text connections using the week's poem or a book from the Words Their Way Library. Have students look through the words in their sorts and find words that match in the text. There are also word study words in the library to help make these text connections.

Teachers may also preview the game found in the Teacher Resource CD, such as Go Fish. These games help students apply the skills in the sort.

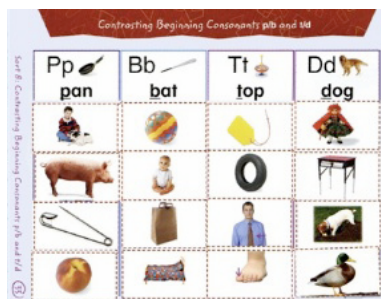
**Day 4:
Apply the Skill**

On the fourth day, students have the opportunity to apply the skills they learned the first three days. Teachers will mostly have them work individually to apply the sort. Students demonstrate what they learned about the target skill by completing a writing activity found in the Word Study Notebook. Then, they will play the game found on the Teacher Resource CD.



**Day 5:
Complete the Sort**

On the fifth day, students complete the sort. They will paste their picture/word cards in their Word Study Notebook. It might be a good idea to check their word sorts before they put them permanently into their books.



When students complete their sorts, they can play the game that goes with the specific sort to reinforce the skills. Teachers will find these games on the Teacher Resource CD. They can have students participate in these games in learning centers or at home to practice the sorts with their families. This becomes a perfect parent/home connection activity.

Each week ends with an informal assessment to give teachers another opportunity to gauge students' level of understanding of the word sort.

Review

This guide looked at the foundations of Words Their Way: Word Study in Action with English Learners. It explained the levels of the program, and how the program works with English learners. This guide also reviewed a five-day lesson.

For more information on Words Their Way, please watch the other tutorials on this myPearsonTraining.com.