

**JAN RICHARDSON & MICHÈLE DUFRESNE**  
**THE NEXT STEP FORWARD IN**  
**WORD STUDY**  
**AND PHONICS**



*In memory of Dr. Marie Clay, who changed the lives  
of millions of children through her work in Reading Recovery.  
Her wisdom and guidance continue to inspire and challenge us.*

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## CHAPTER 2


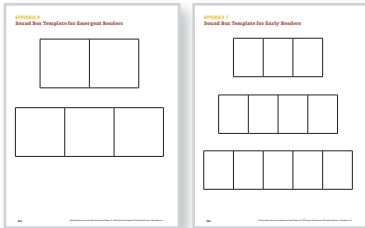
# Word Study Activities

*“Word solving is not just about word learning. Its power lies in the discovery of the principles underlying the construction of words that make up written language.”*



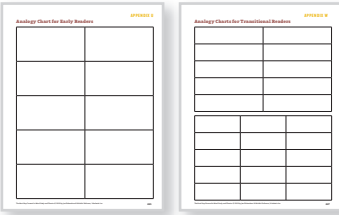



—Gay Su Pinnell and Irene Fountas (2017)



In this chapter we present ten word study activities you can use for guided reading lessons at text Levels A–Z. Some are appropriate for emergent and early readers; others are better suited for transitional or fluent readers. Each activity will fully engage your students, while teaching them to apply phonics skills to their reading and writing. The following chart lists the text level ranges we recommend for each activity and the materials you will need.

Word Study Activity	Levels	Materials
<b>Sight Word Review</b>	<b>A–I</b>	<ul style="list-style-type: none"> <li>• Dry-erase boards, markers, and erasers</li> </ul> 
<b>Teach a New Sight Word</b>	<b>A–I</b>	<ul style="list-style-type: none"> <li>• Magnetic letters on trays</li> <li>• Dry-erase boards, markers, and erasers</li> </ul> 
<b>Picture Sorting</b>	<b>A–E</b>	<ul style="list-style-type: none"> <li>• Picture cards for initial consonants, medial vowels, digraphs, and blends</li> </ul> 
<b>Sound Boxes</b>	<b>A–G</b>	<ul style="list-style-type: none"> <li>• Sound Box templates inserted in write-on plastic sleeves</li> <li>• Dry-erase markers and erasers</li> </ul> 



Word Study Activity	Levels	Materials
<b>Making Words</b>	<b>A–J</b>	<ul style="list-style-type: none"> <li>• Magnetic letters on trays</li> </ul> 
<b>Breaking Words</b>	<b>D–P</b>	<ul style="list-style-type: none"> <li>• Magnetic letters on trays</li> </ul> 
<b>Analogy Charts</b>	<b>G–P</b>	<ul style="list-style-type: none"> <li>• Analogy Charts inserted in write-on plastic sleeves</li> <li>• Dry-erase markers and erasers</li> </ul> 
<b>Make a Big Word</b>	<b>J–P</b>	<ul style="list-style-type: none"> <li>• Magnetic letters on trays</li> </ul> 
<b>Writing Big Words</b>	<b>J–P</b>	<ul style="list-style-type: none"> <li>• Dry-erase boards, markers, and erasers</li> </ul> 
<b>Working With Affixes</b>	<b>Q–Z</b>	<ul style="list-style-type: none"> <li>• Magnetic letters on trays</li> <li>• Dry-erase boards, markers, and erasers</li> <li>• Affix word cards</li> </ul> 

## WORD STUDY MATERIALS

Gather the following materials and organize them near your guided reading table. You will need a tabletop easel or large dry-erase board to model procedures. The student forms are available at [scholastic.com/NSFWordStudy](http://scholastic.com/NSFWordStudy). You can purchase teaching tools at Pioneer Valley Books: [www.pioneervalleybooks.com](http://www.pioneervalleybooks.com).

### Picture Cards

Collect and organize picture cards for teaching initial consonants, medial vowels, digraphs, and blends. You will need six to eight cards for each letter or letter combination.



### Magnetic Letters on Trays

Each student will need a set of magnetic letters organized on a small metal tray. You can purchase trays designed for teaching, or simply use a small cookie tray. Write the letters on the trays with permanent marker. Doing so will save you preparation time and help students replace the letters after the lesson. Also, be sure to have a box for organizing additional letters.



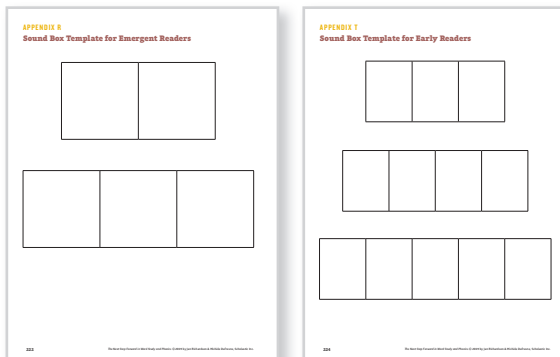
### Dry-Erase Boards

We recommend small dry-erase boards to maximize space on the guided reading table.



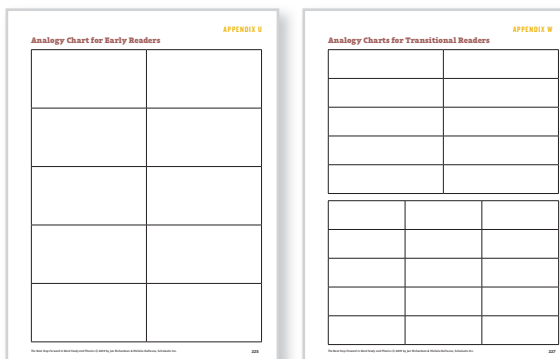
## Sound Box Templates

We recommend inserting the Sound Box template into a heavy-duty plastic sheet protector so students can write on it and erase easily. See Appendices R and T for Sound Box templates.



## Analogy Charts

You will need two- and three-column Analogy Charts inserted into heavy-duty plastic sheet protectors. See Appendices U and W for Analogy Charts.



## Affix Word Cards

At [scholastic.com/NSFWordStudy](http://scholastic.com/NSFWordStudy), you will find six word cards for each affix we teach during fluent guided reading lessons. Print out the cards and organize them by affix in a 3-x-5-inch file box.



## WORD STUDY ACTIVITIES

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We've used these word study activities in thousands of classrooms and found them to be engaging and effective. Choose the ones that best meet your students' needs, and follow the steps below.

### **Teaching Sight Words** (Recommended for Levels A–I, optional thereafter)

Students will automatically acquire some new words as they read books and write stories and other texts. Most, however, will need explicit teaching and guided practice to remember words. Having a bank of words they can identify quickly supports fluency and saves cognitive space for problem-solving other words. Our research and experience have taught us that most students can learn about ten words at each text level. In Appendix D, we recommend words for each text level, but you might want to make your own list from your collection of leveled books. Find the words that show up again and again. Whichever words you decide to teach, use the Sight Word Review and Teach a New Sight Word to help students build a system for remembering words.

*"Learning to write many different words (at least 40) provides the child with enough generative power to build a much larger writing vocabulary."*

—Marie Clay (2016)

### **Sight Word Review**

Spend a minute or less at the beginning of each guided reading lesson reviewing words you've taught in previous guided reading lessons. Dictate three words for students to write on a dry-erase board. One should be the word you taught in the previous lesson. The other two should be familiar words that appear in the new book for that day. This review supports fluency and helps children anchor their reading. Marie Clay (2005) refers to those words as "footholds in print." Don't let students copy words from the word wall or your easel. Instead, have them do their best to retrieve the words from memory. By writing the words, they are held accountable for knowing and producing them. It also helps them build a memory trace. Clay states, "One way of remembering a word in all its details is to write it. This requires one to have learned a little program (like a computer program) that produces the word from beginning to end, with all its parts in the right order" (Clay, 2016, p. 71).



After you dictate a word, support students who need help writing it. Don't treat this as a spelling test. The goal is for every student to write the word accurately with correct letter formation. The chart below contains suggestions for prompting and scaffolding instruction when students have difficulty.



**VIDEO LINK** [scholastic.com/NSFWordStudy](https://www.scholastic.com/NSFWordStudy)

A group of students reviews sight words.

### Prompts and Teaching Moves for Students Who Struggle With Sight Words

Behavior	Prompt	Teaching Move
Student writes a letter backwards.	<i>Check your alphabet chart.</i>	Point to the letter on the chart and model how to write it.
Student writes the wrong letter.	<i>How does this word look?</i> Erase the incorrect letter and ask, <i>What's missing?</i>	Write the word on the easel for the student to copy.
Student can't recall the first letter or other easy-to-hear sounds.	<i>Say it slowly. What do you hear first (or next, or last)?</i>	Say the word with the student and emphasize the sound the student is missing.
Student forgets how to spell the word or confuses it with another word.	<i>What does it look like?</i> <i>What's the second letter?</i>	Give the student a way to remember the word (e.g., <i>They has the in it. There is like where.</i> )

### Monitoring Progress

Use the Sight Word Checklists in Appendix E to monitor progress. Place a checkmark under the student's name if he or she was able to write the word without help. We've found that once a child writes the word six times (on different days), the word has been stored in long-term memory. Use the checklists to help you select words that need to be reviewed and taught.

### ***Teach a New Sight Word***

After students read the new book, spend two to three minutes teaching them a new sight word, preferably one that is in the new book. By teaching the word after they have read the book, you give students the opportunity to read the word several times before teaching them to write it, which makes it easier for them to learn it.

The following four activities provide for a gradual release of responsibility and build visual memory. Do each of them every day in order. Once students become familiar with the routine, it will go smoothly and quickly. (In fact, they will let you know if you miss a step!)

#### **1. What's Missing?**

This activity is about looking and attending to the details, letter by letter. Write the word on a dry-erase board or make it with magnetic letters. Tell students the word and ask them to look at each letter as you slowly slide an index card left to right across the word. The purpose of this brief procedure is to help students develop a system for remembering words. This includes attending to the left-to-right sequence of letters within a word.

Erase or remove a letter and ask, "What's missing?" When a student tells you the missing letter, place it back in the word. Repeat the process several times, removing different letters, calling on a student each time to tell you "What's missing?" Because children think it's a game, they will pay attention and look closely at the word. When you get to the last student, erase the entire word and ask the student to spell it. This is the only time you will have students spell the word. (Spelling a word is not an efficient way to learn sight words. In fact, it will slow the rate at which students acquire them.) You want students to remember sight words as a complete unit.

#### **2. Mix and Fix**

Have students take magnetic letters off their trays to make a sight word. Although most students should be able to construct the word easily, they can use a model you provide, if necessary. Teach students how to check the word by sliding their finger under the letters as they read it. This helps them develop synchrony, the process of coordinating and integrating auditory and visual information. Students should hear and say what they see in a word. Make sure each student is looking at the letters as he or she says the word.

Have the students mix up and remake (fix) the word several times. After the final mix and fix, have each student cover the word with an index card.

#### **3. Table Writing**

Students write the word on the table with their finger as they say the word in a natural way. Do not encourage them to segment the sounds. Let them peek under the card if they forget how to write the word. This tactile activity helps them build a memory trace for the word (Myers, 1978).

#### 4. Write and Retrieve

Students write the word on a small dry-erase board or at the bottom of an alphabet chart. (We use the alphabet chart if students need support with letter formation.) Immediately intervene if a student begins to misspell a word. When a child writes a word incorrectly, the word becomes difficult for them to unlearn. If they need help, they can lift the index card and look at the magnetic letters. Do not allow students to spell or sound out the word. You want them to learn the word as a complete unit. At first you may want them to say the word slowly in a natural way as they write it. Listening for the sounds will help them remember the letter sequence. Later, when they have developed a system for remembering, they will not need to do that.

Have students erase the word and write a different word, one they know well. Have them erase, then dictate the new word again for students to write. This step helps students build a long-term memory process for depositing and retrieving words.

After students learn a new sight word, it is important for them to practice the word in a variety of ways. Review the word for several days at the beginning of each lesson by having them write the word on a dry-erase board. Observe each student, checking to see if he or she quickly remembers the word. If students need extra help, they can say the word slowly and listen for sounds, but the goal is for them to write the word without having to say it.

During guided writing, expect correct spelling of the sight word. If students misspell a word you have taught, write it on a practice page in their journal and have them write it several times to build automaticity. Then have them write the word in their piece.



#### **VIDEO LINKS** [scholastic.com/NSFWordStudy](https://www.scholastic.com/NSFWordStudy)

- A group of students uses the four steps to learn a new word.
- Jan and Michèle explain the four steps of teaching a new sight word.

## Teaching Word Study Lessons

Spend about three to five minutes a day doing a word study lesson that teaches some aspect of phonics and phonemic awareness. Follow these three steps:

### 1. Select a Skill Focus

Use the word study assessments that match your students' reading stage (described in Chapters 3–7) and your daily observations during guided reading to identify a skill focus for your lesson. Most students will need the level-specific skills we identify in the following chart. Nevertheless, you may have some students who can read at higher text levels but still need to work on the target skills listed for lower text levels. Choose the skill that best fits the reader's needs.

Word Study Skill Focus and Activities by Text Level			
Text Level	Reading Stage	Skill Focus	Word Study Activities
<b>A</b>	<b>Emergent</b>	<ul style="list-style-type: none"> <li>Initial consonants</li> <li>Long vowels</li> </ul>	<ul style="list-style-type: none"> <li>Picture Sorting</li> <li>Making Words</li> <li>Sound Boxes</li> </ul>
<b>B</b>		<ul style="list-style-type: none"> <li>Initial and final consonants</li> <li>Short a and o</li> </ul>	<ul style="list-style-type: none"> <li>Picture Sorting</li> <li>Making Words</li> <li>Sound Boxes</li> </ul>
<b>C</b>		<ul style="list-style-type: none"> <li>All short vowels</li> <li>CVC words</li> </ul>	<ul style="list-style-type: none"> <li>Picture Sorting</li> <li>Making Words</li> <li>Sound Boxes</li> </ul>
<b>D</b>	<b>Early</b>	<ul style="list-style-type: none"> <li>Digraphs</li> <li>Onset-rime</li> </ul>	<ul style="list-style-type: none"> <li>Picture Sorting</li> <li>Making Words</li> <li>Sound Boxes</li> <li>Breaking Words</li> </ul>
<b>E</b>		<ul style="list-style-type: none"> <li>Initial blends</li> <li>Onset-rime</li> </ul>	<ul style="list-style-type: none"> <li>Picture Sorting</li> <li>Making Words</li> <li>Sound Boxes</li> <li>Breaking Words</li> </ul>
<b>F</b>		<ul style="list-style-type: none"> <li>Final blends</li> <li>Onset-rime</li> </ul>	<ul style="list-style-type: none"> <li>Making Words</li> <li>Sound Boxes</li> <li>Breaking Words</li> </ul>

### Word Study Skill Focus and Activities by Text Level

Text Level	Reading Stage	Skill Focus	Word Study Activities
<b>G</b>	<b>Early</b> <i>continued</i>	<ul style="list-style-type: none"> <li>• Initial and final blends</li> <li>• Silent e</li> <li>• Onset-rime</li> </ul>	<ul style="list-style-type: none"> <li>• Making Words</li> <li>• Sound Boxes</li> <li>• Breaking Words</li> <li>• Analogy Charts</li> </ul>
<b>H</b>		<ul style="list-style-type: none"> <li>• Silent e</li> <li>• Vowel patterns</li> <li>• Inflectional endings</li> </ul>	<ul style="list-style-type: none"> <li>• Making Words</li> <li>• Breaking Words</li> <li>• Analogy Charts</li> </ul>
<b>I</b>		<ul style="list-style-type: none"> <li>• Silent e</li> <li>• Vowel patterns</li> <li>• Inflectional endings</li> </ul>	<ul style="list-style-type: none"> <li>• Making Words</li> <li>• Breaking Words</li> <li>• Analogy Charts</li> </ul>
<b>J–K</b>	<b>Transitional</b>	<ul style="list-style-type: none"> <li>• Silent e</li> <li>• Vowel patterns</li> <li>• r-controlled vowels</li> <li>• Inflectional endings with spelling changes</li> <li>• Compound words</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking Words</li> <li>• Analogy Charts</li> <li>• Make a Big Word</li> <li>• Writing Big Words</li> </ul>
<b>L–M</b>		<ul style="list-style-type: none"> <li>• Vowel patterns</li> <li>• r-controlled vowels</li> <li>• Inflectional endings with spelling changes</li> <li>• Compound words</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking Words</li> <li>• Analogy Charts</li> <li>• Make a Big Word</li> <li>• Writing Big Words</li> </ul>
<b>N–P</b>		<ul style="list-style-type: none"> <li>• Vowel patterns</li> <li>• Inflectional endings with spelling changes</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking Words</li> <li>• Analogy Charts</li> <li>• Make a Big Word</li> <li>• Writing Big Words</li> </ul>
<b>Q–Z</b>	<b>Fluent</b>	<ul style="list-style-type: none"> <li>• Affixes and roots</li> </ul>	<ul style="list-style-type: none"> <li>• Working With Affixes</li> </ul>

## 2. Choose a Word Study Activity

For each text level, we provide several activities for teaching word study skills. Each activity teaches a different aspect of word study and guides students to apply the target skill as they read and write. The following chart explains the purpose of the activities and how they help students transfer word study skills.

Word Study Activities			
Activity	Level	Purpose	Transfer to Reading and Writing
Picture Sorting	A–E	Hear sounds and link sounds to letters.	<ul style="list-style-type: none"> <li>Use sounds to predict what makes sense and monitor for visual and auditory match.</li> <li>Cross-check visual information (letters and sounds) with meaning and structure to solve unknown words in reading.</li> </ul>
Making Words	A–I	Visually scan words to check for letter/sound accuracy.	<ul style="list-style-type: none"> <li>Notice reading errors by monitoring for visual/auditory match and then self-correcting their errors.</li> <li>Break words at the onset and rime to read and write unknown words.</li> </ul>
Sound Boxes	A–G	Hear and record sounds in sequence.	<ul style="list-style-type: none"> <li>Write unknown words through sound analysis.</li> <li>Check for accuracy by sliding a finger under a word to see if it looks and sounds right.</li> </ul>
Breaking Words	D–P	Attend to parts of words.	<ul style="list-style-type: none"> <li>Solve unknown words by breaking the word at the onset and rime.</li> <li>Take apart words in flexible ways.</li> <li>Notice similarities in words.</li> </ul>
Analogy Charts	G–P	Notice patterns in known words to read and write unknown words.	<ul style="list-style-type: none"> <li>Use analogies to solve unknown words during reading and writing.</li> </ul>
Make a Big Word	J–P	See and hear syllable breaks. Learn inflectional endings, prefixes, and suffixes.	<ul style="list-style-type: none"> <li>Take apart unknown words.</li> <li>Write multisyllabic words by hearing and recording parts.</li> </ul>
Writing Big Words	J–P	Learn common prefixes and suffixes.	<ul style="list-style-type: none"> <li>Use known words to read and write unknown words with prefixes and suffixes.</li> </ul>
Working With Affixes	Q–Z	Learn to use common affixes to infer the meanings of words.	<ul style="list-style-type: none"> <li>Improve word recognition, spelling, and vocabulary knowledge.</li> </ul>

### 3. Follow Word Study Procedures

This section describes in detail the activities for teaching word study skills and scaffolding students who need support.

#### Picture Sorting

This activity teaches phonemic awareness, an important skill in learning to read (National Institute of Child Health and Human Development). Hearing phonemes in spoken words and linking them to letters helps students read and write more effectively. Each student needs three to four picture cards.

Follow these steps:



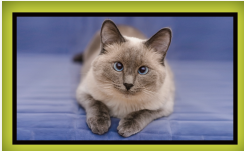







1. Choose the skill focus—two sounds for students to sort. You might have students sort pictures by initial consonants (*g* and *m*), medial vowels (short *i* and short *u*), digraphs (*ch* and *sh*), or blends (*sl* and *sp*). When sorting blends, always choose two blends that begin with the same letter. This forces students to attend to the second letter in the blend, which is the challenging sound to hear.
2. Pass out three or four picture cards to each student. Tell the students what the pictures are. On the easel, write the two sounds you want them to hear.
3. Have each student sort a picture by:
  - Saying the picture name (*ship*).
  - Saying the target sound (*/sh/*).
  - Saying the letter (or letters) that make that sound (*s-h*).
  - Putting the picture card under the correct letter or letters.



*Students sort picture cards for blends.*



## Picture Sorting Lessons by Text Level

Text Level	Skill Focus	Examples	
A	Initial consonants	<i>d</i>	<i>h</i>
			
B	Initial and final consonants Short a and o	<i>a</i>	<i>o</i>
			
C	All short vowels	<i>i</i>	<i>u</i>
			
D	Initial digraphs	<i>sh</i>	<i>ch</i>
			
E	Initial blends	<i>fl</i>	<i>fr</i>
			



### VIDEO LINKS [scholastic.com/NSFWordStudy](https://www.scholastic.com/NSFWordStudy)

- A group of students sorts initial blends.
- Jan and Michèle explain Picture Sorting.



## Making Words

The sounds students hear in a word must match the letters they see. Making Words teaches students how to monitor for a visual and auditory match. This process is called synchrony. Students who lack synchrony tend to make errors such as saying *had* for the word *have* or saying *came* for *come* without noticing their mistake. Making Words also teaches left-to-right visual scanning across a word.

Each student will need a magnetic letter tray to make a series of words you dictate. Each word in the series should differ by a letter or letter cluster. Asking students to create a new word by making minimal changes draws their attention to the letter/sound sequences in words.

Follow these steps:

1. Create your own series of words that teach the target skill, or use one of the lessons in Chapter 4 or 5.
2. Tell students the letters they will need and have them remove those letters from their tray. Call out the letters in alphabetical order so students can quickly find them on their trays.
3. Dictate a word for the students to make and tell them how many letters they will need.
4. After students make the word with the magnetic letters, tell them to check the word by saying it slowly as they run their finger underneath it. This should help them notice their errors or confirm their accuracy.
5. Dictate a new word that differs by one letter (or letter cluster if you are targeting blends).
6. Before students reach for the letters to exchange, teach them to say the new word slowly as they slide their finger under the current word. This helps them decide which letter or letters they will need to change to make the new word.

At first you will have to tell students which letter to change, but they will soon be able to make changes without your help. The process students use to determine the mismatch between a sound and a letter is the same process they will use later to self-correct during reading.

When students do Making Words at text Level D and higher, have them break the magnetic letters at the onset and say each part.

**d r o p**

## Making Words Lessons by Text Level

Text Level	Skill Focus	Example
<b>A</b>	<ul style="list-style-type: none"> <li>Initial consonants</li> </ul>	<i>dad-had-sad-lad</i>
<b>B</b>	<ul style="list-style-type: none"> <li>Initial and final consonants</li> <li>Short <i>a</i> and <i>o</i></li> </ul>	<i>can-cap-map-man-pan</i> <i>hot-hop-hog-log-lot</i>
<b>C</b>	<ul style="list-style-type: none"> <li>All short vowels</li> <li>CVC words</li> </ul>	<i>hop-hip-sip-sap-sat-hat</i>
<b>D</b>	<ul style="list-style-type: none"> <li>Digraphs</li> </ul>	<i>hop-shop-ship-chip-chin</i>
<b>E</b>	<ul style="list-style-type: none"> <li>Initial blends</li> </ul>	<i>rim-brim-slim-slam-slap-clap</i>
<b>F</b>	<ul style="list-style-type: none"> <li>Final blends</li> </ul>	<i>went-wept-west-pest-past-pant</i>
<b>G</b>	<ul style="list-style-type: none"> <li>Initial and final blends</li> </ul>	<i>band-brand-bland-blank-blink</i>
<b>H</b>	<ul style="list-style-type: none"> <li>Silent <i>e</i></li> <li>Vowel patterns</li> </ul>	<i>rip-ripe-gripe-grip-grim-grime</i> <i>down-drown-frown-crown-clown</i>
<b>I</b>	<ul style="list-style-type: none"> <li>Vowel patterns</li> </ul>	<i>coat-coast-boast-boat-goat-gloat</i>



### VIDEO LINKS [scholastic.com/NSFWordStudy](https://www.scholastic.com/NSFWordStudy)

- A group of students engages in Making Words.
- Jan and Michèle explain Making Words.

## Sound Boxes

In this activity students learn how to say a word slowly to hear and write sounds in sequence. Each student needs a Sound Boxes template in a plastic write-on sleeve, a dry-erase marker, and an eraser.



*Students use the Sound Boxes template.*

Follow these steps:

1. Dictate a word for students to write in the boxes. Tell them how many boxes to use. Don't waste time asking students to figure out the number of boxes they will use.
2. Have students say the word slowly and run their finger under the boxes.
3. Have students say the word again slowly and write the letter or letters for each phoneme in one box. When students write a word with a digraph (*ch, sh, th*), both letters go in the same box because they are one phoneme. When they write words with a blend, each letter is written in a separate box because blends contain two or more phonemes.

## Sound Boxes Lessons by Text Level

Text Level	Skill Focus	Examples
<b>A</b>	Initial consonants Long vowels	g o      m e
<b>B</b>	Initial and final consonants Short a and o	a m      h o p
<b>C</b>	All short vowels CVC words	d i m      c u t
<b>D</b>	Digraphs	th i n      m a sh
<b>E</b>	Initial blends	c l a p
<b>F</b>	Final blends	l a s t
<b>G</b>	Initial and final blends	s t a m p



### VIDEO LINKS [scholastic.com/NSFWordStudy](https://www.scholastic.com/NSFWordStudy)

- A group of students uses Sound Boxes to hear sounds in words.
- Jan and Michèle explain Sound Boxes.

## Breaking Words

In this activity students learn how to break words at the onset and rime. Research shows that breaking a word at the onset and rime is a more effective and efficient way to decode a word than sounding out letter by letter (Moustafa, 1996). The onset is the beginning consonant letter or letter cluster, while the rime is the part of the word that begins with the vowel. For example, in the word *slick*, *sl* is the onset and *ick* is the rime. Begin using the Breaking Words procedure at about Level D, after you have taught the target skill using Picture Sorting, Making Words, and Sound Boxes.

### RESEARCH NOTE

Children are natural pattern seekers—they find patterns in nature, art, music, and numbers. So it's no surprise that children will search for patterns in language and words. They can be taught to use onset-rime patterns in words they know in order to figure out how to pronounce words they don't know (Moustafa, 1996, Zinke, 2016). For example, they can use the *st* from the known word *stop* and the *ump* from the known word *jump* to read the new word *stump*.

**Early Breaking Words.** Students learn to break apart one-syllable words.

Follow these steps:

1. Select three words that have the same rime. In the following example we use *stop*, *chop*, and *drop*. Write the first word (*stop*) on a dry-erase board. Do not say the word—and tell the students not to say the word.
2. Tell students to take the letters off their trays to make the word.
3. Tell students to break the word before the vowel.

**s t o p**

4. Have students say each part chorally. (/st/ /op/)
5. Have students put the word back together and read it. (*stop*)
6. Tell students to change the onset to make a new word. For example, *Take away the st and put ch.* (*chop*)
7. Repeat steps 3 to 5: break it (*ch op*), say it (/ch/ /op), make it (*chop*).
8. Write another word that has the same rime and have students read it (*drop*). If they need help, underline the rime.

Breaking Words is even more effective if you use it to teach a challenging word in the book students are reading in guided reading. For instance, perhaps the new word *quill* is in the book. Your Breaking Words activity might begin with *will* (a known word), move to *still*, and then *quill*.



**VIDEO LINK** [scholastic.com/NSFWordStudy](https://www.scholastic.com/NSFWordStudy)

A group of students engages in Breaking Words.

**Advanced Breaking Words.** Begin these procedures at about text Level G, once students understand how to break one-syllable words. At this advanced stage, students work with words that have the same rime but different onsets and inflectional endings. Follow these steps:

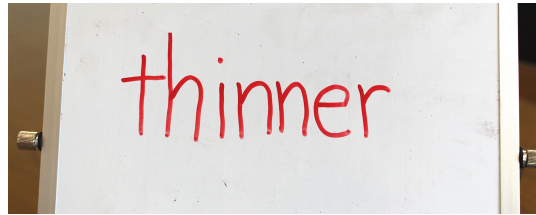
1. On a dry-erase board, write a word with an inflectional ending. Do not say the word and do not have the students say the word (e.g., *spinning*).
2. Have students take the letters off their trays to make the word. (You will need to provide duplicate letters.)
3. Tell students to take off the ending and break the word before the vowel (*sp inn ing*).



4. Ask students to say each part chorally (/sp/ /in/ /ing/). Explain that if a word has a two-letter rime with a short vowel (e.g., *ap*, *at*, *op*, *un*), you double the final consonant before you add *-er*, *-ed*, or *-ing*.

**s p i n n i n g**

5. Have the students put the word back together and read it (*spinning*).
6. Tell students to change the onset. For example, say, "Change the *sp* to *gr* to make a new word." Do not say the word and do not have the students say the new word (*spinning* – *grinning*).
7. Repeat steps 3 to 5: break it (*gr inn ing*), say it (/gr/ /in/ /ing/), make it (*grinning*).
8. Write another example on the dry-erase board and have students read it (*thinning*). If they need help, underline the rime. When the activity becomes easy, change both the onset and the ending (*thinner*).



**VIDEO LINK** [scholastic.com/NSFWordStudy](https://www.scholastic.com/NSFWordStudy)

A group of students breaks words with inflectional endings.

As students progress, use the Advanced Breaking Words procedure with affix words. Follow these steps:

1. Write a word on the easel and have students make it with magnetic letters (e.g., *nervous*).
2. Have students break the word and read the parts with you.
3. Write another word for them to read (e.g., *wondrous*).



**VIDEO LINK** [scholastic.com/NSFWordStudy](https://www.scholastic.com/NSFWordStudy)

Jan and Michèle explain Breaking Words.

## Analogy Charts

At first, use this activity to teach vowel patterns such as the silent-*e* feature and vowel clusters (e.g., *ee*, *ow*, *ai*). As your students progress, use it to teach them how to add inflectional endings.

**Teaching vowel patterns.** Because this is an auditory sort, always select two patterns with different sounds, such as *oa* and *igh*. Choose two vowel patterns from the book or use one of the lessons in Chapter 5 or 6. Follow these steps:

1. Distribute an Analogy Chart, a dry-erase marker, and an eraser to each student.
2. Tell students they are going to use the two-column chart to write words that have similar patterns.
3. At the top of the chart, write a key word for each of the two vowel patterns. The key words should be ones the children recognize. Students copy those words at the top of their own charts and underline the pattern in each word. Appendix X contains key words for each vowel pattern.

<u>look</u>	<u>day</u>
h <u>oo</u> k	pl <u>ay</u>
sh <u>oo</u> k	st <u>ay</u>
br <u>oo</u> k	pr <u>ay</u>

4. Discuss the sound each vowel pattern makes. Then say a new word that has the same vowel pattern as one of the key words. Tell students to listen to the vowel sound in the word and find the key word that has the same sound. Have them write the new word under the matching key word and underline the vowel pattern.
5. Repeat the procedure with four to six words.
6. After students read the words in each column, write a new word that has one or both of the vowel patterns and have students read it.



7. As students become more proficient in hearing the vowel patterns, dictate words with inflectional endings.

<b>car</b>	<b>for</b>
start	fort
cartoon	stormy
charming	recorded



**VIDEO LINK** [scholastic.com/NSFWordStudy](https://www.scholastic.com/NSFWordStudy)

A group of students uses an Analogy Chart during word study.

**Teaching spelling changes when adding inflectional endings.** Select a feature such as doubling (e.g., *stopping*), *e*-drop (e.g., *hiking*), or changing the *y* to *i* (e.g., *cried*). Select a word from the story or use a lesson from Chapter 4. Follow these steps:

1. Distribute an Analogy Chart, a dry-erase marker, and an eraser to each student. (A two-column chart introduces the skill, and a three-column chart increases the challenge by combining skills. See examples on the next page.)
2. At the top of your chart, write a key word without and with inflectional ending(s) (e.g., *hop*, *hopping*; *love*, *loving*, *lovely*). Students copy those words at the top of their own charts.
3. Discuss the spelling rule.

**Doubling the consonant.** If a word has a two-letter rime with a short vowel (e.g., *ap*, *at*, *op*, *un*), you double the final consonant before you add *-ing*, *-er*, or *-ed* (e.g., *spinning*, *stopper*, *slipped*).

**Dropping the final e.** If a word ends in the silent *e*, you drop the *e* if you add an ending that begins with a vowel (*-ing*, *-er*, *-ed*). You do not drop the *e* if the ending begins with a consonant (*-ly*, *-ful*).

**Changing the y to i.** If a word ends in *y* and is preceded by a consonant, you change the *y* to *i* before you add *-ed*, *-es* (e.g., *try-tries*, *carry-carried*).

<b>hop</b>	<b>hopping</b>	<b>love</b>	<b>loving</b>
run	running	care	caring
stop	stopped	hope	hoping

1. Dictate a word for students to write in the first column. Then say the word with an inflectional ending for students to write in the second column.
2. After you have dictated four to six words, have students read the words in each column.
3. To increase the challenge, use a three-column chart. Here are two examples.

Word	Double	Don't Double	Word	Double	e Drop
hop	hopping		run	running	
jump		jumping	love		loved
stop	stopper		trap	trapper	



Students use an Analogy Chart for ai and oa.



**VIDEO LINKS** [scholastic.com/NSFWordStudy](https://www.scholastic.com/NSFWordStudy)

- A group of students uses a three-column Analogy Chart during word study.
- Jan and Michèle explain Analogy Charts.

### Make a Big Word

This activity helps students write multisyllabic words by hearing the parts. Select a multisyllabic word from the new book or use a word study lesson from Chapter 6. Follow these steps:

1. Distribute the magnetic letter trays and tell students which letters they will need. Dictate the letters in alphabetical order to help students quickly find the letters on the trays.
2. Say the big word and have students clap each syllable.
3. Have students use the magnetic letters they removed from the tray to construct the word.
4. Once they make the word correctly, have them break it into parts, and then remake the word.

dan ger ous noc tur nal



*A student makes a big word with magnetic letters.*



**VIDEO LINKS** [scholastic.com/NSFWordStudy](https://www.scholastic.com/NSFWordStudy)

- A group of students makes a big word during word study.
- Jan and Michèle explain Make a Big Word.

## Writing Big Words

After you teach an affix, have students write several words that contain that affix. From the text, select a multisyllabic word that contains the target affix, or use a lesson from Chapter 6. Follow these steps:

1. Distribute dry-erase boards, markers, and erasers.
2. Dictate a word for students to write. Have them underline the target affix (e.g., discover).
3. Dictate other words that have the same prefix or suffix and have students write them (e.g., discover, disagree, disappear).
4. Discuss the meaning of any unfamiliar words.



*A student writing a big word on a dry-erase board.*



**VIDEO LINKS** [scholastic.com/NSFWordStudy](https://www.scholastic.com/NSFWordStudy)

- A group of students writes big words during word study.
- Jan and Michèle explain Writing Big Words.



## Working With Affixes

This activity is most beneficial to fluent readers because they are encountering many multisyllabic words. The goals are to teach students how to recognize an affix and to use the affix to infer the meanings of words. Select an affix that appears in a word from the story, or use a lesson from Chapter 7. Follow these steps:

### Day 1: Make an Affix Word

1. Introduce the suffix or prefix and define it. For example, if you choose the affix *mis-*, you would introduce a familiar word that contains that prefix (e.g., *misbehave*) and explain that *mis* means *wrong* or *bad*. *Misbehave* means “to behave badly.”
2. Select another word for students to make out of magnetic letters (*misfortune*). Dictate the letters in alphabetical order as students remove the letters from their trays. Have students clap the word before they make it with the letters. Then have them break the word so they can see the parts in the word. Be sure to discuss the meaning of the word.

### Day 2: Write an Affix Word

1. Review the meaning of the affix.
2. Dictate three words with the same affix for students to write. Have them underline the affix in each word (e.g., misinform, misunderstand, misplace). Discuss the meaning of each word.



### Day 3: Read an Affix Word

1. Review the meaning of the affix.
2. Give each student one of the affix word cards from [scholastic.com/NSFWordStudy](http://scholastic.com/NSFWordStudy).
3. Have students read their word and explain what it means and use it in a sentence.



#### VIDEO LINKS [scholastic.com/NSFWordStudy](http://scholastic.com/NSFWordStudy)

- A group of students works with affixes during word study.
- Jan and Michèle explain Working With Affixes.