



*Thank you*

FOR YOUR  
INTEREST IN  
CORWIN

Please enjoy this complimentary excerpt from *Word Study That Sticks* by Pamela Koutrakos. In this excerpt, get a tour of word study in action and listen in and hear how real word exploring might go.

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# A TOUR OF WORD STUDY IN ACTION

## A Sneak Peek of Content Area Word Learning

On these two pages, catch the buzz and breeziness of word learning all day long! Here, you will get the opportunity to listen in and hear how skillful yet simple word exploring might go. As you wander around these pages, I encourage you to make connections between these sound bites and the lessons and ideas shared in the previous chapters.

### INTERACTIVE WRITING IN MATH

"I enjoyed hearing about the different ways you all solved this perseverance problem today! I appreciate that you made an extra effort to use not only math words but also some of the pattern words we have been exploring in word study. Now we are going to choose one method and write down our math thinking. I am going to need your help. You will come up with the ideas. I will take responsibility for writing your thoughts on this chart. Here's the fun part: When we get to either a math word or a pattern word, I am going to have you all write that word on your slates. We will then take turns having some classroom mathematicians come up and write those special math and pattern words. So that we don't forget this is about math, writing, *and* word study, I put our math words in this pocket chart, and I also put in a large card to remind you of the patterns different groups are currently studying in word study. Let's get started! Our first job is to choose one person's number talk to write up."

### SHARED READING IN READING

"Today, we are going to look back at the same two pages of our new favorite book. I am going to have you go on a hunt for a special word that is one of our recent pattern words. It starts with the same sound as *rrrrowdy*. It has a doubled consonant before adding the *-ing*. A word with a similar meaning is *jogging*. Can you find it? Whisper it to your partner. . . . Now, shout it out! Let's play around with this word. First, when might we run? Hmm, it might be a time we needed to get somewhere fast. Or maybe while we were playing a specific sport? Hmm . . . When might I run? Turn and talk. List different times you might be running. . . . I heard \_\_\_\_\_. Now, let's think of lots of words that, like *jogging*, have a similar meaning to *running*. Then, we will order them and see how many words we can include in our shades of meaning. I will start and you can all jump in and help in a moment."

### A WORD INTRODUCTION IN SOCIAL STUDIES

"My, my, my social scientists! You already discovered that our new unit is all about geography and how where people live impacts their lives. We will be doing a lot of researching and discovering in this unit. There is a lot of lingo—or words that have to do with geography—that we will be learning about and using. In order to figure out how some of this word teaching and learning might go, I am going to introduce these words to you now—just like I introduce new words in word study. When I hold up the word, I want you to share one of our signals that tell how comfortable you are with this word. The first word is *equator*."

### SHARED WRITING IN SCIENCE

"We watched some really interesting things happen with our magnets! We talked with our partners about what we observed, what we thought, and what we wondered. I feel excited and ready to do some jotting and thinking. Let's take a moment to really remember what we observed. Replay it in your minds. Pay attention to all the details you are seeing—they are what we will need to include in our sketch. Let me start. OK, I remember. I am seeing \_\_\_\_\_. Now, you try. Turn and talk with your partner. Give as many details as you can because this will help us plan out what we want to include in our sketch. I heard you say \_\_\_\_\_, so let me start sketching those parts. Now, we need to add some labels to this sketch. Let's think about our science words. Let's also think about words we could use to describe what we saw—because scientists work to be very precise when they jot. What parts of the sketch might we label, and what words would we use? . . . Scientists—we observed, remembered, sketched, and labeled. Tomorrow, we will be ready to use our sketch and labels to help us begin to write."

Instructional Routine	What It Is	Purpose	When It Happens	How We Incorporate Words
<b>Shared Reading</b>	<p>Brief (5–15 minutes) series of lessons that takes place over 3–5 days.</p> <p>The short selected text is enlarged so all students can see and follow along as the teacher reads the text. Each session in the cycle has a different focus, and the teacher models before the students dip in and try.</p>	<p>We use shared reading to provide vision and support. Although shared reading can always be used, it is most frequently used when content is new or tricky. The teacher does most of the work; students are invited to take an in-the-moment, “low stakes” try with a partner.</p>	<p>Shared reading can happen in any part of the day! Often, it occurs at the end of a reading block, but it can happen in any subject, at the start of the day, or at the end of the day.</p>	<p>One or two of the sessions can be focused on studying, thinking about, or extending knowledge of letters, sounds, word parts, or whole words in the passage.</p> <p>Teachers might model these actions:</p> <ul style="list-style-type: none"> <li>• Decoding a word</li> <li>• Thinking about the meaning or connotation of a word</li> <li>• Finding and talking about a studied letter, sound, pattern, affix, or root, along with synonyms, antonyms, or “relatives” of a word</li> <li>• Connecting a word to different contexts</li> <li>• And much more!</li> </ul>
<b>Shared Writing</b>	<p>Brief (5–15 minutes) series of lessons that takes place over 3–5 days. Over the course of the cycle, the class helps the teacher compose a piece of writing. Each session in the cycle has a different focus and the teacher models before the students dip in and try.</p>	<p>We use shared writing to provide vision and support. Although shared writing can always be used, it is most frequently used when a genre of writing is new. While the teacher does most of the work, students are invited to contribute ideas so there is shared ownership of the composed piece.</p>	<p>Shared writing can happen in any part of the day! Often, it occurs during immersion (the start of a new unit) or at the end of a writing block, but it can happen in any subject, at the start of the day, or at the end of the day.</p>	<p>One or two of the sessions can be focused on remembering, thinking about, or applying knowledge of letters, sounds, word parts, or whole words while writing.</p> <p>Teachers might model these actions:</p> <ul style="list-style-type: none"> <li>• Encoding a word</li> <li>• Thinking about the most precise word that could be used</li> <li>• Talking about a studied letter, sound, pattern, affix, or root and intentionally finding a place to transfer this learning</li> <li>• Considering word choice to sound like an expert, create a mood, or paint a picture</li> <li>• And much more!</li> </ul>

Instructional Routine	What It Is	Purpose	When It Happens	How We Incorporate Words
<b>Interactive Writing</b>	Brief (10–20 minutes) one-and-done lesson in which the teacher and students compose a piece of writing together, but students take a bit of a more active role than in shared writing. Here, the class helps the teacher compose the piece of writing by taking over some of the actual writing.	We use interactive writing to provide vision and support, as well as encourage students to use what they know about the language standards as they write. The teacher does most of the writing; students are invited to write certain letters, words, or conventions as the piece is being composed.	Interactive writing can happen in any part of the day! Often, it occurs during immersion (the start of a new unit) or at the end of a writing period, but it can happen in any subject, at the start of the day, or at the end of the day.	During the session, students are encouraged to generate and share ideas. They help with writing words that include sounds, letters, and word parts they have been exploring.  For example, students could come up and write the following: <ul style="list-style-type: none"> <li>• Words with the /sh/ sound</li> <li>• Any “long a” words</li> <li>• Any words in past tense</li> <li>• Any words with an open first syllable</li> <li>• Any Tier III content area vocabulary word</li> </ul>
<b>A Word Study Routine in the Content Areas</b>	Use an already-learned word study routine in other subject areas to explore, talk about, and learn content area vocabulary.	Word study routines are already known, understood, and practiced, so students can transfer this expertise with minimal teaching and direction. This supports efficient use of instructional time, student ownership, and increased vocabulary competency.	Word study routines support the infusion of best practice instruction in all subject areas!	Often, teachers choose to use meaning routines (e.g., I Might Be . . . , Backward Scattergories, etc.), but any word study routine can be transferred to any subject area.