



Thank you

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CORWIN

Please enjoy this complimentary excerpt from *Word Study That Sticks* by Pamela Koutrakos. Use this chart to better understand what word study is—and isn't.

LEARN MORE about this title, including Features, Table of Contents, and Reviews.

STARTING UP

Pam recommends using a spelling inventory at the start of the year. She also taught me how to look for patterns in student work so I began to quickly see individual, small-group, and whole-class priorities. I used these patterns to help choose and match the words to the students. This method was much better than what I had done in the past, which was give everyone the same lists in the same order year to year. Check out Appendix B for a list of commonly used spelling inventories.

—Michele, Grade 6 Teacher

STEPPING UP

In our district, we use three different spelling inventories. They came with the program we use. Different grade-level bands (K–1, 2–3, 4–6) each have their own inventories. This creates a common language and an aligned approach to choosing words across the district. Pam then helped us learn how to use the results of this inventory to support student learning. See Chapters 4 through 7 for more information on using inventory results and more informally found day-to-day information to differentiate classroom practice.

—Jan, Literacy Coach

To me, the term *word consciousness* shows up in learners as curiosity. This is what we model and what we want learners to possess. In addition, we cultivate an analytical bent. For example, we might first get curious about students, investigate their current strengths and areas of readiness, and then design instruction that fits their stage of spelling development (Bear et al., 2004). We could then work to facilitate appropriate and relevant experiences where whole words are studied, phonemes are studied in real words, and we dig deep to study the *why* behind words—all the while consistently incorporating reading and writing into these practices. In this way, we would be working from student strengths and designing student-centered learning that is appropriate and within each learner's *zone of proximal development* (Vygotsky, 1962). The ideas in this book will help you do this. Over the course of the school year, students will learn how to use strategies for learning words when they are most ready. Most importantly, they will learn to employ the strategies flexibly, on their own.

What Word Study IS	What Word Study ISN'T
Learning particular words and word features	Learning letter sounds in isolation
Recognizing and thinking about patterns across words	Reading controlled texts
Generalizing ideas about patterns we find	Passive
Phonics, phonemic awareness, spelling, and vocabulary	Only phonics
Developing strategies to study words	Only spelling
Active	Only vocabulary
Developmentally appropriate	One-size-fits-all
Collaborative	BORING!
FUN!	