

spelling changes or different words altogether, comparatives may be signaled by changes in accent.

In contrast to many other languages, English spellings are full of double letters that might puzzle English learners so studying doubling issues is important. In addition, the compounding and generative aspects of English may not occur in the native language. Compound words like *outsmart* or *windfall* may seem strange to English learners, especially when they are metaphoric (*headstrong*) rather than literal (*sundown*). Similarly, the common use of affixes and base words in English to generate new words may be rare in other languages. Studying these features in detail is important in helping English learners not only learn the spellings and meanings of words but also understand *why* words work the way they do in English.

WORD STUDY *Routines and Management*

Organizing differentiated instructional-level groups for word study is challenging but will best serve students' needs, especially those who are below grade level. The key to finding time for meeting with small groups is establishing routines. When students learn weekly word study routines, they become responsible for completing much of their work independently (both in class and at home) or with partners, leaving you free to work with other small groups. You can find more organization tips in Chapter 3.

PD  TOOLKIT™
for Words Their Way®

Classroom Organization in the Syllables and Affixes Stage

See the many ways that Ms. Bruskotter involves her students in word study at their developmental levels.

The Word Study Lesson Plan in the Syllables and Affixes Stage

We recommend the basic word study lesson plans described in detail in Chapters 3 and 6 for this stage as well. Teacher-directed sorts are a good way to introduce new features but open sorts involve students in more active thinking. You may be skeptical about using word sorts with older students, but experience proves the value of sorts at this level. Even adults who are poor spellers enjoy and benefit from hands-on sorting activities (Massengill, 2006). Use the following basic routines for sorts:

1. Model a sort, or have students sort, and lead them in a discussion of the generalizations revealed by the sort as Ms. Radcliffe did at the beginning of this chapter. You should also discuss word meanings before or after (in the case of prefixes) sorting.
2. Have students sort their own set of words and check their sorts. Sorting the weekly words, not once but four or five times across the week, is a valuable routine for students and should be at the heart of systematic developmental word study.
3. Encourage students to clarify and summarize their understandings with oral and written reflections.
4. Use extension activities across the week to reinforce and broaden students' understandings. Activities include homework and working with partners in blind sorts, writing sorts, and timed sorts as described in Chapter 3. Games and other activities are another way to engage students in further exploration and review of the features they are learning in their sorts.

Word Study Notebooks in the Syllables and Affixes Stage

Using word study notebooks in this stage continues to be an easy way to help you and your students manage the routines and organization of word study (see Chapters 3 and 6). Word sorts should continue to be recorded in columns of contrasting categories; for example, words that drop the *e* before adding a suffix versus words that do not drop the *e*. Exemplars can be