

# Literacy Night

ReadyGen and Words  
Their Way

## WELCOME PARENTS!

Parent Nights September 16th (K-2) and October  
7th (3-5)



# WELCOME DISTRICT 96 PARENTS!



# Why Words Their Way?



## Why "WORD STUDY" instead of a "TRADITIONAL" spelling program?

*Research Indicates ...*

- Memorizing a list of words and getting 100% on weekly tests does not necessarily mean a child is a good speller.
- Traditional approach of "everyone gets the same weekly list and test on Friday", many students who passed the spelling test were not able to transfer the knowledge to their writing.
- Using the Words Their Way word study program also allows us to work at each student's individual level rather than using a "one size fits all" spelling list.

# What is Different? *Words Their Way*

- Traditional weekly spelling test is no longer the cornerstone of spelling
- Learner-Centered approach to phonics, spelling and vocabulary
- Developmental spelling

## Developmental: Word Study

Encourages examination

Small group instruction

Spelling lists according to instructional levels

Form generalizations about words

Encourages interest in words

Integrated into literacy program

## Traditional: Not Word Study

Encourages memorization

Whole group instruction

Spelling lists by themes or grade levels

Learn spelling rules

Encourages assignments to be completed

Taught as separate program

# Why ReadyGen?



- Aligns to our balanced approach to literacy.
- Resource is truly aligned to the CCSS expectations.
- Provides an opportunity for enhanced instructional consistency for students.

# What is Different? ReadyGen

- More complex text more often
- Carefully selected resources that match the Common Core expectations
- More consistency regarding the structure of the Literacy Block

# Grading and Reporting Student Progress

E=Extends

M=Mastery

D=Developing

N=Not Mastering

Expect to see Developing more often on Report Cards.

Primarily when learning targets repeat in more than one trimester.

IT.2.1 - (T1,T2,T3) Ask and answer literal and inferential questions. Developing Likely in T1 and T2

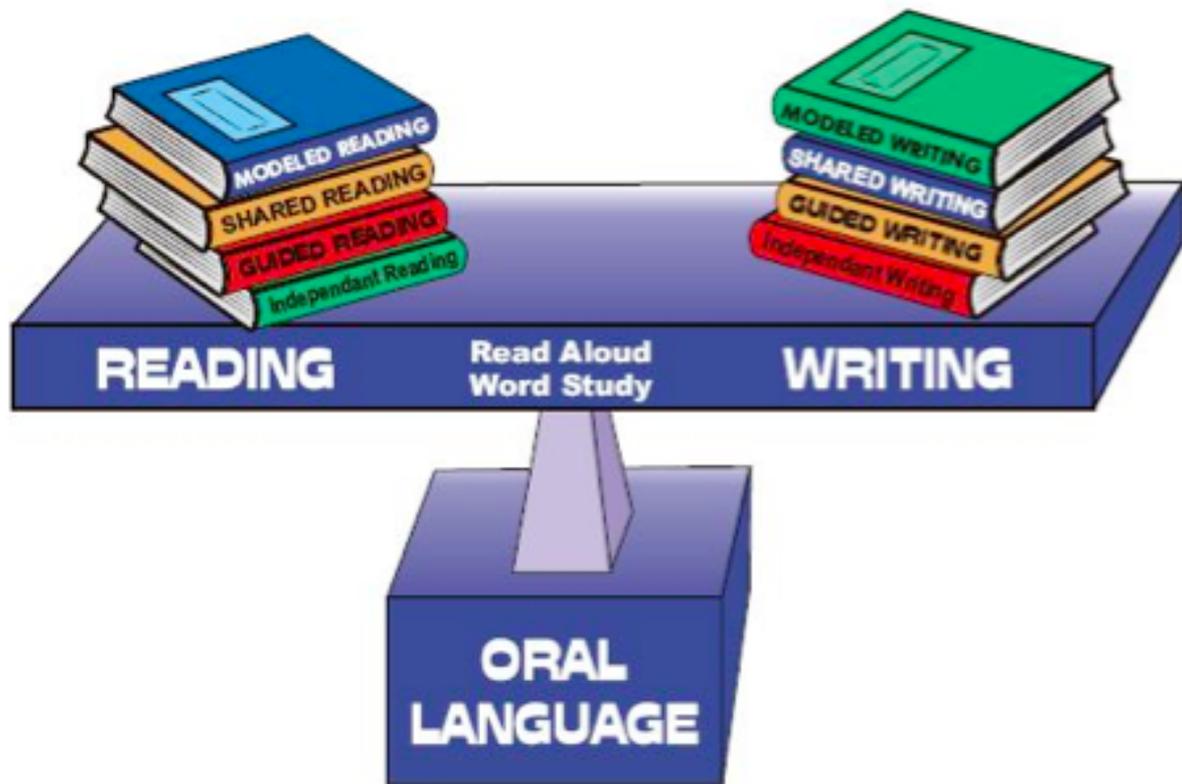
IT.2.9. - (T3) Compare and contrast two texts on the same topic. Developing Possible, but Mastery more expected

# What is ReadyGen?

**ReadyGen** is a K-5 integrated literacy program that accelerates learning for all by presenting modeled reading experience with authentic text.

Students engage in practice, build motivation, and improve their reading stamina.

# Balanced Literacy Model



# 6 Instructional Shifts

1. Balance informational text and literacy text
2. Learn about the world by reading
3. Read more complex material carefully
4. Discuss using more evidence
5. Write non-fiction using evidence
6. Increase academic vocabulary

# ReadyGen Reading Lesson Structure

Reading lessons Include 4 major components:

- 1st Read- Building Understanding
- 2nd Read- Close Reading
- Benchmark Vocabulary
- Reading/Language Analysis

# Types of Texts Students will Read

TEXT	LEVEL	INSTRUCTIONAL PURPOSE
<p><b>Trade Books</b></p> 	On or above grade level	Students and teachers engage in multiple close readings of and discussions about <i>ReadyGEN</i> 's full-length, authentic literary and informational texts.
<p><b>Text Collection</b></p> 	On or above grade level	Students and teachers engage in multiple close readings of and discussions about <i>ReadyGEN</i> 's shorter pieces of authentic text.
<p><b>Sleuth</b></p> 	Grade level	During Small Group, students read short selections to sharpen their close-reading skills; they look for clues, ask questions, make their case, and prove it.
<p><b>Independent Reading</b></p>	Text appropriate to student reading level	Students select books and practice reading independently with “just right” text.

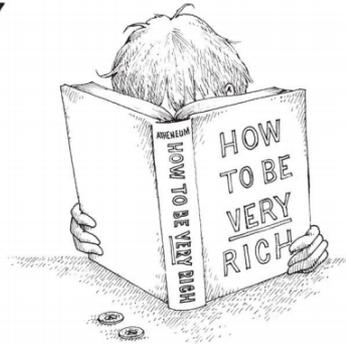
# What Will Students Experience in the Literacy Block? Unit 2 Module A: 2nd Grade

## Alexander, Who Used to Be Rich Last Sunday

JUDITH VIORST

Illustrated by RAY CRUZ

Aladdin Paperbacks



Alexander, Who Used To  
Be Rich Last Sunday

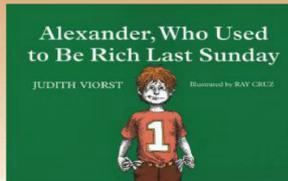
# Unit 2 Module A: 2nd Grade

## Theme: Understanding Communities

### TEXT SET

PEARSON  
**realize**

#### ANCHOR TEXT



***Alexander, Who Used to Be Rich Last Sunday***  
Lexile AD570L  
Literary Text

#### SUPPORTING TEXT



***A Chair for My Mother***  
Lexile 640L  
Literary Text

#### SLEUTH



**"I'll Trade You!"**  
Lexile 610L  
**"More Than Cash Dispensers"**  
Lexile 720L



**Leveled Text Library**  
Lexile 470L–700L

# Unit 2 Module A: 2nd Grade

## Theme: Understanding Communities

### Enduring Understandings

- **Readers** understand that knowing the structure of a story helps them comprehend the text.
- **Writers** understand that describing a character's actions, thoughts, and feelings enhances a story.
- **Learners** understand that people make decisions based on their needs and wants.

### "Knows"

#### ESSENTIAL QUESTIONS

How do **readers** identify the beginning, middle, and end of a story?

How do **writers** use details about a character's actions, thoughts, and feelings to make stories more interesting?

### "Dos"

#### MODULE GOALS

**Readers** will describe the structure of a story by identifying its beginning, middle, and end.

**Writers** will compose a narrative with details that describe characters' actions, thoughts, and feelings.

**EXPLORE CONTENT** **Learners** will identify ways in which people make decisions based on their needs and wants.

# Build Understanding

## Set the Purpose- Engage the Reader

### 1st Read

Introduction to the text :

Alexander Who Used to be Rich Last Sunday.

- \* We are going to read several books to practice how to identify story structure.
- \* As we read the story, listen for how characters respond to events throughout the story.

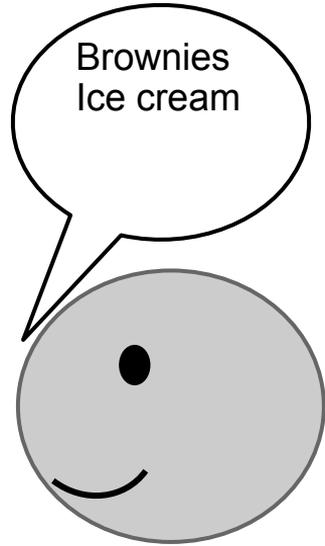
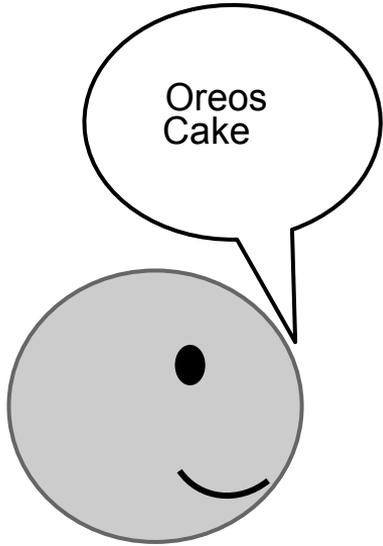
# Whole Class Read: Building Understanding: Cooperative Learning- 1st Read 2nd Grade

Cooperative Structure for students to discuss the story. Embedded Social Skills



# RallyRobin

*“What are things you eat for dessert?”*



1. Teacher asks a Q with many possible answers
2. Students take turns answering (BRIEF!)



# Whole Class Read: Building Understanding: Cooperative Learning- 1st Read 2nd Grade

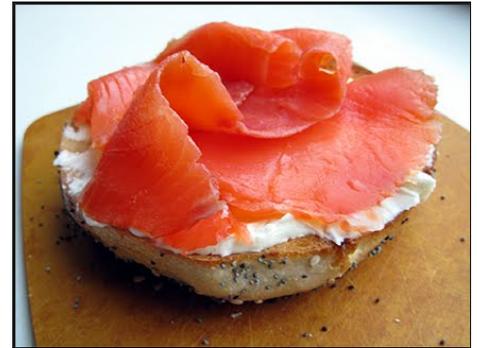
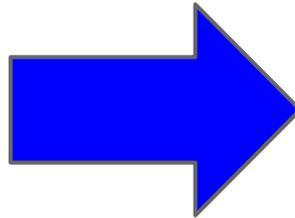
How did Alexander lose some of the money throughout the story?



# BY THE WAY WORDS...

## LOX

- a type of fish (salmon) that is smoked
- sometimes people eat it for breakfast, with bagels



# WALKIE-TALKIE

- similar to a cell phone
- electronic device people use to talk to each other



# Whole Class Read: Close Read: 2nd Read

2nd Grade

## Text-Dependent Questions

- In this story, we are reading the thoughts of the main character, Alexander. The author refers to Alexander as “I” because Alexander is telling the story. Who are some of the other characters in the story? (There are also Alexander’s two older brothers, his mother, and his father. We are also introduced to his grandma and grandpa.) **DOK L1**
- What happens on the first pages of the story? (Alexander’s brothers have money, while Alexander has only bus tokens.) How does Alexander feel about this situation? How can you tell? (He thinks it is unfair. He repeats the phrase, “It isn’t fair.”) Have children cite evidence by reading aloud these sentences or pointing to pictures in the story that show Alexander’s feelings and reactions. **DOK L3**
- How does Alexander get his first dollar? (Alexander’s Grandma and Grandpa give him a dollar.) How do Alexander and his brothers feel about money? (They like money—a lot.) Show me where the text says so. **DOK L2**

# What's Next

Vocabulary Work

Reading Analysis

Small Group Differentiated Instruction

Whole Group Writing

# Scared (adjective)

Say the word.

\*\*afraid of something

The boy was **scared** of the thunderstorm.

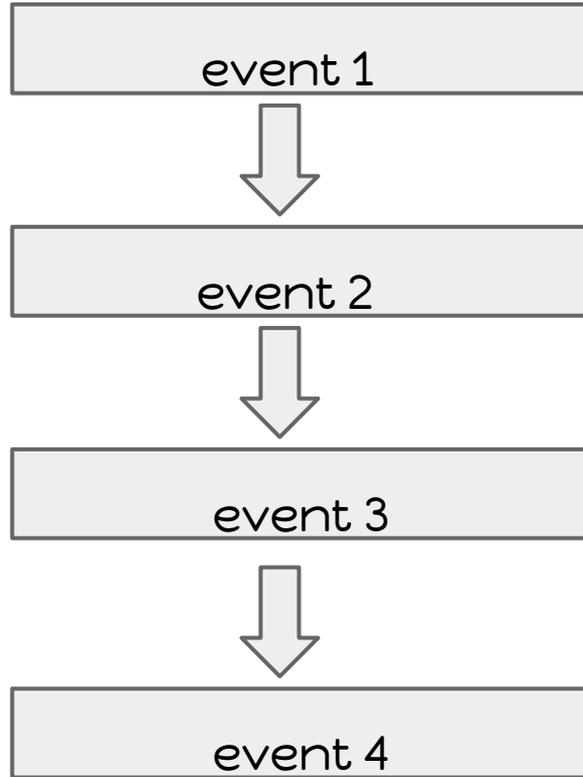
Why are you **scared** of the dark?

Sally was so **scared** of the barking dog that she screamed.

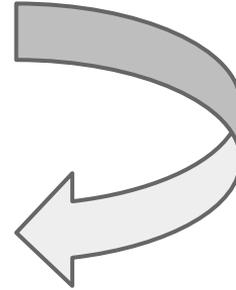
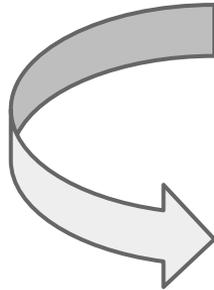
What is something you are **scared** of?



# READING ANALYSIS- FLOW MAP



YOU  
DO



WE  
DO

# Small Group Differentiated Instruction

Monday:

Round 1: 10:35-10:55 Round 2: 10:55-11:15

Round 2: 2:15-2:35 3: 2:35-2:55

Group # 1

Bob  
Joe  
Sally  
Melissa

Group #2

Lisa  
Lauren  
Jeanne  
Janet

Group #3

Holly  
Staci  
Kevin  
Paul

Group #4

Julie  
Beth  
Jon  
Becky

Group # 1

1. Mrs. Rabin  
2. Read to Self  
3. Writers  
Workshop  
4. Word Work

Group # 2

1. Read to Self  
2. Writers  
Workshop  
3. Mrs. Rabin  
4. Word Work

Group # 3

1. Read to Self  
2. Mrs. Rabin  
3. Writers  
Workshop  
4. Word Work

Group # 4

1. Read to Self  
2. Writers  
Workshop  
3. Word Work  
4. Mrs. Rabin

What do I need to do?

Read to Self:

\*Today's Focused Instruction-  
character notes on post it  
\*Fluency check- record yourself on  
your iPad and rate yourself on your fluency  
rubric

Writers Workshop:

\*Continue working on  
info/explanatory piece on money

\*TAK  
\*Brainstorm  
\*Plan

Word Work:

\* Speed Sort  
\* Word Hunt  
\*Sort and Write

What do I bring when I see the  
teacher?

\*Book  
\*Notebook  
\*Pencil

# ReadyGen Writing Lesson Structure

Writing lessons have 5 major components:

- Set the purpose
- Teach/Model
- Prepare to Write
- Independent Practice
- Conventions Mini-Lesson

# Teach and Model

**TEACH AND MODEL** Through discussion, help children identify Alexander's actions, and have them relate his actions to the unit theme: *Making Decisions*. Provide these examples from p. 9 and p. 18.

And even when I'm very rich, I know that pretty soon what I'll have is . . . bus tokens.  
I know because I used to be rich. Last Sunday.

The illustration and text help readers understand that Alexander makes decisions that are often not very wise.

I didn't know that moms made children pay.  
Good-bye another fifteen cents.

Alexander makes bets with his family and loses money every time. He is not making good decisions with his money.



# CONVENTIONS- IDENTIFY SINGULAR POSSESSIVES

A noun is a person, place or thing

When an object belongs to a noun, an apostrophe and -s are added to the noun that owns the object

I tried to get my nickel out with a butter knife and also my **mother's** scissors.

The scissors belong to Alexander's mother, so we add an apostrophe plus -s to the end of the word to show that they are hers.

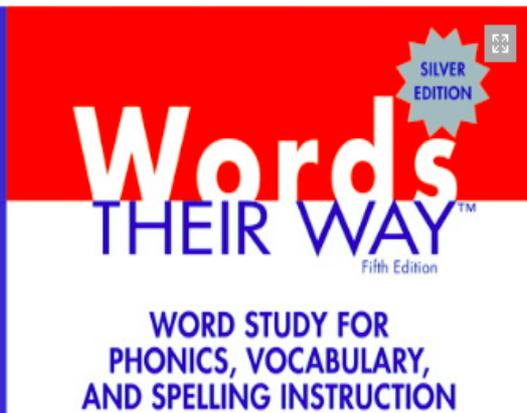
Conventions

**Singular Possessives** Circle the singular possessives.  
Then write your own sentences using singular possessives.

1. dogs'    sister's    friend's    girls'    Mom's

2. \_\_\_\_\_  
-----  
\_\_\_\_\_

3. \_\_\_\_\_  
-----  
\_\_\_\_\_



Donald R. Bear • Marcia Invernizzi  
Shane Templeton • Francine Johnston

Words Their Way is a word study program that integrates phonics, vocabulary, and spelling in a meaningful, hands-on approach.

# Authorship Team

Donald Bear

University of  
Nevada, Reno



Marcia Invernizzi

University of  
Virginia

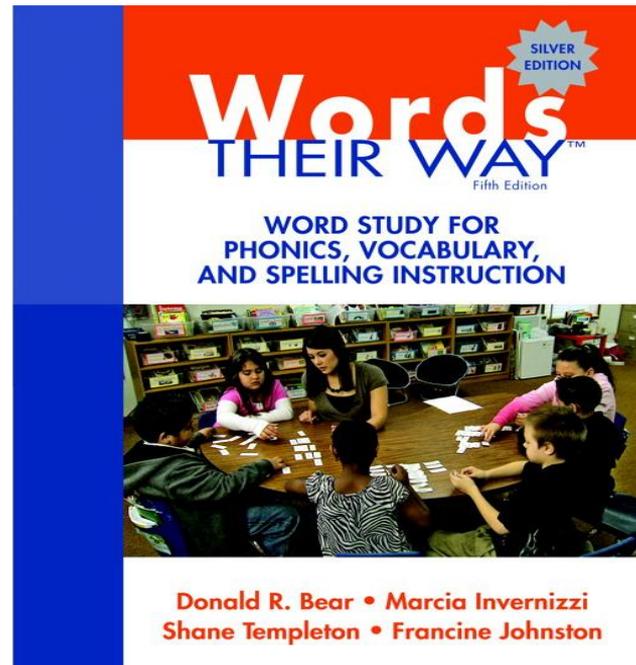


Shane Templeton

University of  
Nevada, Reno



Francine Johnston  
University of  
North Carolina at  
Greensboro



Donald R. Bear • Marcia Invernizzi  
Shane Templeton • Francine Johnston

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Word Study Results in growth in reading and writing.

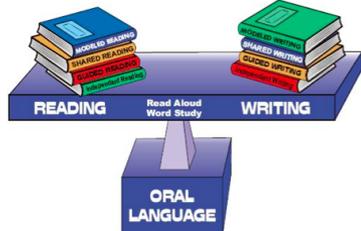
Phonics  Spelling

Word Study



Vocabulary Instruction

Balanced Literacy Model



Donald Bear  
2005

Brain research suggests that students gain greater long term memory when they are:

- Actively engaged
- Manipulating ideas and objects
- Using language to clarify and cement learning
- Interacting with peers in directed academic conversations
- Investigating
- Testing hypothesis/making predictions
- Recording and constructing their own learning.

# How Does It Work?

- Students are assessed at the beginning of the school year to see where they are in their spelling and vocabulary development.
- Learning spelling and vocabulary is developmental.

Alphabet  Pattern  Meaning

# The Stages of Development

Alphabet  Pattern  Meaning

Emergent Reading Stage: Emergent Spelling stage

Beginning Reading Stage: Letter Name - Alphabetic Stage

Transitional Reading Stage: Within Word Spelling

Intermediate Reading Stage: Syllables and Affixes Spelling Stage

Advanced Reading Stage: Derivational Relations Spelling Stage

# Words Their Way in the Classroom

- Students receive their word list on Monday.
- Students sort their words by the pattern given and write their sort in their Word Work Journal.
- Students then sort the words in their own way.

# ALL THE WORLD'S A SORT!



# How will students sort?

- By **sound** in order to categorize similar sounds and associate sounds consistently with letters and letter combinations
- By consistent spelling **pattern** associated with categories of sound
- By **meaning**, use, and parts of speech



# Sorting Words

- Words have many patterns
- To sort words you must first look for these patterns.
- Some patterns are based on the relationship between vowels (V) and consonants (C).

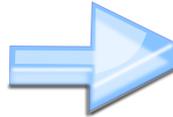
a word that has a **vcc** pattern would be **fish**

**v** is for vowel. **c** is for consonant



# How Do Students Sort?

First students get a list of words and patterns. Everything is mixed up!



Students organize the words by patterns. Once the words are organized, students write their word sort in their Word Work Journal.

smell VC  
brief chief front  
WC fruit groom climb  
stain VCe trust quit  
when wrap plot scout  
brave theme  
twig phone clog scale  
quote sharp whine  
VCC

VCC WC VC VCe  
smell chief wrap whine  
climb brief when phone  
sharp stain clog quote  
trust fruit plot scale  
front groontwig brave  
thank quit theme  
scout

# Types of Sorts

**Writing Sort:** Repeat the sort your teacher presented and copy it into your word work notebook.

**Blind Sort:** Have someone read the words aloud and write them in the correct category in your word work notebook without looking at the words.

**Word Hunt:** Make a list of other words (at least 7) in your word work notebook with the same pattern you are working on. The words may come from a book you are reading, the back of a cereal box, a sign, or other place words are seen. **Brainstorming:** think of words on your own that follow the pattern (at least 7) and write them in your word work notebook.

# Types of Sorts

**Concept Sort:** Sort words in a different way. For example all words that relate to a concept like weather, transportation, or animals.

**Meaning Sort:** Pick six words and write a sentence for each that shows the meaning of the word.

# Speed Sort



# Homework?

**Yes**- there will be spelling homework!

## What will it look like?

- \*Different grade by grade

- \*Teachers will be communicating about homework when implementation begins:

  - 1-2:** September 21

  - 3-5:** November 16

# Assessment

- Teachers assess students' pattern knowledge rather than their ability to memorize single words.
- Students will be assessed at strategic times throughout the trimester to see if students are able to transfer their knowledge of the pattern to an unknown word.
- Teachers will also determine application of knowledge through daily writing activities.

# Implementation Schedule



1-2

Words Their Way

Implementation begins Sept. 21

K-2

ReadyGen

Implementation begins October  
5th

3-5

ReadyGen

Implementation begins Sept. 15

Words Their Way

Implementation begins Nov. 16



Thank you  
for your  
Attention!

Questions?