

Word Wall: Word Study

Purpose

- Students practice multilevel phonetic activities that are designed for children of all ability levels.
- Help children learn high-frequency words needed for fluent, successful reading with comprehension
- Teach children the skills required to decode and spell words they will use for reading and writing
- Phonics
- Phonemic Awareness/ Alphabet

Erickson and Koppenhaver, pg. 111 (2007)

Does the student:

- Know most of the letters most of the time?
- Engage actively during shared reading?
- Have a means of communication and interaction?
- Understand that writing involves letters and words?

No

Yes

Daily Emergent Interventions

- Shared Reading
- Predictable Chart Writing
- Alphabet & Phonological Awareness
- Independent Writing with access to full alphabet
- Self-Directed Reading
- Symbol-based Communication (with few exceptions)

Daily Conventional Interventions

- Guided Reading (Anchor-Read-Apply)
- Word Study (Key Words + Making Words)
- Writing
- Self-Directed Reading
- Communication with symbols + spelling

Does Your Classroom have
ALL Students who are
Emergent or Conventional?

No

Yes

Combine the Emergent and Conventional Interventions

- Shared Reading AND Guided Reading
- Alphabet & Phonological Awareness During Word Wall & Making Words
- Predictable Chart Writing (Share the Pencil)
- Writing Instruction (Conventional Only)
- Self-directed Reading
- Independent Writing

Use the list of Emergent
OR Conventional
Interventions

Word Wall: Word Study

Word Study

- ½ of the block is Word Wall
- ½ of the block is Making words or Explicit Alphabet Instruction

Word Wall: Word Study

Different
Students
Different
Targets

- Conventional goals:
 - Word identification
 - Automaticity
 - Phonics
- Emergent goals:
 - Alphabet
 - Phonemic Awareness

Word Wall: Word Study

What to Teach When and Why

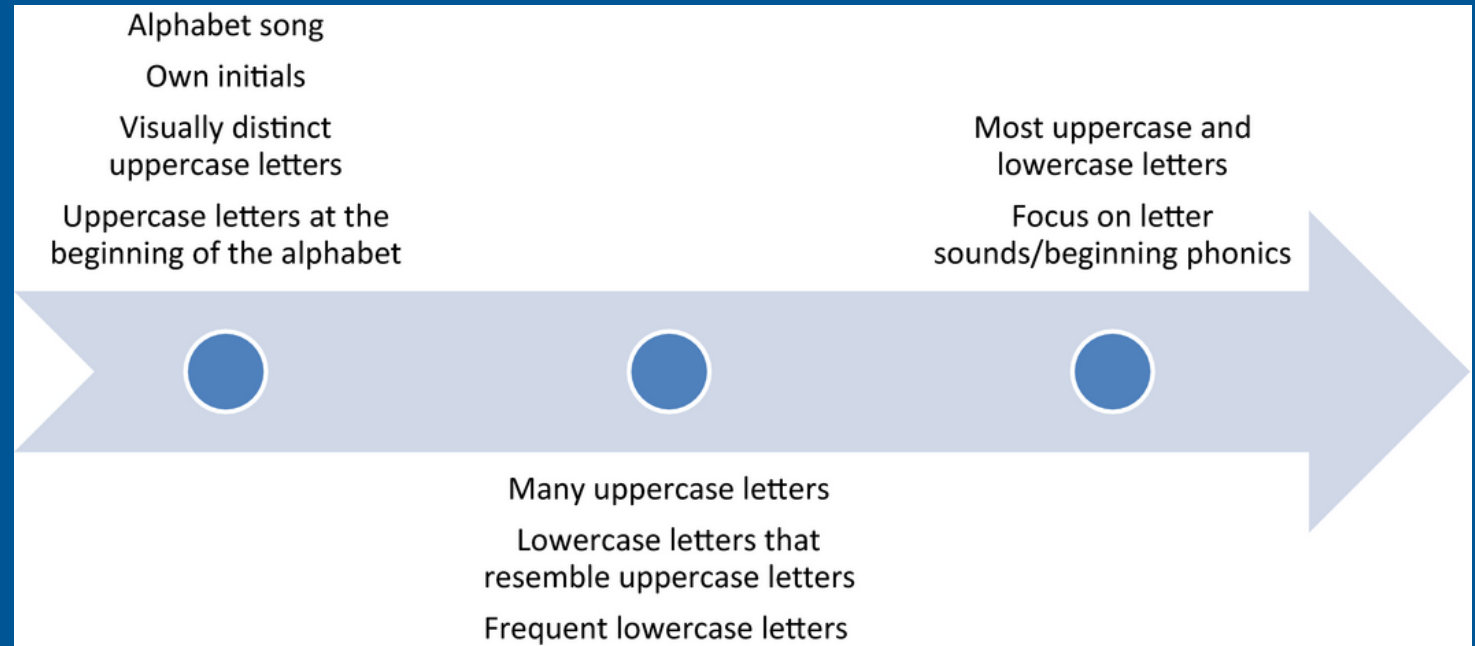
- Assessments should be driving what is taught in this block. Knowing where your students are reading at is key in choosing what words you are using on your word wall.
- Whole to Part:
 - **Pre-primer-primer:** Kindergarten level focus sight words & 37 common rimes
 - **1st grade:** 1st grade level focus sight words & 37 common rimes
 - **2nd grade:** 2nd grade level focus sight words & contractions, homophones
 - **3rd grade:** 3rd grade level focus sight words & prefix, suffix, root, Nifty Thrifty Fifty
 - **4th grade:** Nifty Thrifty Fifty
- ERSI:
 - Alphabet, Production, Basal, or Phonetic stronger focus
- Bridge:
 - Interaction with letters, Phonological awareness, Phonemic awareness



Word Wall: Word Study

What to
Teach
When and
Why

Easy as AcHGzrjq: The Quick Letter Name Knowledge Assessment



The Reading Teacher

Volume 71, Issue 2, pages 145-156, 25 JUN 2017 DOI: 10.1002/trtr.1608

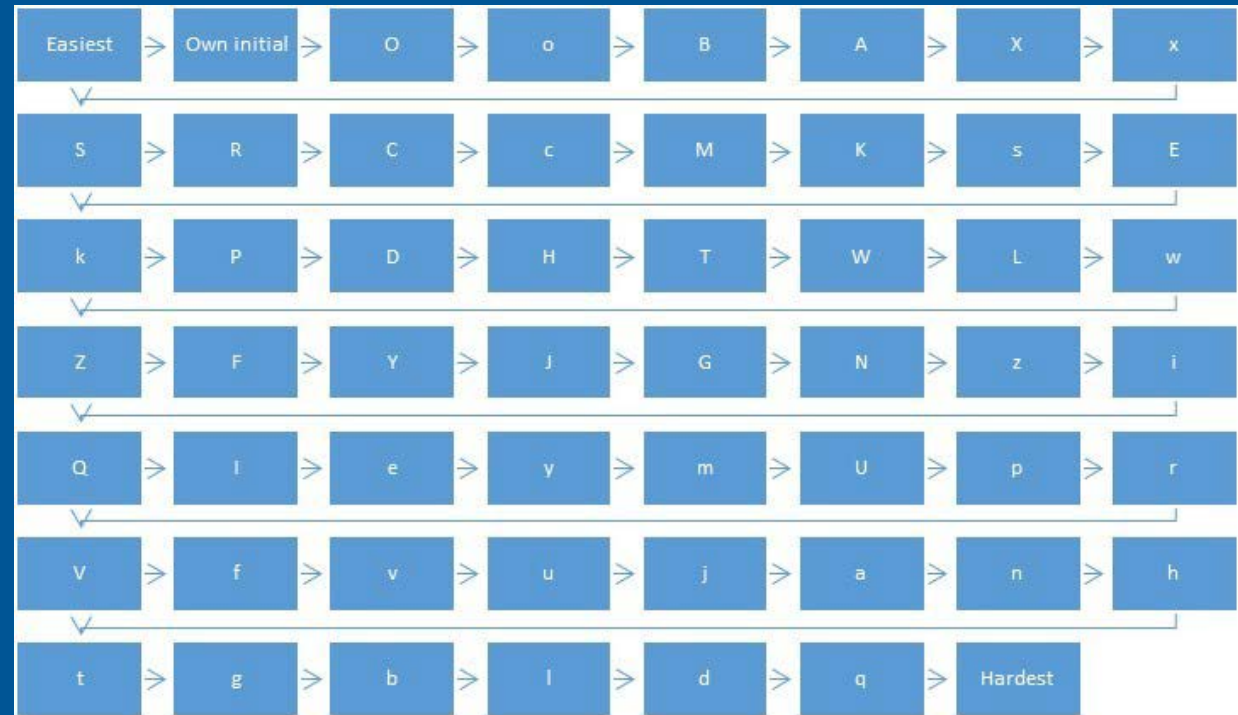
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Word Wall: Word Study

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Word Wall: Word Study

Conventional Word Walls

- Conventional word walls are for students who know most of their letters most of the time
- They are made to teach students the skills necessary to independent reading (how to apply rimes, sound out words, automatically identify words etc)
- Refer to assessments to figure out which words need to be taught, random words do not produce reading skills
- Many core vocab words are also in the 37 common rimes & sight words



Word Wall: Word Study

Emergent Word Walls



- Emergent word walls are for students who do not know their letters most of the time
- They are made to get students interested in literacy
- There is tons of research showing the first letters students learn are in their names
- Emergent word walls can also introduce core vocabulary words

Word Wall: Word Study

Word Wall Step Up



- Large display
 - In a location every student can easily see and read from their desk
- Smallest is 2 inch letters
 - Students with vision difficulties should have bigger words and higher contrast
- Words in different fonts or hand written on white paper in lowercase letters
- Words cut around tall/short letters backed on colors in a randomized way

Word Wall: Word Study

Doing Word Wall

- At least 15 minutes per day of the working with words block
- **Main goals every day**
 - Read words
 - Write words
 - Play games to practice words or letters
- A variety of activities are used in each goal area every day to keep students reading, writing and thinking about the words on the wall.
- 5 new words a week for 6 weeks then 3 weeks review
Do not limit students to less words per week

Erickson and Koppenhaver, pp. 112-117 (2007)

Word Wall: Word Study

Read the Words Variety

1/3 of Word Wall

- Add new words to the word wall, read new words of the week
- Animal movements to read and spell words , Hopscotch
- Echo read aloud all words
- Echo silent read all the words
- Choose a word to read and spell, popcorn words
- Use a microphone
- Draw a letter, color, rime, suffix , definition out of a box, read a corresponding word
- Pick a word use it in a sentence
- Autorap or voice changer apps, [Aurasma App](#)
- Find the word on your communication device

Word Wall: Word Study

Write the Words Variety

1/3 of Word Wall

- Write word and draw picture worksheets
- Type words on the computer to find a picture
- Write a word in a sentence
- Write the words in a variety of materials such as shaving cream, sand, rice, snow etc.
- Make glitter glue cards of the letters with students then finger trace them when dry
- Word search puzzles
- Bingo fill in the boards with the words from the wall
- Make words with magnet letters
- Type words on your communication device

Word Wall: Word Study

Play Games with the Words Variety

1/3 of Word Wall

- Guess the Mystery Word (conventional & emergent)
- Phonemic Awareness Ball Game (emergent)
- Alphabet Games (emergent)
- Guess the Covered Word (conventional & emergent)
- Word Sorts (conventional & emergent)
- Be a Mind Reader (conventional & emergent)
- Wheel of Fortune (conventional & emergent)
- Bingo (conventional & emergent)

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- Bingo (conventional & emergent)

Word Wall: Word Study

Phonemic Awareness Ball Toss

Play Games
with the Words
Variety

1/3 of Word Wall

- **Isolation:** What is the first sound in cat?
- **Identity:** What sound is the same in bag, butter and ball?
- **Categorization:** Which word doesn't belong? Fun, four, sit
- **Blending:** What word is /t/ /a/ /n/ write on board
- **Segmentation:** How many sounds in fast? /f/ /a/ /s/ /t/ 4 write on board
- **Deletion:** What is blast without the /b/?
- **Addition:** What word do you have if you add /c/ to the word at?
- **Substitution:** The word is dog. Change the /d/ to /l/. What is the new word?

Word Wall: Word Study

Phonemic Awareness Ball Toss (emergent)

Play Games
with the Words
Variety

1/3 of Word Wall

- **Isolation:** What is the first sound in cat?
- **Identity:** What sound is the same in bag, butter and ball?
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Word Wall: Word Study

Alphabet Games (emergent)

Play Games
with the Words
Variety

1/3 of Word Wall

- Singing a variety of alphabet songs
- I spy letters ...use environmental print
- Videos of letters
- Swat the letter with a fly swatter
- Alphabet books
- Play with letters
- Sorting letters from shapes
- Practice assessment like items around alphabet



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Teaching (and Learning) the Alphabet: Playing with Letter Shapes and Sounds

Word Wall: Word Study

Visual Word Sorts

Play Games with the Words Variety

1/3 of Word Wall

- Step 1: Select two key words the student knows that have a common spelling pattern (at - pick).
- Step 2: Make sure student can read the two key words.
- Step 3: Show student a word that has the same spelling pattern as one of the key words.
- Step 4: Ask the student to indicate which key word has the same spelling pattern as the new word. Compare/Contrast the two words.

Word Wall: Word Study

Spelling Word Sorts

Play Games with the Words Variety

1/3 of Word Wall

Guiding students to use the selected key word to try to spell the words prior to checking the response visually engages the phonological processor even more deeply.

Step 1: Select two key words the student knows that have a common spelling pattern (at - pick)

Step 2: Make sure student can read the two key words.

Step 3: Tell the student a word that has the same spelling pattern as one of the key words.

Step 4: Ask the student to indicate which key word has the same spelling pattern as the new word.

Step 5: Ask the student to try to use the key word to spell the new word.

Step 6: Show the student the new word and compare/contrast it with the student's spelling attempt correcting as necessary.

Word Wall: Word Study

Guess the Mystery Word

Play Games
with the Words
Variety

1/3 of Word Wall

- Secretly pick one word from the word wall and draw blanks on the board next to the word wall with a marker for every letter in the mystery word. Have students raise their hands to guess what word it could be. Give hints as necessary.
- (Hang Man)

Word Wall: Word Study

Guess the
Covered Word

Play Games
with the Words
Variety

1/3 of Word Wall

BEFORE LESSON:

- Write two sentences with a marker on the board using mostly word wall words.
- Cover one word per sentence with the onset in one color thick paper and the rhyme in another color thick paper using the tape.

Word Wall: Word Study

Guess the
Covered Word

Play Games
with the Words
Variety

1/3 of Word Wall

DURING LESSON:

- Teacher reads the sentence to the class, skipping the covered word and asks the students to suggest words that would make sense in the sentence.
- As the students guess the teacher writes the responses with the marker on the board.
- The teacher then reveals the first cover over the onset.
- he teacher then leads the students in checking each of their guesses to see which would still be possible.
- Ask for additional guesses and add to board.
- Reveal the word.

Word Wall: Word Study

Weekly Variations

- Choose activities that fit your students needs in general best (emergent or conventional)
- Pick 5 ways to read, 5 ways to write and 5 ways to play games
- Create a week plan to follow for ease in planning, prepping materials, staff and student familiarity
- Change the content of the lesson not the structure from week to week
 - Keep the activities, change the words
- Hold to the variety and schedule to reduce the bore of the same activities every day

Word Wall: Word Study

Weekly
Variations



Word Wall: Word Study

Five Day Word Wall Example Plan (conventional)

	Monday	Tuesday	Wednesday	Thursday	Friday
Read	Add 5 new words to the word wall, read them together as a class	Pick a word and use it in a sentence into a microphone	Echo read aloud all the words from the word wall	Draw a definition read the corresponding word	Read new words of the week
Write	Write word and draw a picture worksheet	Type the words on a computer to find a picture	Write the word in a sentence	Word search puzzles	Write words in sand
Game	Guess the mystery word	Guess the covered word	Be a mind reader	Bingo	Wheel of fortune

Word Wall: Word Study

Five Day Word Wall Example Plan (emergent)

	Monday	Tuesday	Wednesday	Thursday	Friday
Read	Add 5 new words to the word wall, read them together as a class	Echo silent read all of the word wall words	Find the word on your communication device	Draw a letter out of a box and read a corresponding word	Re-read new words of the week
Write	Type words on your communication device	Type the words on a computer to find a picture	Make words with magnet letters	Trace glitter glue words	Write words in sand
Game	Phonemic awareness ball toss	Guess the covered word	Guess the mystery word	Bingo	Alphabet play

Word Wall: Word Study

Word Wall in Everything You Do

Guided or Shared Reading:

- Words on your word wall ideally correlate with your guided or shared reading text of the week
- This provides repetition and generalization with the words throughout the day

Writing:

- Refer to your word wall to help you spell words during mini lessons often
- “I want to write fake... it sounds like it rimes with make on the word wall.. I am going to write /f/ F and then the end of make from the word wall... a-k-e.... /F/ -ake fake yea I think that is right.”

Self-Selected Reading:

- Add favorite book titles to the word wall
- Create a tally chart for every time a student sees a word of the week in their self-selected reading books

Word Wall: Word Study

Area of Greatest Need and Intervention

- Check the fidelity of your literacy instruction first
- Extra interventions should take place if there is a high quality working with words block and there is not noticeable improvements
 - Intervention Ideas related to working with words
 - Sonday System
 - Explicit alphabet, onset and rime or prefix and suffix testing/instruction
 - Reading easy books

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References

- Erickson, K. and Koppenhaver D. Children with Disabilities: Reading and Writing the Four-Blocks Way. Greenville, North Carolina: Carson-Dellosa Publishing Company, Inc. 2007.
- Erickson and Koppenhaver, pp. 112-117 (2007)
- Erickson and Koppenhaver, pg. 111 (2007)