

## Words Their Way Letter and Picture Sorts for Emergent Spellers (2nd Edition)

By Donald R. Bear, Marcia R. Invernizzi, Francine Johnston, Shane Templeton

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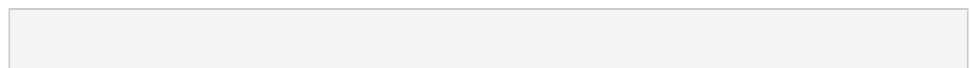
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We believe that the hands-on word sorting approach to word study is invaluable to you and your students. Broaden your word study understanding and instruction with this expanded word sorting tool for week by week implementation with emergent spellers (ages 1 - 7). This stage-specific companion volume to *Words Their Way®: Word Study for Phonics, Vocabulary, and Spelling Instruction* provides a complete curriculum of assessments, reproducible sorts, and detailed directions for the teacher working with students in the emergent stage of spelling.

**New!** This second edition boasts

- Targeted Learners sections that clarify which students will benefit most from the instruction
- An early bank of assessments to help you evaluate your students and pinpoint the most appropriate instruction
- Literature Connections to reinforce concepts being studied

This first volume introduces the idea of sorting through concept sort for students in the emergent stage of spelling development (Pre-K through Grade 1). The word study lesson plan format of demonstrate, sort, check, and reflect is expanded in this stage to include reading aloud and writing activities. The early concept sorting activities are followed with picture sorts that develop phonemic awareness and include activities for rhyming, syllabication, and sound play. Alphabet knowledge and letter recognition are then covered, along with sorts that look at concept of word in print, as well as poems, jingles and short text selections that can be shared with children. Students are then ushered into sorts that introduce beginning consonants with pictures, laying the foundation for the letter-name stage.



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- Sales Rank: #58495 in Books
- Brand: Bear, Donald R./ Invernizzi, Marcia/ Johnston, Francine/ Templeton, Shane
- Published on: 2009-02-02
- Original language: English
- Number of items: 1
- Dimensions: 10.70" h x .50" w x 8.40" l, .93 pounds
- Binding: Paperback
- 216 pages

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Review

### ***Responses from the field...***

“The authors not only provide valuable information, but they consistently explain how to teach. Informing the reader about what is appropriate for each level of emergent speller is particularly helpful for both first year and experienced teachers.”

*Barbara A. Schaudt, California State University, Bakersfield*

“It does a remarkable job of laying out clear consistent frameworks for word study in a teacher friendly manner.”

*Rod Winters, Winona State University*

From the Back Cover

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This second edition boasts

- Targeted Learners sections that clarify which students will benefit most from the instruction
- A bank of assessments appropriate for early childhood to help you assess your students' word concept and phonological knowledge and pinpoint the most appropriate instruction
- Literature Connections to reinforce concepts being studied

### ***What reviewers are saying...***

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## **About the authors**

*Donald Bear* is Director of the E.L. Cord Foundation Center for Learning and Literacy at the University of Nevada, Reno, assessing and teaching students who experience difficulties learning to read and write. A former preschool and elementary teacher, Donald currently researches literacy development with a special interest in students who speak languages other than English, and he partners with schools and districts to

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*Marcia Invernizzi* is Director of the McGuffey Reading Center at the University of Virginia exploring developmental universals in non-English orthographies. A former English and reading teacher, Marcia works with children experiencing difficulties learning to read and write in intervention programs such as Virginia's Early Intervention Reading Initiative and Book Buddies.

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*Shane Templeton* is Foundation Professor of Literacy Studies at the University of Nevada, Reno. A former classroom teacher at the primary and secondary levels, he researches the development of orthographic and vocabulary knowledge.

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*Marcia Invernizzi* is Director of the McGuffey Reading Center at the University of Virginia exploring developmental universals in non-English orthographies. A former English and reading teacher, Marcia works with children experiencing difficulties learning to read and write in intervention programs such as Virginia's Early Intervention Reading Initiative and Book Buddies

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