



## Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (5th Edition) (Words Their Way Series)

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

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- **Enhanced coverage of English learners** provides tips and strategies for modifying instruction.
- **Classroom-ready appendices** contain all the assessment instruments described in Chapter 2 as well as word sorts, sound boards, and game templates to get instruction underway. (*Note: Includes reproducibles and perforated pages.*)

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## **Editorial Review**

From the Back Cover

About the Author

**Donald R. Bear** is director of the E. L. Cord Foundation Center for Learning and Literacy where he and preservice, Master's and doctoral students teach and assess children who struggle to learn to read and write. Donald is a professor in the Department of Educational Specialties in the College of Education at the University of Nevada, Reno. Donald has been a classroom teacher and he researches and writes about literacy development and instruction. He is an author of numerous articles, book chapters, and books, including *Words Their Way*<sup>®</sup>, *Words Their Way*<sup>®</sup> *with English Learners*, and *Vocabulary Their Way*.

**Shane Templeton** is Foundation Professor of Curriculum and Instruction at the University of Nevada, Reno, where he is Program Coordinator for Literacy Studies. A former elementary and secondary teacher, his research focuses on the development of orthographic knowledge. He has written several books on the teaching and learning of reading and language arts and is a member of the Usage Panel of the *American Heritage Dictionary*. He is author of the "Spelling Logics" column in *Voices from the Middle*, the middle school journal of the National Council of Teachers of English.

**Marcia Invernizzi** is a professor of reading education at the Curry School of Education at the University of Virginia. Marcia is also the director of the McGuffey Reading Center, where she teaches the clinical practica in reading diagnosis and remedial reading. Formerly an English and reading teacher, she works with Book Buddies, Virginia's Early Intervention Reading Initiative (EIRI), and Phonological Awareness Literacy Screening (PALS).

**Francine Johnston** is a former first grade teacher and reading specialist who learned about word study during her graduate work at the University of Virginia. She is now an associate professor in the School of Education at the University of North Carolina at Greensboro, where she teaches courses in reading, language arts, and children's literature. Francine frequently works with regional school systems as a consultant and researcher. Her research interests include current spelling practices and materials as well as the relationship between spelling and reading achievement.

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**Judy Young:**

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