Word Study and the CCS: Vocabulary, Phonics and Spelling Instruction

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Overview

• Core Standards and word study instruction
• Why word study? The integration of phonics, vocabulary, and spelling instruction
• The synchrony of literacy learning
• Vocabulary Activities
• Foundational Word Study Activities
• Comprehension Activities
• Classroom Routines and Organization

The core standards guide vocabulary, phonics, and spelling instruction. See in video, student samples, activities, and routines how vocabulary instruction is active, generative, deep, and developmental. Consider a reconceptualization of spelling as a word study activity to support phonics and vocabulary growth. Be tickled by how morphology is a route to academic vocabulary instruction.

b. Synchrony of Literacy
There is a synchrony among reading, writing and spelling development and instruction.

c. "Prosody, and orthography are not parts of grammar, but are diffused [sic] like the blood and spirits through the whole." Ben Jonson, 1637, OED, page 1492.

d. RRWWT

Essential Literacy Activities

Read to
Read with
Write with
Word study
Talk with

What is word study?

Word study = phonics + spelling + vocabulary instruction
Directions to Study Interesting Words & Golden Lines

When you see or hear an Interesting Word or Golden Line in what you read or view, take note. Record the word in your vocabulary notebook. Record the Golden Line in the reader response area of your notebook.

Directions for Recording Interesting Words in Your Vocabulary Notebook

1. **Collect the word.** While reading, note words that are important, interesting or difficult. Read around the word and think of about its possible meaning.

2. **Record the word and sentence.** Sometimes sentences are too long so sections of the sentence can be recorded.

3. “**Take apart.**” Look at word parts and think about their meaning. Look at the different parts of the word – prefixes, suffixes, and base word or root.

4. **Think of related words.** Show students how to go from the word parts from “take apart” to brainstorming related words by the meaningful parts of words (e.g., *syn-chron-*)). Students can work in pairs to brainstorm related words, and they can concentrate on different parts: prefixes, suffixes and roots or bases.

5. **Study the word in the dictionary. Record interesting information.** Show students how to read the dictionary and its abbreviations. Students can use brief etymological resources to study words and their histories. Students can add additional words from the dictionary and etymological resources to their lists of related words.

6. **Review and share.** Students report back what they learned and recorded in their word study notebooks. Consider small group, whole class, small group and partner configurations for studying and sharing interesting words. Reading comprehension activities often follow from sharing our interesting vocabulary words. *(See the first activity in *Words Their Way*, Chapter 8.)*

Your Word Study Notebook of Interesting Words & Golden Lines

**Interesting words and ideas:** What interesting words do you see and hear? What important ideas and terms did you read or hear today?

**Golden Lines:** What is an interesting quote or idea you have heard or read today? Through short activities, we teach students to locate Golden Lines as they read. They start with lines that strike them while they read. They learn to find Golden Lines and they mark them with post-its in the margins, or by noting them in their word study notebooks.

1. Cacophony *caco phon –y*
2. 4 Tools: Confidence in a few basic principles of literacy development; we can't teach by telling; vigor and common sense; classroom organization and management.
3. RRWWT: Read To, Read With, Write With, Word Study, Talk With
4. Synchrony *syn-chron –y*
5. There is a synchrony among reading, writing and spelling development and instruction.
6. Orthography *ortho graph –y*
7. Spelling is a conservative measure of what students know about words.
8. 5 Stages of spelling development: emergent, letter name – alphabetic, within word pattern, syllables & affixes, derivational relations
9. Word Study = spelling + vocabulary + spelling
10. Look for automaticity and fluency and not just accuracy.
11. Grammar is folded in to word study instruction.
12. Morphology and the Meaning Connection:
   a. Inflected Morphology – *ed, -ing, -y, -s,es ….*
   b. Derivational Morphology - affixes, roots …. *
13. Make the meaning connection: Show students how words related in meaning are often similar in spelling, despite changes in sound. *(see *Words Their Way*, Bear, Invernizzi, Templeton, Johnston, 2008)*
15. “Etymology is the archaeology of thought.” B. F. Skinner
16. The time to teach a rule is when students already know what we are talking about.
17. When there is frustration on the student's or your part take a step backwards, instructionally.
18. “Objects are concealed from our view not so much because they are out of the course of our visual ray as because there is no intention of the mind and eye toward them...Nature does not cast pearls before swine.” Thoreau
19. Chinese - "playing the guitar to a cow.

20. **Life is a DR-TA**
21. Directed Reading-Thinking Activity (DR-TA), (DL -TA), (K-W-L) (Bear & Gill; Bear & Invernizzi)
22. Predict – Read - Confirm Cycle, Resolution
23. “I know you don’t know, but what do you think this reading / sort will be (is) about?”
24. Content DR-TA: What do you know? What do you think you know? What do you want to find out?
25. See the KWL.
26. “Vigil to understand” – James Deese
27. Emerson: “It is the good reader that makes the good book.”
28. Concept of Word in Print (COW), the Space – Time Continuum, and the Miracle of Beginning Reading.
29. "Until I feared I would lose it, I never loved to read. One does not love breathing." *To Kill a Mockingbird*
30. Prosody, and orthography are not parts of grammar, but are difused *[sic] like the blood and spirits through the whole." 1637 by Ben Jonson, 1637, OED, p. 1492.
31. ... and like a good sauce, the realization of a sentence's prosodic structure is a blend of different ingredients none of which can be separately identified in the final product. Cutler and Ladd, 1980, p.245.
32. **Flannery O’Conner.** “A Good Man is Hard to Find” “whose face was as broad and innocent as a cabbage”
33. “We want the idea to feed the pen and not the pen to interfere with the idea.” Edmund Henderson
34. Language makes altruism possible (P. Lieberman)
35. “You rush, you crush.” Vusi Mahlasela
36. Development requires "(t)ies that commit us to action in behalf of the well-being of others beyond our own self-interest." (Bronfenbrenner & Morris)
37. Stop an activity when it's going well.
38.
Interesting CCSS Points Related to Word Study

- Anchor texts, Scaffolding, Bookstrapping / Bootstrapping
- Language subsumes spelling and vocabulary
- Students read more complex literary and informational texts
- Reading precedes spelling at the grade levels; e.g., decode before spelling.
- Academic vocabulary and domain-specific words and phrases
- “Staircase” of increasing text complexity that can be supported developmentally
- Integration of Language and Literacy Instruction (Within ELA and Without the Content Areas)
- Readability
- Reading Foundational Skills follow grade level expectations and match development pretty well
- Vocabulary and conceptual development
- Reading skillfulness and domain-specific knowledge and comprehension
- Less emphasis on skills and more on skillfulness.
- Engagement, and the “thalamic spurts of purpose that drive us to understand” – my language
- More on morphology and use of mythology
- Greater emphasis on oral and written communication, collaboration, presentation
- Problem solving when the materials and concepts are difficult
- Curriculum Maps

The Need to Differentiate

- “No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom” (CCSS, p. 6).
- “Instruction should be differentiated . . . The point is to teach students what they need to learn . . . to discern when particular children or activities warrant more or less attention” (CCSS, p. 15).
- Instruction in word study is more effective when there is developmental differentiation and when students are scaffolded in their participation and learning. How do we involve students given these considerations?

Comparing CCSS and Massachusetts


- The Common Core puts substantially less emphasis on “memorize” and somewhat less emphasis on “perform procedures,” and substantially more emphasis on “generate,” than does MA at Grade 7.
- … Common Core puts greater emphasis on writing processes, writing applications, and oral communication, whereas Massachusetts puts more emphasis on reading (critical reasoning and author’s craft) and language study. …
- …at Grade 7 in ELAR, there is a shift in the Common Core standards toward greater emphasis on higher cognitive demand, Porter, 2011, p.111.
- (F)or ELAR, the Common Core standards would shift the content even more strongly than they would for mathematics toward higher levels of cognitive demand (but, in both cases, not to the highest level of cognitive demand), p.106.

“Future alignment research also needs to examine how implementing the CCSS will be consistent with 21st-century cultures of learning constituted by collaboration, interactivity, connectivity, and multimodal communication mediated by use of new literacy/digital tools.” Rick. Beach, Educational Researcher, May, 2011.
**Why word study?**

- Becoming literate depends on the fast, accurate recognition of words in texts, and fast accurate production of words in writing so that readers can focus their attention on making meaning. *(note: To write in a way that the reader has “brain energy to think.” Jack London)*
- Word study explicitly teaches students with hands-on activities the vital skills necessary to excel at word recognition, spelling and vocabulary.

### Three Layers of Word Study Instruction

<table>
<thead>
<tr>
<th>Alphabet Layer</th>
<th>Pattern Layer</th>
<th>Meaning Layer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonology</td>
<td>Orthography</td>
<td>Morphology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Beginning consonants</td>
<td>7. CVCe</td>
<td>16. Unaccented syllables</td>
</tr>
<tr>
<td>2. Ending consonants</td>
<td>8. Other common long vowel patterns</td>
<td>17. Common prefixes</td>
</tr>
<tr>
<td></td>
<td>13. Inflectional endings: plural and past tense</td>
<td>22. Latin stems</td>
</tr>
<tr>
<td></td>
<td>14. Open &amp; closed syllable patterns</td>
<td>23. Predictable changes in derivationally related words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25. Absorbed or assimilated prefixes</td>
</tr>
</tbody>
</table>

### In word study, students…  Bear

1. **Have a word study notebook, a place to write**
   - Word Sorts
   - Word Hunts

2. **Hunt for related words.**
   - Students hunt for interesting words

3. **Chart related words.**
   - Record related words in word study notebooks.

4. **Determine a stage of spelling** for each student to plan word study instruction.

5. **Students study their sorts every day:** small group, partner, individual, center/station, outside of school (before and after school settings, home).
Word Study and Deep Spelling Instruction
In a Comprehensive Literacy Program

Spelling Instruction

1. Spelling is a part of reading instruction.
2. Spelling is designed to teach students about phonics, vocabulary, and morphology.
3. Students learn more about reading from spelling than they do about spelling from reading.
4. *Reconceptualize the role of spelling instruction.*
5. Explain to parents the role of spelling in the curriculum.
6. *Most frequently misspelled* words may be added, a few at a time, to the *core list* of words students are learning each week.
7. A few *self-selected* words may be added as well.
8. Administer pre-test; *students should correct their own papers*
9. Turn lists into sorts.
10. Students write the sorts into word study notebooks.
11. Students go on word hunts to add words to the correct columns.
12. Differentiate spelling by students’ developmental stages. Think of three groups; see differentiated reading groups.
13. Use one of the three lists to differentiate for below, on level and above level.
14. Principles of making lists easier:
15. Reduce the number of columns.
16. Add words to each of the remaining columns.
17. Writing words into sentences has not been found to be particularly useful.
18. Incorporate easy word study games into the station and seat activities.

“What About the Number of Words?”

1. Research has shown that *the number of words* is not as important a factor in learning to spell as the spelling *patterns* that are addressed.
2. Students should be able to *read* the spelling words
3. Students should already know how to spell some of the words on the list correctly (this may be determined by a pretest). This ensures that they are working at their *spelling instructional level*.

“The Words Look Too Easy”

1. *Students should spell between 40- 50% of the words correctly.*
2. Look for 90% accuracy in spelling.
3. *Students should be able to explain why they sorted the way they did. Once a week, students write a reflection about their sorts.*
4. Look for generalizability. *Incorporate transfer to writing in grading.*
5. *Have students sort words at home with parents: refrigerator sorts, easy games.*
THE SYNCHRONY OF LITERACY LEARNING

LAYERS OF THE ORTHOGRAPHY:

ALPHABET / SOUND → PATTERN → MEANING → ...

Reading and Writing Stages:

<table>
<thead>
<tr>
<th>Reading Stages</th>
<th>Writing Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent</td>
<td>Pretend read</td>
</tr>
<tr>
<td></td>
<td>Concept of Word</td>
</tr>
<tr>
<td></td>
<td>No COW, Rudimentary COW → Full COW</td>
</tr>
<tr>
<td>Beginning</td>
<td>Read aloud, word-by-word, fingerpoint reading</td>
</tr>
<tr>
<td></td>
<td>Full COW</td>
</tr>
<tr>
<td>Transitional</td>
<td>Approaching fluency, phrasal, some expression in oral reading. Wright Brothers of reading</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Read fluently, with expression. Develop a variety of reading styles. Vocabulary grows with experience reading.</td>
</tr>
<tr>
<td>Advanced</td>
<td>Fluent writing, build expression &amp; voice, experience different writing, styles &amp; genre, writing shows personal problem solving &amp; personal reflection.</td>
</tr>
</tbody>
</table>

Spelling Stages:

<table>
<thead>
<tr>
<th>Spelling Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent →</td>
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</tr>
</tbody>
</table>

Examples of spellings:

- **bed**: bd, bad, bed
- **ship**: sp, sep, ship
- **float**: ft, fot, flott
- **train**: jn, tan, tran
- **cattle**: k, kd, catl
- **cellar**: slr, salr, celer
- **pleasure**: pjr, plasr, plager
- **confident**: plejer, pleser, plesher
- **opposition**: confadent, confiednet, confident, confendent, confident, confident, confendent, confident, confendent, confendent, confident,
- **opposition**: opasishan, oppasishion, opositian, oposition
**Word Study Focus with English Learners and Types of Contrasts Arranged by Stage of Spelling (examples in parentheses)** (from Bear, Helman, Templeton, Invernizzi, Johnston, 2007)

<table>
<thead>
<tr>
<th>Spelling Stage</th>
<th>Word Study Topics</th>
<th>Examples of Word Study with English Learners</th>
</tr>
</thead>
</table>
| **Emergent** | Phonemic awareness, rhyming, alliteration, sound play with movement and characterization, alphabet knowledge, concept of word in print, beginning and final sound sorts, vocabulary language development | Teach rhyming in English and compare to rhyming in primary language, contrast ending rhyming sounds (*pat/pig*), beginning sound contrasts, easy to more difficult (*tall /fall → lap/rap*)
In the move from Emergent Literacy to Beginning Reading, we must follow the development of Concept of Word in Print (COW) (Morris, Bloodgood, Lomax, & Perney, 2003). There are three gradations of COW: No COW, Rudimentary COW and Full COW (Bear & Barone, 1998); Bear, et al., 2006, *Emergent WTW Supplement*.
|
| **Letter Name-Alphabetic** | Beginning and final consonants, consonant blends and digraphs, short vowel families, short vowel sounds | Letter-sound correspondences to highlight sound contrasts, sorts for final sounds in word families (*b/p, c/g, d/t, f/v, j/h/w, k/g s/z*), sound sorts for beginning consonant blends and digraphs (*ch/sh, sp/esp*)
|
| **Within Word Pattern** | Long vowel patterns, difficult final blends & digraphs, other vowel patterns | More difficult vowel contrasts (*short i and ê*); short and long contrasts (*nêt/nêat*); continue blend and digraph study (*t/ih*); sound sorts for long and short vowel discriminations; use homonyms for vocabulary development (*read/read, pale/pail*)
|
| **Syllables & Affixes** | Inflected endings, consonant doubling, syllable junctures, easy affixes, unaccented syllables | Grammatical functions of inflections (plural, past tense); compound words; cognate study (*telephone/teléfono, radio/radio*); grammatical functions of suffixes (*-ic, -tion*), continue homophone study (*aloud/allowed*)
|
| **Derivational Relations** | Reduced and altered vowels, bases, roots and derivations, spelling-meaning connection | Grammatical functions of harder suffixes (*furious, refrigerate*); continue cognate study (*decision/decisión*) |
**BASIC TYPES OF SORTS**

- Concept sort
- Guess my category
- Picture sorts
- Partner sound sorts
- Word sorts
- Word hunts
- Closed sorts

- Writing sorts
- Open sorts
- Speed sorts
- Collecting word bank words
- Study interesting words
- Word study notebooks

**FIVE COMMON WORD STUDY ACTIVITIES**

**Closed and Open Sorts**

Students first read the words and set unknown words aside. In closed sorts, students arrange the words underneath the columns designated by the teacher. In open sorts, the students organize the words into categories that they develop. After sorting, students read the words in each column to check their work. These sorts can be recorded in word study notebooks.

**Writing Sorts**

Students often do a *writing sort* after they’ve completed a closed sort. Categories are set up, and as words are called out, students listen and decide in which category each word belongs. They then write the word under that category label. For independent assignments, students can be asked to add more words to each column.

**Word Hunts**

After studying a pattern, students return to texts they are reading to find words that go with a specific pattern; for example, students may be asked to hunt for words that sound like “beat” (*long e*) in the middle. The words they find can be recorded in word study notebooks.

**Word Study Notebooks**

These are notebooks, or a section of larger notebooks, in which students collect words and occasionally record word sorts that they’ve completed. We can begin word study notebooks with students in the middle of the Letter Name phase of spelling. The word study notebooks expand when students are in the Within Word Pattern phase of spelling. When students study long vowels, several pages can be set aside for each vowel. Students add words to sorts in their word study notebooks. Sorts in the word study notebook include sound, pattern, and meaning sorts.

**Word Study Games**

Almost any card game or board game can be adapted for word study. Path games are particularly successful, as are word study versions of “Go Fish,” “Concentration,” “Bingo,” and “Black Out.” Many commercial electronic games are fine as long as students can read the words with ease. Ask the student to read through the words in the games and expect very high accuracy.
**Word Sort Lesson Plan Format**

demonstrate introduce sort, use key words or pictures

sort and check individually or with a partner

reflect declare, compare, and contrast

extend activities to complete at seats, in centers, or at home: sorts, games, cut and paste, expand word study notebook, make word charts

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**A Weekly Word Study Schedule for Elementary Grades**

<table>
<thead>
<tr>
<th>Days</th>
<th>Focus</th>
<th>Key activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Introduce sort</td>
<td>• Demonstrate sort.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Distribute word study sheets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students sort.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Practice sort Record sort in word study notebook</td>
<td>• Group sort with demonstration with student involvement and teacher scaffolding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Record sort in word study notebooks or on word study small group chart.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Buddy sorts Word hunts Reflect</td>
<td>• Buddy pairs for sorting. Use key words or pictures for sorts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Share word hunts and add words to notebooks or charts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students reflect on sort and extend to subsequent activity for repeated practice Introduce/play word study games.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Repeated practice</td>
<td>• Sort for repeated practice in group, buddy pairs, or individually. Look for speed and accuracy.</td>
</tr>
<tr>
<td>Friday</td>
<td>Assessment</td>
<td>• Review reflections on sort and principle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Spelling assessments used in planning the sort for next week.</td>
</tr>
</tbody>
</table>
# Bruskotter 5th Grade

<table>
<thead>
<tr>
<th>Daily Word Study class work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon</strong></td>
</tr>
<tr>
<td>1. cut words (recycle trash)</td>
</tr>
<tr>
<td>2. work with a partner to read and sort 1x</td>
</tr>
<tr>
<td>- discuss differences, if any</td>
</tr>
<tr>
<td>3. write your sort neatly in your word study book</td>
</tr>
<tr>
<td>- at the bottom, explain your sort (explain your thinking or what you notice about each column)</td>
</tr>
<tr>
<td><strong>Tues</strong></td>
</tr>
<tr>
<td>1. read and sort 1x; read it to a partner</td>
</tr>
<tr>
<td>- discuss differences, if any</td>
</tr>
<tr>
<td>- REPEAT with a new partner</td>
</tr>
<tr>
<td>2. read and sort 2x on your own; read it to yourself</td>
</tr>
<tr>
<td>3. blind sort with a partner</td>
</tr>
<tr>
<td><strong>Wed</strong></td>
</tr>
<tr>
<td>1. read and sort 1x; read it to a partner</td>
</tr>
<tr>
<td>- discuss differences, if any</td>
</tr>
<tr>
<td>2. speed sort with two partners</td>
</tr>
<tr>
<td>3. word hunt from a book at your easy level</td>
</tr>
<tr>
<td>- add at least 8 words to each column in your sort</td>
</tr>
<tr>
<td><strong>Thurs</strong></td>
</tr>
<tr>
<td>1. read and sort 3x on your own; read it to yourself</td>
</tr>
<tr>
<td>2. blind writing sort with a partner</td>
</tr>
<tr>
<td><strong>Fri</strong></td>
</tr>
<tr>
<td>1. as a group, each student writes 2 words from each column on the poster-sort</td>
</tr>
<tr>
<td>2. CHOICE:</td>
</tr>
<tr>
<td>- speed sort race with a partner (or time each other)</td>
</tr>
<tr>
<td>- memory with a partner</td>
</tr>
<tr>
<td>3. spelling test</td>
</tr>
</tbody>
</table>

On any day, when you finish, please read your INDEPENDENT LEVEL reading book.

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**Principles of Instruction**

1. Understand Development, Teach by Developmental Levels
2. Conduct meaningful, ongoing assessments
3. Differentiate for Read With and Word Study activities
4. Fidelity to students’ development ensures fidelity to program

**Ms. Roberts 4th grade**

- **Day 1** Introduces Sort, Models Sort
- **Day 2** Buddy Sort
- **Day 3** Games, Speed Sorts
- **Day 4** Reflection, Share Out Assessment
VOCABULARY AND COMPREHENSION

Power Maps

from *Words Their Way with Struggling Readers, 4-12* (Flanigan, Hayes et al., 2011)

The **Power 1** level is vocabulary related to the “main” or “big idea” level

**Power 2** level is vocabulary related to subtopics

**Power 3** level is vocabulary that represents supporting details or examples.

Vocabulary Concept Sorts

Elements
- gold
- pure
- one kind of atom
- isotopes
- molecules
- H₂O
- hydrogen
- oxygen

Compounds
- different atoms
- molecules
- H₂O
- water
- covalent bonds
- ionic bonds
- metallic bonds
- salt

Mixtures/Solutions
- seawater
- soil
- air
- parts retain identities
- can be separated
- parts of elements and compounds
- can be separated
- mixed in a drink or cake

Progressive Root Web

respectfully

respectful

respect

respectable

respectability

re

respect

inspect

inspector

inspections

Match Prefixes, Suffixes, Bases and Roots

Word Histories (from Ayto)

**bonfire**

A bonfire was originally a fire in which bones were burned. References to such (presumably rather evil-smelling) fires, which were large open-air affairs, continue down to the 18th century, but latterly they have a distinctly antiquarian air, as if such things were a thing of the past. By the later 18th century the word was already passing to the more general modern meaning ‘large outdoor fire,’ either celebratory (as in Bonfire Night, 5 November) or for destroying refuse.

**bone**

see **BEAUTY**

**book**

[OE] Book is widespread throughout the Germanic languages. German has *buch*, for example, Dutch *boek*, and Swedish *bok*. These point to a prehistoric Germanic *bōk*, which was probably related to *bōlki* ‘beech,’ the connection being that the early Germanic peoples used beechwood tablets for writing runic inscriptions on. The original meaning of the word in Old English (bōc) was simply ‘written document or record,’ but by the 9th century it had been applied to a collection of written sheets fastened together.

Student Root Charts
Interesting words. Follow the directions for the Interesting Word Activity as it is described as the first activity in Chapter 8 of *WTW* or on page 3 of this handout. The word of *benevolent* below is an example of a student’s word study notebook entry as an interesting word. Use small etymologies like the ones below for your word study.

**Example of Upper Level Word Study Notebook Entry**

<table>
<thead>
<tr>
<th>benevolent</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The brown blotches of benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks.” (p. 33)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>bene</th>
<th>vol</th>
<th>-ent</th>
</tr>
</thead>
<tbody>
<tr>
<td>benevolence</td>
<td>voluntary</td>
<td>confident</td>
</tr>
<tr>
<td>beneficial</td>
<td>volition</td>
<td>patient</td>
</tr>
<tr>
<td>benefit</td>
<td>volunteer</td>
<td>different</td>
</tr>
<tr>
<td>benefactor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

bene - well
vol - wish
-ent - a suffix used to form adjectives from nouns

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