Relevant Research for Writing and Reading Workshop, Word Study

1. **Find Teacher’s College Reading and Writing approach research base** here.
   This compilation of research provides in-depth explanations of the foundational beliefs of the workshop model and of using a balanced literacy approach. It’s one-stop shopping for reading, writing, and language development.

2. **Research to support Daily 5 and CAFE:**

Based on literacy learning and motivation research, The Daily 5 has been practiced and refined in the developers’ classrooms for ten years and shared with thousands of teachers throughout the United States. Horsch, Chen, & Nelson (1999) explain the creation of a responsive classroom, which leads to greater student responsibility and self—control both of which are essential for independent learning to take place. The Daily 5 is grounded in theory by researchers such as Lienhardt, Sigmond, and Cooley (1981) who found that the way teachers structure the learning environment and the way students spend their time influences the level of reading proficiency the students have attained at the end of the academic year. Margaret Mooney, a literacy instructional expert from New Zealand, emphasized that students should be reading and revisiting books as the teacher works with students, a component of The Daily 5. Each of The Daily 5 components reflects research to support the practices.

Read to Self—The best way to become a better reader is to practice each day, with books you choose, on your just-right reading level. It soon becomes habit. Allington (2011 IRA Conference) suggests that if the reading block is 60 minutes, students must have at least 40 minutes of time spent engaged in the act of reading. With a 30-minute block, at least 20 minutes of reading should be spent in reading. Rather than waiting for the next activity and becoming less engaged or more off-task, children should be engaged in real reading (Pressley et al., 2001). Traditional seatwork in the reading class is relatively useless as a developer of reading and writing proficiency. Actual reading of texts is what develops readers (Taylor, Frye, & Maruyama, 1990). Routman (2003) emphasizes that the way to help students become engaged capable readers is by encouraging them to read at their level and support them through small group instruction with their specific needs as a focus. Cunningham & Allington (1999) state, “All children benefit from large amounts of easy reading coupled with opportunities to read more difficult material”.

Read to Someone—Reading to someone allows for more time to practice strategies, helping you work on fluency and expression, check for understanding, hear your own voice, and share in the learning community. Allington (2001) recommends that students work in partners for practicing their reading with expression and enthusiasm. The partners can be same age or even younger, which gives additional purpose. Miller (2002) also supports the component of reading to someone, as it can provide a support to gaining meaning from the text when two or more can interpret and comprehend.

Work on Writing—Just like reading, the best way to become a better writer is to practice writing each day. Gardner (2001) states that it is important to develop a writing habit. “If you want to learn to write, you have to write” (p. 2). Graves (1985) emphasizes the need to write every day in order to become a proficient writer.

Listen to Reading—we hear examples of good literature and fluent reading. We learn more words, thus expanding our vocabulary and becoming better readers. Trelease (2001) stresses that words are the primary building blocks for learning and there are only two efficient ways to get words into the brain: either through the eye or through the ear. What we send into that ear becomes the “sound” foundation for the rest of the child’s “brain house.” Those meaningful sounds in the ear will help the child make sense of the words through the eye (reading). Vocabulary is also expanded as listening to a good children’s book is three times richer in vocabulary than conversation.

Spelling/Word Work—Correct spelling allows for more fluent writing, thus speeding up the ability to write and get thinking down on paper. This is an essential foundation for writers. Gentry (2004) warns that allowing students to continually practice spelling words incorrectly creates permanence in the incorrect spelling. Things that we do the same way over and over because automatic, which means we do them without any conscious attention. He suggests a Word Wall of high-frequency words that the children practice and refer to while writing daily. Teachers should be aware of the stages of development and of the characteristics of each stage so that they can analyze the different strategies that children use when writing unknown words. Through this awareness, teachers will have an increased understanding of the logic behind children’s spelling and should consequently be aware that errors may be due to the child’s development and limited exposure to words, rather than an inability to spell (Bolton & Snowball, 1999).

CAFE is supported by research that goes back decades, beginning with Betts (1946), who spoke of matching readers with appropriate text that they can read independently. This strategy is found on the CAFE menu under Fluency with the emphasis on students
reading “good-fit books.” Pressley (2006) found that the more effective classrooms have a distribution of whole-class, small-group, and side-by-side instruction. This closely resembles a classroom incorporating The Daily 5 & CAFE structures. Johnston, Allington, and Afflerbach (1985) explained that in order for learners to develop goal-directed strategies, they must have clear goals. Getting through the book is not the lesson in a Daily 5 classroom; intense explicit teaching and scaffolded support for the students is the goal.

Adapted from North Dakota Department of Public Instruction https://www.dpi.state.nd.us/title1/project/daily_5.pdf

3. Word Study:

Louisa Moats, a leading researcher in the field, captures the reading/spelling/writing connection succinctly: “Learning to spell isn’t only about having a good memory. It’s about mastering the patterns, principles, and rules that enable us to spell nearly 90 percent of all words in English. Mastery comes with plenty of opportunities to practice and apply those patterns in daily reading and writing.” The goal of spelling instruction should be to produce students who can effectively use spelling as a tool for communication. In Word Crafting, Cindy Marten notes, “Unless it is accompanied by a strong understanding of how to create a writer, teaching spelling has little purpose. Spelling matters when students have real reasons to write and need conventional spelling to carry their ideas, insights, questions, and inspirations.”

Spelling Program Components
Marten reminds us that generating excitement around learning language drives the work:

Increase students’ spelling consciousness

- word hunts
- word walls
- making words
- personal word collections

Teach spelling strategies

- word history knowledge (morphology)
• visual memory
• generalize patterns internalized from reading and word sorts
• memory devices
• dictionaries or resources in the room
• multiple attempts/versions of a word


**Teaching Spelling Through Writing Conferences**

In *Invitations*, Reggie Routman provides a list of questions to ask children about their spelling. These questions enhance spelling consciousness because they turn the control over to the student. Here are a sampling of questions to ask:

- Which part looks right to you?
- What else could you try?
- What other letters could you use there to make the same sound?
- What do you know about words that have the _____ sound at the end?
- How else could you spell that?
- You’re missing a letter here (insert a caret where the letter is missing). What do you think it could be?
- Do you know how to spell _______________? This word has a part that’s the same.
- What spelling strategy could you try?

**Interesting Study:**

Effects of Traditional Versus Extended Word-Study Spelling Instruction on Students’ Orthographic Knowledge by [Mary Abbott](#)

**Words Their Way** explanation
## 4. Vocabulary Instruction

The list below is a brief overview of the essential research findings from Janet Allen's work on vocabulary instruction:

<table>
<thead>
<tr>
<th>Knowledge of word meaning is critical to success in reading.</th>
<th>Johnson et al., 1983; Barrett and Graces, 1981; Becker, 1977; Davis, 1972; Hunt, 1957</th>
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<td>A rich conceptual base matters.</td>
<td>Johnson and Pearson, 1984</td>
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<td>Children learn language through ordinary exposure and instruction.</td>
<td>Beck et al., 2002</td>
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<td>Students learn words in a variety of ways.</td>
<td>Blachowicz and Fisher, 2000; Beck and McKeown, 1991; Cunningham and Stanovich, 1991; Nagy, 1988</td>
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<td>Students learn new words by learning strategies for understanding unfamiliar words.</td>
<td>Blachowicz and Fisher, 2004; Nagy, 1988; Dale and O'Rourke, 1986</td>
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<td>Language/word awareness is critical to learning new words.</td>
<td>Cooper, 2006; Anderson and Nagy, 1992; Beck and McKeown, 1983</td>
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<td>Prior knowledge/experience supports increased vocabulary knowledge.</td>
<td>Marzano, 2004; Mezynski, 1983; Anderson and Freebody, 1981</td>
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<td>There is a relationship between difficulty of words in text and comprehension.</td>
<td>Graves, 1986; Anderson and Freebody, 1981</td>
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<td>Direct vocabulary instruction improves comprehension.</td>
<td>Baumann, Kame’enui and Ash, 2003; Beck and McKeown, 1991; Stahl and Fairbanks, 1986</td>
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<td>ESL students rely more heavily on direct instruction than native speakers.</td>
<td>Gouldman, Nation, and Read, 1990</td>
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<td>Context clues vary in degree of helpfulness to readers.</td>
<td>Beck, McKeown, and McCaslin, 1983</td>
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<td>Knowing a word means more than knowing a definition for the word.</td>
<td>Scott and Nagy, 1997; Dale and O’Rourke, 1986</td>
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<td>Repeated exposures to words in meaningful contexts improves comprehension.</td>
<td>Nagy, 1990; Eller, Pappas, and Brown, 1988; McKeown, Beck, Omanson, and Pople, 1985; Beck et al., 1982</td>
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<td>Discussion leads to vocabulary learning.</td>
<td>Stahl, 1987; Stahl and Vancil, 1986</td>
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<td>Teaching word parts improves recall and understanding.</td>
<td>White, Sowell, and Yanagihara, 1989; Dale and O’Rourke, 1986; Fry, Fountoukidis, and Polk, 1985</td>
</tr>
<tr>
<td>Instruction toward Tier 2 words (words that primarily occur in written language that authors expect us to know) can be most productive.</td>
<td>Beck and McKeown, 1985</td>
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</table>
Additional Resources

**Vocabulary**


**Spelling**


2004.
