



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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The developmentally driven Words Their Way® instructional approach is a phenomenon in word study, providing a practical way to study words with students. The keys to this successful, research-based approach are to know your students' literacy progress, organize for instruction, and implement word study. The Fifth Edition features an innovative redesign and introduces technology integration aligning text to all new classroom video, an interactive classroom assessment application, prepared and create-your-own word sorts, games, and more specific to each chapter. It gives you all the tools you need to carry out word study instruction that will motivate and engage your students, and help them to succeed in literacy learning. Ordered in a developmental format, Words Their Way® complements the use of any existing phonics, spelling, and vocabulary curricula.

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and early/middle/late phases in the derivational relations stage.

- **Updated collection of classroom activities** helps build the skills students need to move on to the next developmental stage.
- **New “Resources for Implementing Word Study in Your Classroom”** provides information about resources teachers can use in their instruction.
- **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*®, *Words Their Way 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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