



Please enjoy this complimentary excerpt from *Word Study That Sticks* by Pamela Koutrakos. Use these example cycle schedules to help you plan out daily time for word study to ensure it happens consistently.

CORWIN Literacy

# Appendix E

## Expanded Sample Word Study Schedules

### Sample Five-Day Cycles

#### PRIMARY

	Day 1	Day 2	Day 3	Day 4	Day 5
Routine	Meaning intro Color, cut	Meaning practice center	Pattern intro Pattern practice	Pattern practice: Fluency center	Phonemic awareness and phonics center

Consider different options for your word study cycle. Here, notice . . .

- High-frequency work is done at a separate time of the day.
- For your centers, create the most meaningful, playful, and developmentally appropriate options. Try to avoid busy work and assignments. No product or proof necessary. Center routines encourage deep thinking and transfer whenever possible.
- This model uses informal assessment—observation checklists and records.

#### ELEMENTARY

	Day 1	Day 2	Day 3	Day 4	Day 5
Routine	Meaning intro Color, cut	Meaning practice	Pattern intro Pattern practice	Pattern practice with emphasis on fluency	Extra phonemic awareness and phonics routine

Consider different options for your word study cycle. Here, notice . . .

- High-frequency work is done at a separate time of the day.
- For practice, do the routines most meaningful, playful, and developmentally appropriate for your grade level.
- This model uses unit assessments, not cycle assessments.

## UPPER ELEMENTARY AND MIDDLE GRADES

	Day 1	Day 2	Day 3	Day 4	Day 5
Routine	Meaning intro Color, cut	Meaning practice	Pattern intro Pattern practice	Pattern practice with emphasis on fluency	Transfer routine

Consider different options for your word study cycle. Here, notice . . .

- For practice, use the routines most meaningful, playful, and developmentally appropriate for your grade level.
- A transfer routine is embedded practice in reading, writing, math, social studies, or science to encourage transfer of word learning to other subject areas.
- This model uses unit assessments, not cycle assessments.

## Sample Six-Day Cycles

## PRIMARY

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Routine	Meaning intro Color, cut	Meaning practice center	Pattern intro Pattern practice	Pattern practice center	Pattern practice: Fluency center	Phonemic awareness and phonics center

Consider different options for your word study cycle. Here, notice . . .

- High-frequency work is done at a separate time of the day.
- For centers, create the most meaningful, playful, and developmentally appropriate center options. Try to avoid busy work and assignments. No product or proof is necessary. Center routines encourage deep thinking and transfer whenever possible.
- This model uses informal assessment and observation checklists and records.

**ELEMENTARY**

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Routine	Meaning intro Color, cut	Meaning practice	Pattern intro Pattern practice	Pattern practice	Pattern practice with emphasis on fluency	Extra phonemic awareness and phonics routine

Consider different options for your word study cycle. Here, notice . . .

- High-frequency work is done at a separate time of the day.
- For practice, do the routines most meaningful, playful, and developmentally appropriate for your grade level.
- This model uses unit assessments, not cycle assessments.

**UPPER ELEMENTARY AND MIDDLE GRADES**

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Routine	Meaning intro Color, cut	Meaning practice	Pattern intro Pattern practice	Pattern practice with emphasis on fluency	Transfer work	Assessment and/or reflection

Consider different options for your word study cycle. Here, notice . . .

- For practice, do the routines most meaningful, playful, and developmentally appropriate for your grade level.
- This model uses cycle-based assessment and check-in routines.

**Sample Seven-Day Cycles****PRIMARY**

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Routine	High-frequency word work center	Meaning intro Color, cut	Meaning practice center	Pattern intro Pattern practice	Pattern practice center	Phonemic awareness and phonics center	Informal assessment and/or center reflection

## Word Study That Sticks

Consider different options for your word study cycle. Here, notice . . .

- High-frequency work is done as part of the cycle.
- For centers, create the most meaningful, playful, and developmentally appropriate center options. Try to avoid busy work and assignments. No product or proof is necessary. Center routines encourage deep thinking and transfer whenever possible.

### ELEMENTARY

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Routine	Phonemic awareness and phonics routine	Meaning intro Color, cut	Meaning practice	Pattern intro Pattern practice	Pattern practice	Assess and/or reflect	Extra phonemic awareness and phonics routine

Consider different options for your word study cycle. Here, notice . . .

- High-frequency work is done at a separate time of the day.
- For practice, do the routines most meaningful, playful, and developmentally appropriate for your grade level.
- This model uses cycle assessments.

### UPPER ELEMENTARY AND MIDDLE GRADES

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Routine	Meaning intro Color, cut	Meaning practice	Pattern intro Pattern practice	Pattern practice with emphasis on fluency	Additional meaning, spelling, or hybrid practice	Transfer work	Assess and/or reflect

Consider different options for your word study cycle. Here, notice . . .

- For practice, do the routines most meaningful, playful, and developmentally appropriate for your grade level.
- This model uses cycle assessments.

## Sample Cycles With Sample Routines for All Levels

	Day 1	Day 2	Day 3	Day 4	Day 5
Routine	Meaning intro Color, cut	Meaning practice	Pattern intro Pattern practice	Pattern practice with emphasis on fluency	Assessment and/ or reflection
Suggested practice routine options/choices	Intro: Yep! Maybe . . . Huh?  Intro: None to Some  Extension: Begin Backwards Scattergories	Backwards Scattergories  Shades of Meaning  Synonym/ Antonym Go Fish  Word Trees  Picture It	Guess the Pattern  Nice to Meet You  Word Scavenger Hunts  Word Webs and Riddles	How Fast Can You Go?  Look, Say, Cover, Write, Check  Read It–Build It–Write it  Multisensory Fun and Games	Next-Level Sorting Challenge  Explanation of Learning: Show Off (Part I)  Interactive Writing: Use It or Lose It  Find & Fix Up

## Managing the Groups

The following is a schedule of how three different groups of students spend their time in one particular cycle in an elementary classroom.

	Day 1	Day 2	Day 3	Day 4	Day 5
Red	Small-group meeting: Meaning intro	Independent meaning work	Small-group meeting: Pattern intro	Independent pattern work	Occasional small-group meeting: Assessment/ reflection
Blue	Occasional small-group meeting: Assessment/ reflection	Small-group meeting: Meaning intro	Independent meaning work	Small-group meeting: Pattern intro	Independent pattern work
Green	Independent pattern work	Occasional small-group meeting: Assessment/ reflection	Small-group meeting: Meaning intro	Independent meaning work	Small-group meeting: Pattern intro

### Word Study That Sticks

Now, here is a sample schedule of how the *teacher* spends his or her time in that same cycle.

	Day 1	Day 2	Day 3	Day 4	Day 5
Red	Small-group meeting: Meaning intro	I:I or table conferring conversations	Small-group meeting: Pattern intro	Work on own, without teacher	Quick small-group meeting: Assessment/reflection (occasional)
Blue	Quick small-group meeting: Assessment/reflection (occasional)	Small-group meeting: Meaning intro	Work on own, without teacher	Small-group meeting: Pattern intro	I:I or small-group conferring conversations
Green	Work on own, without teacher	Quick small-group meeting: Assessment/reflection (occasional)	Small-group meeting: Meaning intro	I:I or table conferring conversations	Small-group meeting: Pattern intro