"Grow Lists"

Collecting words to learn about how language works

Students delight in the discovery of patterns and connections between the words they encounter in reading. If you set the stage for students to go hunting for words, they'll gladly gather up more than you'd imagine, and far exceed the typical vocabulary lists provided in vocabulary or spelling programs. This will set the habit of mind for noticing language as they are reading which will greatly increase the volume of new words acquired during pleasure reading.
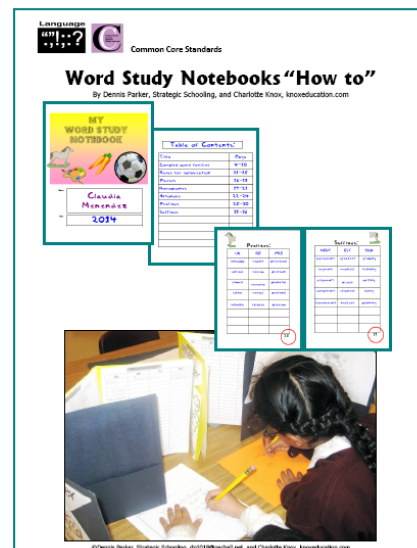
Here's how to manage this process:

For spelling/phonics patterns:

1. Use your grade level language and foundational skills standards to determine which patterns you want the students to attend to. Post a piece of chart paper with the spelling pattern highlighted and a few words to start. Illustrate these words with pictograms to enhance comprehension and long term memory.

2. Tell the students to be on the look out for words that match this spelling pattern in their reading throughout the day. When a student finds a word they can either write it on the chart themselves, or if that's too hard to manage, have them write it on a slip of scrap paper and put it in an envelope attached to the chart or in a basket nearby. Make sure they sign their contribution so we can celebrate who "found" that word. This way allows multiple students to find the same words, and takes care of potential disappointment when a student discovers that a classmate has "stolen" his or her word.

3. Periodically add the collected words to the chart and talk with the students about what they are noticing about a particular pattern. Have the students highlight the target phoneme in the words after you or they add them to the class chart.

4. Ideally, students additionally collect these words themselves into their own word study notebook so that they have access to all of the words gathered over the course of the whole school year. For directions on how to set up a word studies notebook go to **knoxeducation.com** in the **Common Core Section** under **Language**.

Grow lists are a concept of word sorts used by Marzano and in Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, by Templeton, Bear, Invernizzi, and Johnston. 2007 Prentice Hall.

Grow list for spellings of the long "e" sound in first grade, Dunlap, CA.

Grow Lists are part of vocabulary covered in the Common Core Standards under **Language**: **L4, 5, 6 and in Writing W2 and 4.**

Grow Lists for a Unit of Study

Step 1: Introduce the topic and begin learning about it via reading, hands on experiences, multimedia, etc.

Step 2: Ask students to list as many words as they know so far about the topic on their white boards. Have students share these out to create a whole class brainstorm using the "no repeats" strategy. As each student shares their list, others check off the words they have on their lists which are the same, so that when it is their turn, they only share the words that haven't been posted yet. Take care to call on the students with the fewest words first, so that they may shine, and the eager beavers will keep on working for you just so they can see their words posted.

amphibian
webbed
swim
jump

sticky tongue
→ webbed
tadpole
→ jump
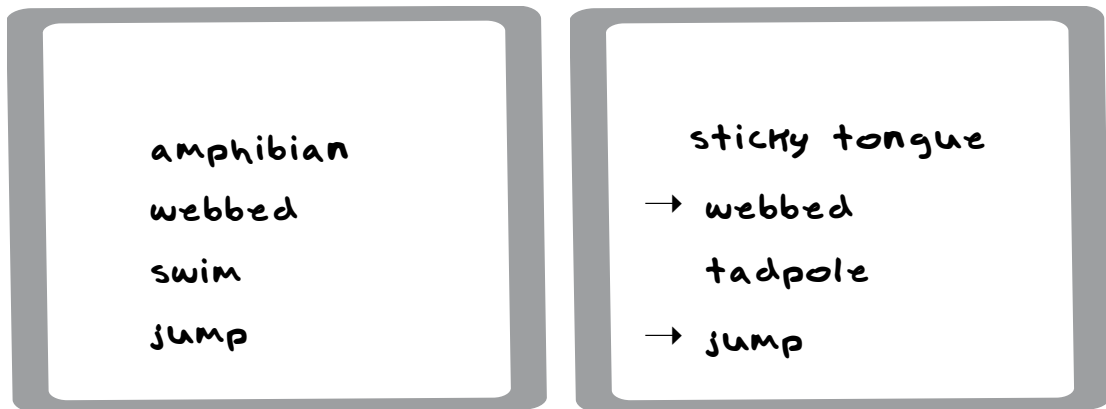
Step 3: Ask students to look over the big list and think of categories the words could be divided into, then re-build the list using those categories. Leave space so that this list can grow with student input throughout the unit of study.

Step 4: Ask students to illustrate the list by adding Post-It® sketches directly onto the chart.
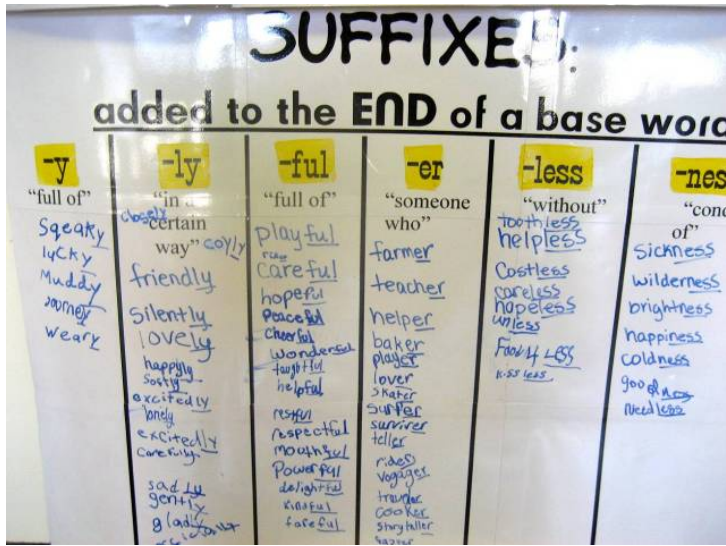
"Grow list" for words out of a text book chapter on the California Missions. Student illustrations on "post its", categories generated by fourth graders, Mountain View, CA.
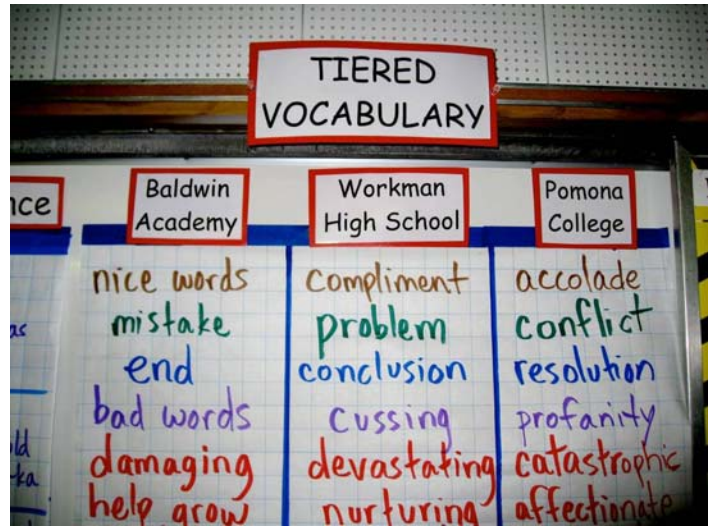
Informative/Explanatory **Language**

Word banks are covered in the Common Core Standards under "domain-specific" language in **Reading RI 4** and **Writing W2 and Language L6.**

California Missions

Buildings/How built
adobe
mission
presidio
pueblo

types of people
Slave
conquistador
Indians Native Americans
Cowboys vaqueros
missionaries
explorers
settlers
neophytes
priests

land/water forms
Strait
peninsula
port
Pacific Ocean

Crops
olives
beans
corn
wheat
barley

products
wine
candles
furniture
soap

Things that happened to the neophytes
whipped
revolt
freedom
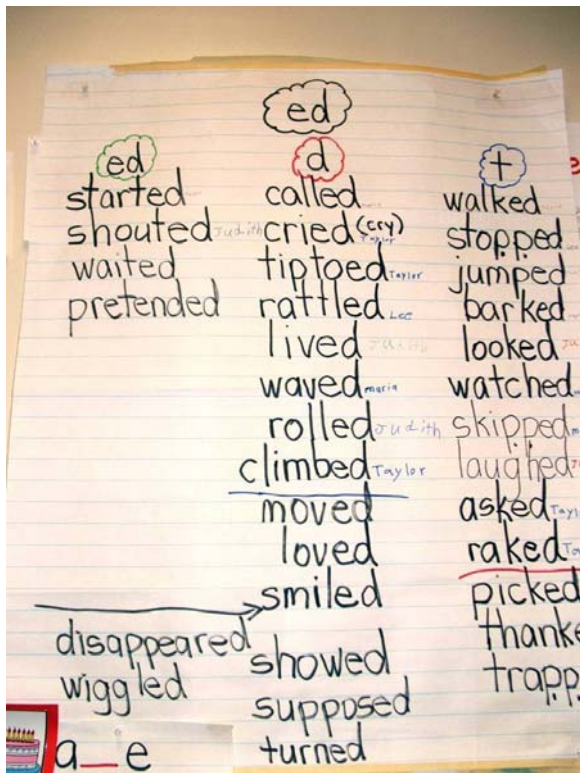punishment
revenge
slaves

tools

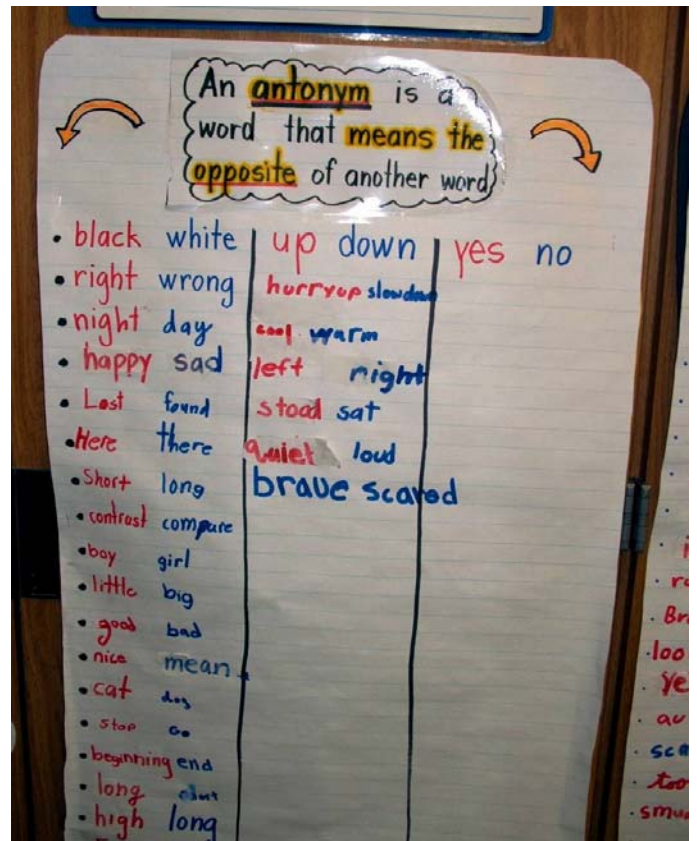Grow list for suffixes in third grade, Selma, CA.

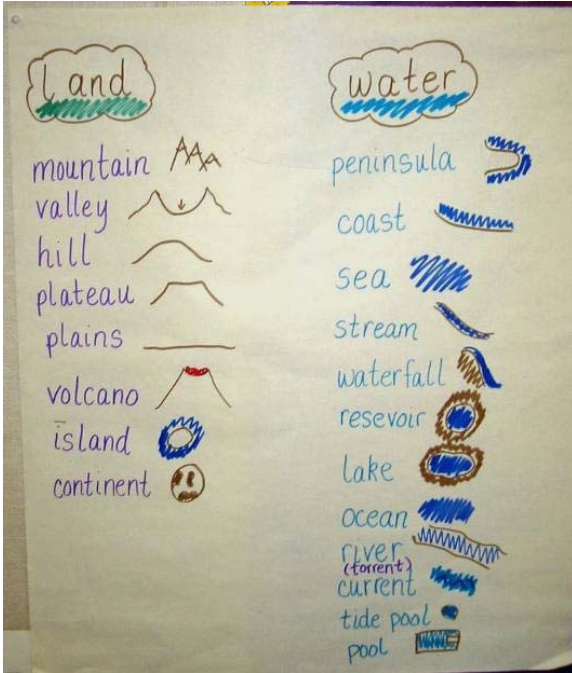Tiered Vocabulary in fourth grade Santa Ana, CA.

Grow list for pronunciations of the past tense with "ed", Oakland, CA.
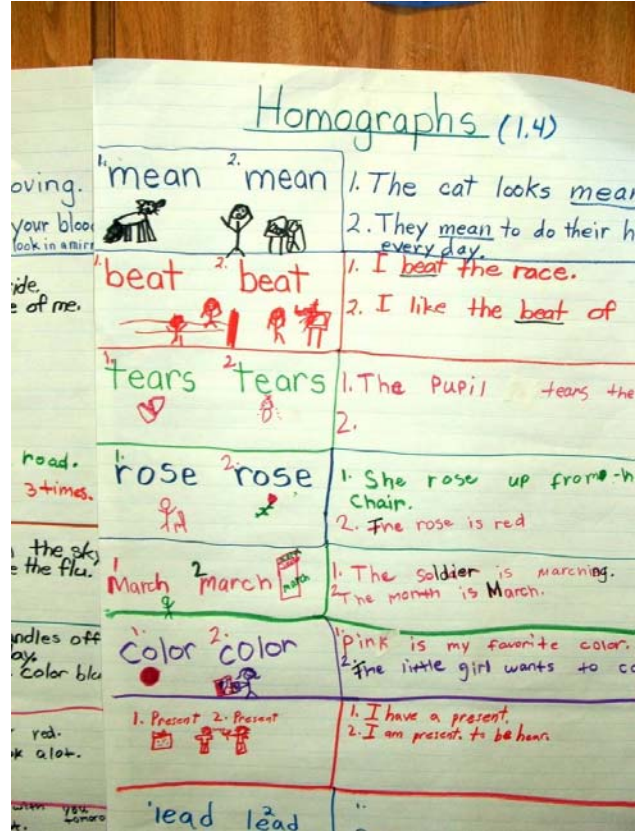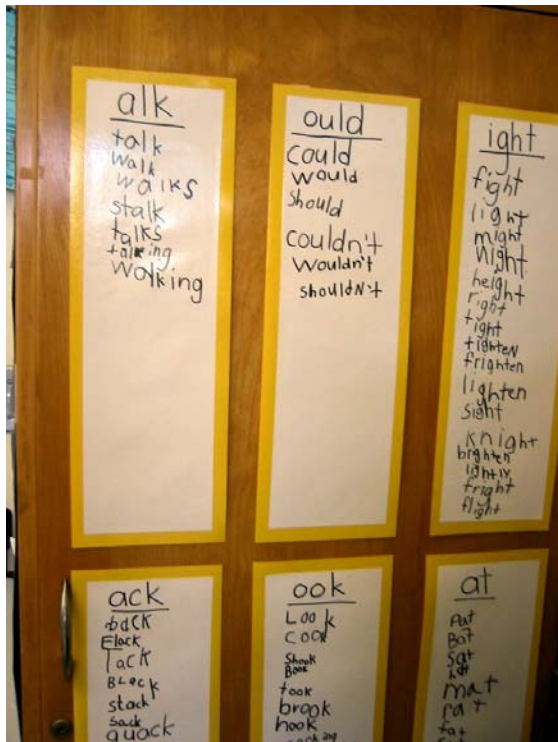
Grow list for antonyms, Fresno, CA.

Grow list for land and water words.

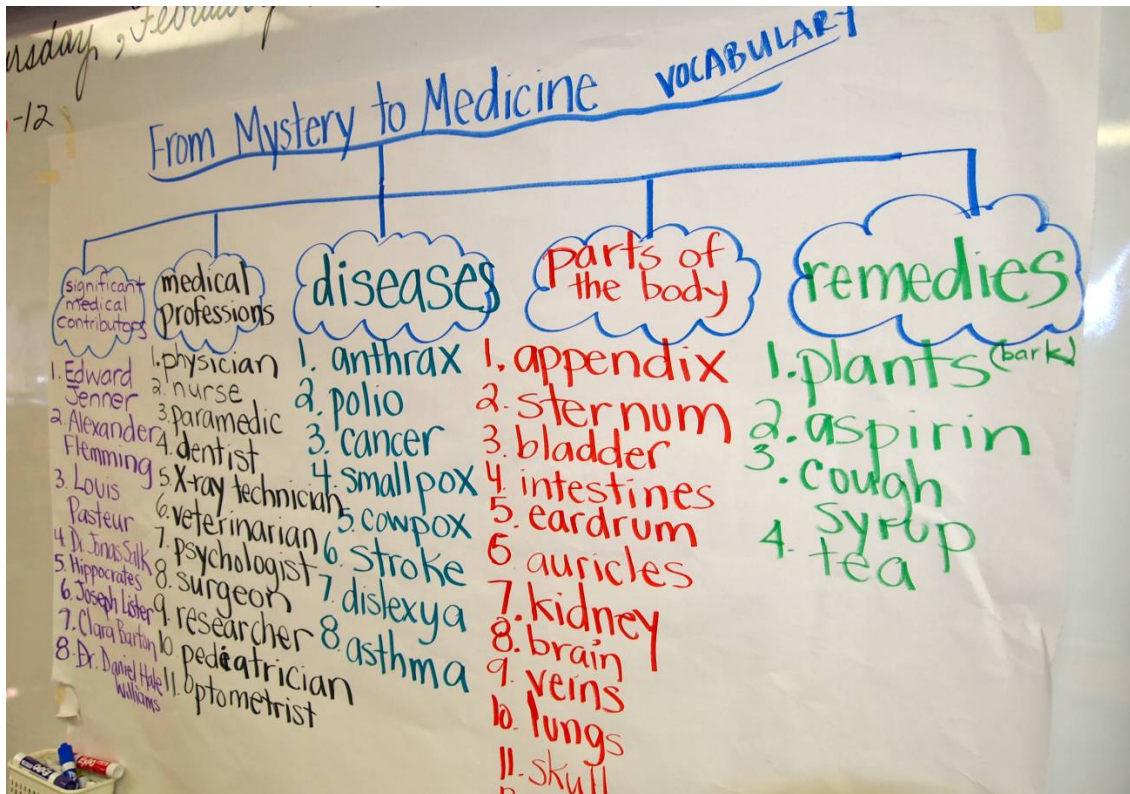Student generated "grow list" for homographs.

Onset/rime grow lists with student additions.

Semantic family "grow list" for types of weather—this is a hybrid that is also like an information matrix or classification chart.

Grow list for words related to an Open Court reading theme in fourth grade, Santa Ana, CA.

From Mystery to Medicine — VOCABULARY

significant medical contributors
1. Edward Jenner
2. Alexander Flemming
3. Louis Pasteur
4. Dr. Jonas Silk
5. Hippocrates
6. Joseph Lister
7. Clara Barton
8. Dr. Daniel Hale Williams

medical professions
1. physician
2. nurse
3. paramedic
4. dentist
5. X-ray technician
6. veterinarian
7. psychologist
8. surgeon
9. researcher
10. pediatrician
11. optometrist

diseases
1. anthrax
2. polio
3. cancer
4. smallpox
5. cowpox
6. stroke
7. dislexya
8. asthma

parts of the body
1. appendix
2. sternum
3. bladder
4. intestines
5. eardrum
6. auricles
7. kidney
8. brain
9. veins
10. lungs
11. skull

remedies
1. plants (bark)
2. aspirin
3. cough syrup
4. tea

Grow list for irregular verbs in ELD.

Irregular Verbs Conjugation — Spelling changes

present	past	past have...
1. teach	taught	have...
2. throw	threw	have thrown
3. drink	drank	have drunk
4. give	gave	have given
5. come	came	have come
6. get	got	have gotten
7. do	did	have done
8. see	saw	have seen
9. know	knew	have known
10. take	took	have taken
11. fly	flew	have flown
12.	fought	have fought
		have run

Student generated flip books for types of figurative language.

Students are growing this list of examples of figurative language types in Santa Ana, CA—fourth grade.