

Word Analysis Toolkit

Professional Learning Community Guide

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Recommended Readings: Friedman Narr (2006). Teaching phonological awareness with deaf and hard of hearing students. <i>Teaching Exceptional Children</i> , 38, 53-58. http://successforkidswithhearingloss.com/wp-content/uploads/2016/08/Teaching-Phonological-Awareness-to-DHH-2006.pdf	

PLC Agenda

Materials: Professional Learning Community Guide; Webinar Viewing Guide; Webinar PowerPoint and Resource Packet

(1) Discuss Research and Webinar

What are Some “Lessons Learned” from the Webinar? What other resources can you share that relate to this topic? (Discuss highlights from webinar and other relevant resources; 15-20 minutes)

- How do students become automatic readers?
- How does word analysis help students encounter words successfully?
- What are some instructional examples from the webinar that help support word analysis?
- What are some instructional examples from the webinar that help support word study?
- How can you make word analysis fun?
- What can you do to monitor student word reading progress?

(2) Collaboratively Plan Take-Away Application (See Planning Template; 20 minutes)

2a. Discuss how you can “take away” and implement an instructional idea presented in this webinar (or that you learned from the research-based reading). You may use the Collaborative Planning Template on the next page to collectively discuss/plan instructional content with your PLC.

2b. Discuss how you can develop a family outreach activity aligned with content presented in this webinar. For example, what family outreach activity can you create that aligns with the “take away” that you plan to implement in your classroom?

(3) Summarize Next Steps – Application Assignment (5 minutes) – Think about/discuss when and how you will implement the instruction and family outreach “take-aways” you discussed during collaborative planning.

Planning Template – Word Analysis

Lesson Objective(s):

Materials:

Word List (of words for Word Analysis/Word Study):

Lesson Notes:

I DO (Introductory Instructional Language/Teacher Model-Demonstration)

WE DO (Teacher Guides Student Practice)

YOU DO (Student Practice)

Action Plan

Classroom Implementation

What instructional strategies or techniques will I implement for the Application Assignment?:

How will I use these strategies or techniques? (How? When? Where?. . .):

Family Outreach

What tools, resources, or instructional strategies will be included in my family outreach?:

How will I implement family outreach? (How? When? Where?. . .):

Implementation Checklist

Consider the following when implementing Word Analysis instruction:

- Word analysis instruction is targeted and focuses on student word reading needs (e.g., assessment-aligned instruction).
- Materials, like letter tiles, pocket charts, colored pencils/highlighters, etc., are used to support student word analysis practice and make instruction more concrete.
- Tactile-kinesthetic feedback is emphasized and used to help link connections between letters seen in spellings of word and sounds detected in their pronunciations (i.e., visual phonics).
- Instruction emphasizes reading-spelling connections.
- Instruction is explicit, systematic, and follows an I Do-You Do-We Do approach.
- Instruction “shows how words work.”
- Instruction is dynamic, interactive, and “fun.”
- Instruction promotes a “word explorer-word wizard-word detective” tone.
- Instruction is aligned and implemented within the context of a clear scope and sequence/skill progression.
- Family outreach activities are included and align with instruction.

Frequently Asked Questions

Q1: What should we be doing with students who have no intelligible speech?

A: Emphasize word analysis that focuses on the study of letter patterns within words and words' spellings. Visual phonics can also be used to help make the link between letters (as seen in the spellings of words) and sounds (as detected in their pronunciations). See slides #11 (Visual Phonics), #40-50 (Word Analysis Intervention: Pattern Sorts), and #51-55 (Word Study).

Q2: Would entry assessments be the same for older students who are deaf or hard of hearing?

A: Yes. Word reading assessment for *all* students aligns with the continuum of word reading development (i.e., developmental scope and sequence). In other words, use an assessment that includes word lists, with words representing different word types, to help determine where on the developmental continuum a student falls in terms of word reading skills.

Q3: Where is the best place to find the "list of words"?

A: Often core reading programs will have lists of words in an Appendix. Other sources include textbooks on reading instruction and supplemental resources that emphasize word analysis and word study interventions. A few sources are listed below. Others are included in the reference list at the end of the Toolkit's resource packet.

-Carnine, W. C., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2004). *Direct Instruction Reading*. Upper Saddle River, NJ: Pearson. [*Great textbook on teaching reading. Word lists are provided in the text's Appendix.*]

-Bear, D. R., Templeton, S., Iverson, M., & Johnston, F. (2000). *Words their way : Word study for phonics, vocabulary, and spelling*. Des Moines, IA : Prentice Hall.

-Blevins, W. (1998). *Phonics from A to Z: A practice guide*. New York: Scholastic Professional Books.

-Blevins, W. (2001). *Teaching phonics and word study in the intermediate grades: A complete sourcebook*. New York: Scholastic Professional.

Q4: What about students who are deaf or hard of hearing who leave off the 's', but do understand the concept of plurals – meaning it is a speech issue?

A: Unless speech is specified as an educational objective, emphasize the understanding of concepts. In other words, continue to focus on word reading skills and understanding. Build knowledge of word analysis and how letter patterns work within words.

Q5: How do you "mark" the silent letters so students understand that they are there, but they aren't pronounced?

A: See the example on slides #28-31. Explicitly show students how words with silent letters work (e.g., what letter patterns indicate that there are silent letters). Visual demonstrations are a concrete way to demonstrate this.

Q6: Is there success data for Visual Phonics? Any research done to measure the real results of this tool with students who are deaf and do not have access to phonological information?

A: Beverly Trezek and others have done a great deal of research on Visual Phonics which can be found if you Google her name and visual phonics. There are numerous studies and texts, e.g. (<http://jdsde.oxfordjournals.org/content/12/3/373.short>)

Q7: How do students with no auditory input benefit from word patterns with visual phonics and associate word meaning?

A: Students with no auditory input benefit from learning word patterns with visual phonics because they learn how words work. Because English is an alphabetic language, decoding and word analysis is a fundamental means of recognizing words. There are simply too many words in the English language to rely on sight word memorization as the primary word identification strategy. Only about 10 to 25% of unknown words can be decoded and figured out with the use of context. In addition, context strategies are often slow and they don't lead to alphabetic storage. As a result, context strategies don't produce automatic word recognition. Students who study how words work through the use of word analysis and decoding learn about the structure of words –this knowledge serves as a mnemonic for remembering the letters in a word's spelling and helps develop word knowledge without the overreliance on context. See slides #9-11 for additional information. See the response to question 7 for additional information about visual phonics.

Q8: Can you recommend any resources to help students to learn how words are structured? Something that is already premade?

A: Consider some of the resources at the end of the Toolkit's resource packet, on pg. 21.

Q9: How can we apply this and make it work with older students?

A: With older students, use the same strategies discussed in the Toolkit presentation. The materials, however, may look different. For example, you might use Scrabble letter tiles instead of brightly colored, "refrigerator magnet," alphabet letters. See slide #17 for a list of some other materials that might be used for older students. Otherwise, use of word analysis, word study, and analogizing interventions would be the same.

Q10: I don't see the websites in the handout. Can we get a list of websites?

A: The websites demonstrated during the presentation are listed on slides #46, 49, and 68. They are also listed below for your convenience:

- Magnetic Chalk Board
 - <http://resources.woodlands-junior.kent.sch.uk/games/mag/blank.html>
- Magnetic Letters on a Mini-Refrigerator Door
 - <http://www.shambles.net/abc/>

Q11: I'm confused about the difference between reading and spelling prompts...

A: The difference between the reading and spelling prompts (See slide #52 for an example of a "Word Study – Reading Prompt" and slides #53-55 for examples of the "Word Study – Spelling Prompts") can be confusing because of the overlap between reading and spelling. Reading and spelling have been recognized as "one and the same, *almost*."

Overall, use the Reading Prompt during reading instruction. For example, teach students to refer to their "Word Study – Reading Prompt" or a "Word Study – Reading Card" when they encounter a word they don't recognize, read correctly, or read automatically during passage reading or a reading lesson. On the other hand, teach students how to use a "Word Study – Spelling Prompt" or "Word Study – Spelling Card" when they review and study words from their spelling program. Note that it's also okay to use the overlap between reading and spelling as a point of instruction too (particularly for older students). In other words, show students how reading and spelling are "one and the same, *almost*."

Q12: Can you please show the word tree again?

A: See slide #59 for a copy of the Word Tree.

Q13: One ""rule of thumb"" for primary word walls is to put words up that the students are "responsible" for in their writing - meaning that they know those words, and know where to find them to check spelling. I'm working with a Middle School teacher who has a class of students who have various language delays/learning disabilities. What recommendation would you have for organizing a word wall for these students, whose retention of "learned" words is very low?

A: The beauty of a Word Wall is that its use can be aligned with instruction. In a classroom where students require multiple exposures to words and on-going instructional repetition, shift the use of the Word Wall from listing words that students are "responsible for" to listing words that students are learning during instruction, using in word sorts, etc. In other words,

actively “use” the Word Wall like a pocket chart or large word sorting map rather than simply post taught words. Don’t just reference the Word Wall, establish ways to dynamically interact and use the Word Wall. Finally, note that use of a Word Wall can be differentiated for student use. Some students might use a Word Wall according to “rule of thumb” procedures; other students might use the Word Wall with additional supports or a differentiated purpose.

Q14: What happens when you are in an itinerant setting and don't have spelling lists with grades?

A: The scope and sequence on page 5 of the Toolkit’s resource packet may be a place to start. Often core reading programs will have lists of words in an Appendix. Other sources include textbooks on reading instruction and supplemental resources that emphasize word analysis and word study interventions. See answer to question 3 and the list of selected resources.

Q15: How would you add in the repetition that students would naturally get in the spelling list in that situation (itinerant setting)?

A: Use progress monitoring and assessment information to determine the repetition that students need during instruction. Overall, base decisions about repetition on student learning needs.