

Eastern Mennonite University

Word Study

EDLA 581 – 1 sh

Spring 2013

Instructor: Tracy Hough, MA
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Semester Hours: 1 graduate credit

Class meetings: Feb. 16 (8:30 to 4:30 Saturday: 1 hour lunch)
March 14 (4:30 to 7:30)
March 28 (4:30 to 7:30)
April 18 (4:30 to 7:30)

Classroom: EMU Campus Center Room 203

Course Description

Research clearly links success in reading with programs that incorporate word identification and spelling. Despite their recognized importance, instruction in phonics and spelling is often lockstep and haphazard. This course will develop understanding for systematically teaching phonics, spelling, and vocabulary in beginning, transitional and intermediate readers. Knowing what to teach and when will be emphasized. Major topics include the development of word knowledge across the curriculum, strategies for instruction, and the role of assessment. Participants will learn to administer the Developmental Spelling Analysis (DSA), a dictated word inventory that can be used to guide instruction and monitor student progress. Writing samples will also be analyzed for spelling errors that can inform instruction.

Rationale:

Since reading and writing are forms of language processing, students must recognize that written text is the visual representation of language form and structure. In order to read and write, students should learn to match oral and written language structure at three different levels: the global level at which the text is organized into phrases and sentences, the level of words within phrases, and the level of sound and letters within syllables (Bear and Templeton, 1998). To ensure that students make this connection between spoken and written language on all three levels, Moats believes that teachers must have a detailed knowledge of phonology, syntax, morphology and semantics. With this knowledge of language and its structure, a teacher is able to design instruction that meets the need of students at all levels of linguistic processing (Moats, 2000).

The International Reading Association Standards for Reading Professionals and the Virginia Standards for Teacher Licensure state that teachers must achieve expertise in understanding the English spelling system, phonics elements, and the development of phonemic awareness in order to apply that knowledge in the design and implementation of effective teaching strategies for increasing the literacy of diverse learners. Students' spelling errors became the focus of research of Read (1971) and Henderson and his colleagues at the University of Virginia (1972, 1977, 1980, 1985). Their findings suggest a stage-like progression of spelling development which is thought to underlie both spelling and word recognition (Adams, 1990).

Ganske stated, “Increased understanding of children’s orthographic knowledge has led to new possibilities for the teaching of spelling that give greater consideration to the developmental differences typically found among students within a classroom” (Bear and Templeton, 1998; Bloodgood, 1991; Cramer, 1998; Cunningham, 1995; Gentry and Gillet, 1993; Wilde, 1990; Zutell, 1998, Ganske, 2000). Helping children learn to “walk through words” requires informed teachers who know where each student is along the continuum of spelling knowledge and who use this information to plan instruction that is appropriate for diverse needs (Ganske, 2000).

Course Outcomes:

The student will...

- Acquire basic knowledge of phonology, morphology, and English orthography (Scholarship)
- Understand the reading/writing/spelling connection and the developmental stages of orthographic knowledge (Scholarship)
- Explore the role of semantics and syntax and reflect on the connections to reading and writing development (Scholarship, Inquiry)
- Identify characteristics of emergent, letter name, within word, syllable and affixes, and derivational relations stages of spelling development and be able to prescribe appropriate teaching strategies for each stage of development (Professional Knowledge)
- Be proficient in assessing students’ spelling stages of development and analyzing errors to plan instruction (Professional Knowledge)
- Reflect on implementation of phonics, spelling and vocabulary instruction and evaluate impact on teaching and learning on a diverse population (Inquiry, Caring)
- Acquire strategies for organizing and managing an effective word study program (Professional Knowledge, Leadership)
- Communicate purposes of phonics, spelling and vocabulary instruction and document progress for parents, administrators and colleagues (Leadership)

Instructional procedures:

This course will demand a high level of interaction between the participants and the instructor. Presentations and demonstrations by the professor will precede group discussion and class members’ demonstrations. Each student will produce and present a final project that addresses instructional needs of a specific group of learners.

Required Text:

Bear, D., Invernizzi, M., Templeton, S. and Johnston, F. (2011). *Words Their Way* (5th Ed.). Columbus, OH: Merrill, Prentice Hall

Suggested Resources from the Authors of *Words Their Way*:

Ganske, Kathy (2000). *Word Journeys*. New York: The Guilford Press

Words Their Way: Letter and Picture sorts for Emergent Readers

Words Their Way: Word Sorts for Letter Name-Alphabetic Spellers

Words Their Way: Word Sorts for Within Word Pattern Spellers

Words Their Way: Word Sorts for Syllables and Affixes Spellers

Words Their Way: Word Sorts for Derivational Relations Spellers

Merrill/Prentice Hall.

Attendance Expectations: Because of the interactive nature of graduate classes at EMU, we believe that candidates who miss class for the equivalent of six 50-minute periods or four 75 minute periods in a three semester hour course (200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.

Academic Honesty:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a “Record of Academic Dishonesty” filed with the M.A. Director and the provost's office.

Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Grading Scale:

100-96	A	79-77	C+
95-91	A-	76- 73	C
90-87	B+		
86-83	B		
82-80	B-		

At the Graduate Level course credit cannot be awarded for grades below a C.

Course Requirements and Methods of Evaluation:

Each class participant will actively participate in class sessions, read and reflect on selected readings and required text and complete a final project.

The final grade for the course will be based on satisfactory completion of the assignments
Class members will...

1. Actively engage in class sessions. 10%
Come prepared to discuss assigned readings and present word study games
2. Write a one to two page response for 2 self-selected chapters from
Words Their Way
Or from selected Readings (articles will be available) 20%
3. Prepare and submit a final written word study project where you assess, analyze and plan

instruction based on the spelling data from WTW assessment from one to 5 students.
50%

4. Prepare 4 games from *Words Their Way* (must come from WTW) 20%

Directions for assignment 3 Word Study Project:

The final project submitted for credit completion should be original. Any adaptation of an instructional plan designed by someone else should be cited as such. The project should be designed to meet the needs of a specific group of students or child at a specified stage of word knowledge. You can adapt your plans once you have assessed the students and identified their needs through error analysis. Select a feature within that stage and design a week's worth of word study activities to address teaching that feature. Make reading and writing connections where appropriate, citing specific texts to use for reading reinforcements and word hunts.

Recommended Format:

Your name/ school/ grade level/ Date

Section 1.

Brief description of the group of children or individual child assessed (age, grade, classroom performance, any other relevant information)

Section 2.

After you have assessed the student or group (use the developmental spelling assessment from Words Their Way or Ganske- DSA.) you will describe and analysis of the data obtained from the spelling assessment for each child. Provide the data in chart form in your paper and then explain the strengths and weaknesses of each child- in essences you will describe the errors and what the child or children are using but confusing.

Section 3.

Discuss your sequence for word study for the group of children or the individual child based on the assessment data: what would you do first, second, etc and give a rationale for your sequence of study. Remember this sequence will span weeks or months of instruction.

Section 4.

Feature Focus for one week of instruction

In this final section you will focus on one feature for your group or child and plan one week's worth of activities.

Begin by explaining your rationale for selecting the feature or strategy

- If you work with younger students (kindergarten, first graders) you might choose to focus on phonemic awareness or letter/sound relationships as your instructional focus.
- If you work with transitional students (grades2-4), you might select some aspect of phonics instruction such as diphthongs or r controlled vowels as your feature.
- If you work with older students you might focus on an aspect of semantic development, or morphology.
- Your project should reflect the needs of a specific age and stage of a given group of students

Description of daily plans for five consecutive days.

- For each day, write what you plan to do to teach the selected feature. Describe the activities in which you will engage students in- teacher directed lesson, guided practice and independent work (seat work and home work). I will expect to see a description for teacher directed lesson, guided practice and independent work (seat work and home work) for each day Monday through Friday.
- Your plans should reflect research-based strategies that will advance the learning of your group. (See *Words Their Way* or *Word Journeys* for Ideas)- I will expect to see teacher directed lessons, Guided practice and description of independent seat work and homework
- You need to cite the sources that support your plans
- Include specific texts that may be used in reading and writing instruction. In other words, make connections in your daily plans to connect word study instruction to reading and writing.

Section 5.

Evaluation- how will you know the students mastered what was taught?

Section 6.

Reflection

- What are the strengths of your project?
- What have you learned in this class that will positively impact your future teaching?

Assignment 4 Word Study Games

As part of the class discussion, you will create **4** games based on ideas from *Words Their Way*, which correspond with the four stages of spelling development (letter name, within word, syllable juncture and Derivational Relationships). You will present your games during the class time that focuses on that stage of development. Directions for use must be included. Examples will be provided during class.

Outline of Course Schedule

Class date	Topics	Readings
Day 1 Feb. 18	Basic English Orthography Assessing Teacher Knowledge of Phonemic Awareness, Phonics and Linguistic Terms The Reading/Writing /Spelling Connection Developmental Stages of Word Knowledge	<i>Words Their Way</i> Chapters 1 and 2
Day 2 March 14	Phonology Letter Name	<i>Words Their Way</i> Ch. 4 & 5
Day 3 March 28	Within Word and Syllable Juncture Classroom management for Word Study	<i>Words Their Way</i> Ch. 3, 6,7

Day 4 April 18	Derivational Relationship Vocabulary Building/ Morphology Semantics word meaning DUE: Four Games one for each stage: Or match the needs of your class Final project due by April 23, 2012 Tracy Hough P.O. Box 97 New Hope, VA 24469	<i>Words Their Way</i> chapter. 8
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BIBLIOGRAPHY OF ASSOCIATED WORD STUDY BOOKS REFERENCE BOOKS

- Almond, Jordan (1995). Dictionary Of Word Origins: A History Of Words, Expressions, and Clichés We Use. NJ: Carol Publishing
- Ammer, Christine (1997). The American Heritage Dictionary of Idioms. Boston, MA: Houghton Mifflin Co.
- Collis, Harry (1986). American English Idioms. ILL: Passport Books
- Collis, Harry (1981). Colloquial English. NY: Regents Publishing
- Edelstein, Stewart (2003). Dubious Doublets: A Delightful Compendium of Unlikely Word Pairs of Common Origin. NJ: John Wiley & Sons
- Folsom, Marcia & Michael (1985). Easy As Pie: A Guessing Game of Sayings, NY: Clarion
- Franklyn, Julian (1987). Which Witch? NY: Dorset Press
- Funk, Charles Earle (1958). Horsefeathers & Other Curious Words. NY: Harper Perennial
- Funk, Charles Earle (1955). Heavens to Betsy and Other Curious Sayings. NY: Harper & Row
- Funk, Charles Earle (1950). Thereby Hangs a Tale: Stories of Curious Word Origins. NY: Harper & Row
- Funk, Charles Earle (1948). A Hog On Ice and Other Curious Expressions. NY: Harper & Row
- Harrison, James S. (1987). Confusion Reigns. NY: St. Martin's Press
- Heacock, Paul (1989). Which Word When? NY: Dell Publishing
- Rosenberg, Mary (2001). The Word Family Activity Book. NY: Scholastic Professional
- Scholastic Rhyming Dictionary (1994). NY: Scholastic
- Scholastic Dictionary of Synonyms, Antonyms, and Homonyms (1965) NY: Scholastic
- Weiner, Solomon (1981). Handy Book of Commonly Used American Idioms. NY: Regents Publishing

CHILDREN'S BOOKS

- Cleary, Brian (2005). Pitch and Throw, Grasp and Know: What is a Synonym?, illus. by Brian Gable. MN: Carolrhoda
- Cleary, Brian (2004). I and You and Don't Forget Who: What is a Pronoun?, illus. by Brian Gable. MN: Lerner
- Cleary, Brian (2003). Dearly, Nearly, Insincerely: What is an Adverb?, illus. by Brian Gable. MN: Lerner
- Cleary, Brian (2002). Under, Over, By the Clover: What is a Preposition?, illus. by Brian Gable. MN: Carolrhoda
- Cleary, Brian (2000). A Mink, a Fink, a Skating Rink: What is a Noun?, illus. by Jenya Prosmitsky. MN: Lerner
- Cleary, Brian (2000). To Root, to Toot, to Parachute: What is an Adverb?, illus. by Jenya Prosmitsky. MN: Lerner
- Cleary, Brian (1999). Hairy, Scary, Ordinary: What is an Adjective?, illus. by Jenya Prosmitsky. MN: Lerner
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NY: Hyperion (alliteration)
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 Maestro, Giulio (1986). What's Mite Might? Homophone Riddles to Boost Your Word Power. NY: Clarion
 Maestro, Giulio (1989). Riddle Roundup: A Wild Bunch to Beef Up Your Word Power. NY: Clarion
 Pulver, Robin (2003). Punctuation Takes a Vacation, illus. by Lynne Rowe Reed. NY: Holiday House
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 Terban, Marvin (1988). Guppies in Tuxedos: Funny Eponyms. NY: Clarion
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 Terban, Marvin (1984). I Think I Thought and Other Tricky Verbs. NY: Clarion
 Terban, Marvin (1992). Funny You Should Ask: How To Make Up Jokes and Riddles with Wordplay. NY: Clarion

Web Resources

WordSort© The Word Study Software by Henderson Educational Software

www.HendersonEdSoft.com

Word Card Maker by Steve Taylor staylor@cstone.net

A Word A Day (AWAD) <http://wordsmith.org/awad/add.html>

Online Etymology Dictionary <http://www.etymonline.com>

GAME ____/5 Name _____

	Yes	Sort of	No
1. Game is attractive, colorful, inviting. Kids would want to play it!			
2. Clear directions, easy to follow. Nothing is assumed!			
3. All the pieces, words cards, etc... are provided.			
4. The game is appropriate for the stage of development. The words/features make sense for this stage.			

5. Words are a good fit for the stage and game.			
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