



2022-2023 Three-Credit Hour Course: Word Study Grades K-5

- ▶ **Audience:** Active West Virginia Teachers/Educators
- ▶ **Type:** Self-Paced with Rolling Enrollment
- ▶ **Enrollment:** September 1, 2022 - April 14, 2023
- ▶ **Duration:** September 1, 2022 - May 19, 2023

Description: This course is designed for elementary teachers with a bachelor's degree or higher who are currently active in the classroom, teaching in grades K-5. The professional learning community saw the need for a more individualized, active study of words in their entirety. Word study focuses on students' current levels of understanding and interaction with words, rather than rote memorization of random spelling words. In order to effectively guide students through word study, teachers must first understand who their students are and what they currently know about words. Assessment within word study allows participants to learn their students' current developmental stage of word knowledge, the orthographic features they need to study, and how to monitor their progress through each stage. Sessions will cover an overview of word study and how to implement word study using assessment.

First, it is important to know that these developmental stages are not designated to a particular age group or grade but are developmental. The emergent stage is the first developmental spelling stage of word study. During this stage students encounter directionality, letter-sound match, and letter-like formations. The letter name-alphabetic spelling stage is the second developmental stage in word study. Students in this stage focus on beginning and ending consonants, short-vowel patterns, and letter-sound correspondences. As students enter the within word pattern spelling stage, they know letter sounds and short-vowel patterns, but learn new patterns and letter chunks that have sound and meaning. By the syllables and affixes stage, students explore syllables, meaning of units, and spelling-meaning connections. Participants will explore each of these stages through tasks, readings, and reflections.

Course Goals:

- ▶ Learn the purpose of word study and describe how it contributes to language acquisition.
- ▶ Recognize and correctly identify the stages of spelling development using student writing samples.
- ▶ Describe how the stages of reading, writing, and spelling development are connected and the order in which they occur.
- ▶ Understand the reasoning behind using spelling inventories to assess developmental spelling.
- ▶ Understand how to administer a spelling inventory.
- ▶ Follow directions to administer a spelling inventory for a whole class.
- ▶ Organize students into 3 or 4 word study groups.
- ▶ Review sample organization charts.
- ▶ Prepare for word study instruction.



- ▶ *Develop needs-based learning targets for word study instruction.*
- ▶ *Determine ways to most effectively engage students in word study.*
- ▶ *Develop a plan for implementing word study mini lessons.*
- ▶ *Select appropriate word study activities for students to work on independently, with a partner, or in small groups.*
- ▶ *Complete a lesson planning template for a spelling group.*
- ▶ *Initiate implementation of the lesson plan.*
- ▶ *Create a graphic organizer to demonstrate understanding of the word study process.*
- ▶ *Make connections between research articles and their own practice.*
- ▶ *Reflect on the word study experience.*

Session Overviews

▶ **Session 1 – Overview/Literacy Base**

Word study involves meaningful interactions with words and hands-on exploration of word patterns rather than traditional rote practice and memorization. In this session you will learn about the purpose of incorporating word study into classroom instruction. Additionally, you will use readings, videos, and tasks to fully understand how the research of the layers of orthography are incorporated with the personalized instruction of word study. This overview will set the foundation for a deeper understanding of how to implement word study.

▶ **Session 2 – Assess and Evaluate**

The evidence collected from assessments should guide classroom instruction in every content area. However, what assessment is appropriate to use when planning for word study? In order to effectively guide students through word study, teachers must first understand what their students currently know about word parts and word patterns. This session will guide you through understanding the importance of, as well as the administration of, a diagnostic assessment specific to spelling features. Then, you will be able to evaluate the assessment using a tool that will help you identify the spelling features with which each student needs support.

▶ **Session 3 – Organize**

You will use the knowledge you gained from assessing and evaluating the class spelling inventories to organize your word study groups. Additionally, the resources provided in this session will support teachers in preparing their classroom for word study instruction. By the end of the session, teachers will feel prepared with organized groups and materials.

▶ **Session 4 – Plan**

You will use the knowledge you gained from assessing and evaluating the class spelling inventories to begin instruction. After reading about techniques to teach effective phonics instruction and to implement effective word study instruction, you will develop learning targets to set goals for student learning. These learning targets will guide planning for instruction.



▶ **Session 5 – Instruct**

In this course you have worked through the first three (3) stages in the word study process: assess, evaluate, and organize. In this session you will plan and begin the fourth stage in the cycle: instruct. The instruction stage is where the learning takes place and is where the teacher should be creative and flexible. The variety of resources presented in this session will help you to successfully begin to implement word study instruction in your classroom.

▶ **Session 6 – Culmination**

You will reflect upon all of the sessions completed up to this point. A graphic organizer will be developed to outline the word study process in order to demonstrate understanding of the topic. After reading research related to word study and phonics instruction, the participants will compare their experiences to that of the researchers.

Course Grades

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.

