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"Changing tradition: New frontiers in spelling instruction" : a developmental spelling word study workshop

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"Changing tradition: New frontiers in spelling instruction" : a developmental spelling word study workshop

Abstract

The purpose of this project is to create a three day workshop focused on a word study curriculum that is based on the developmental theory of spelling. The audience for this workshop would be elementary teachers (first through fifth grade) who are interested in developing a spelling curriculum that is based on current research and individual student needs. The workshop would introduce current research and teach teachers how to analyze student spelling errors. It would also focus on three main questions for developing a word study curriculum: How do I assess and evaluate students?; How do I group and manage students?; and What are daily classroom procedures and instructional practices? The workshop will include hands-on activities and time for teachers to begin designing their own word study curriculum.

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"Changing Tradition: New Frontiers in Spelling Instruction"
A Developmental Spelling Word Study Workshop

A Graduate Project
Submitted to the
Division of Literacy Education
Department of Curriculum and Instruction
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
UNIVERSITY OF NORTHERN IOWA

by
Melissa A. Adams
April, 2004

This Project by: Melissa A. Adams

Titled: "Changing Tradition: New Frontiers in Spelling Instruction" A Developmental Spelling Word Study Workshop

has been approved as meeting the research requirements for the Degree of Master of Arts in Education.

May 3, 2004
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"Changing Tradition: New Frontiers in Spelling Instruction" A Developmental Spelling Word Study Workshop

Description and Purpose:

The purpose of this project is to create a three day workshop focused on a word study curriculum that is based on the developmental theory of spelling. The audience for this workshop would be elementary teachers (first through fifth grade) who are interested in developing a spelling curriculum that is based on current research and individual student needs. The workshop would introduce current research and teach teachers how to analyze student spelling errors. It would also focus on three main questions for developing a word study curriculum: How do I assess and evaluate students?; How do I group and manage students?; and What are daily classroom procedures and instructional practices? The workshop will include hands-on activities and time for teachers to begin designing their own word study curriculum.

"Changing Tradition: New Frontiers in Spelling Instruction" A Developmental Spelling Word Study Workshop

Project Development Procedures:

I began my research project by reviewing the research on the theories about developmental spelling and practices that utilize it in the classroom setting. I then developed a literature review from my readings that focused on implementing a research based, developmental spelling approach in elementary classrooms. After the completion of my literature review, I developed a workshop framework that introduces developmental spelling theory to teachers and then provides them with the information and tools to implement it in their classrooms. The workshop framework and schedule guided the creation of materials, activities, and hand-outs that would be used during the workshop. All of these artifacts then came together as a workshop for first through fifth grade teachers. I concluded my research project by reflecting on what I learned by writing about the conclusions and recommendations I discovered while working through the process.

"Changing Tradition: Braving New Frontiers in Spelling Instruction" A Literature Review

Challenge of New Frontiers

Since I was a little girl, I have dreamed of exploring new frontiers. Books of all shapes, sizes, and content helped this dream grow as I read about places on earth and beyond. As an adult teacher of literacy, I have continued to seek out these new frontiers to explore and have found them in my own classroom. Teaching is a frontier of its own and teachers must explore new theories and practices as we continue to expand our knowledge of how children learn.

As a teacher of young readers and writers, I have become intrigued with the question of how students learn to spell and what type of classroom instruction best supports all students in this area. I have voiced the same frustrations as other teachers, as I continue to be concerned with students' lack of transfer of spelling instruction to their writing. Words students spell correctly on a posttest still show up spelled incorrectly in classroom assignments and writing projects. I have also listened to many parents share their concern about their children's spelling and the progress they are making. Parents see a child's writing as visual evidence of their literacy development and become worried when that writing is riddled with spelling errors.

These concerns helped me realize that spelling was a frontier that was in need of exploration. Through my examination of spelling practices and research on spelling development, I have discovered that spelling is often a forgotten part of the curriculum and instructional practices have changed very little in the history of

schooling despite research that suggests there is a better way. In fact, research (eg., Johnston, 2001) and essays (eg., Wilde, 1990) have found that most teachers and packaged spelling programs still operate from a traditional stance that focuses on a weekly word list for all students to memorize and a graded Friday posttest. Results from a study by Rhymer and Williams (2000) indicate that the traditional approach to spelling that involves children memorizing words leads to a low percentage of transfer to children's writing when compared to word study instructional practices that are based on the theory of developmental spelling. Storie and Willems (1998) write about the extremely slow application of the results of spelling research into contemporary classrooms. Spelling instructional practices have been very resistant to change. Many reasons exist for this lack of change including the idea that most people still believe that some are born good spellers and some never will be. Three assumptions about spelling are still widely believed and Beers and Beers (1981) believe that these assumptions have led to stagnant spelling instruction in our schools. These assumptions are: spelling relies completely on phonics, spelling only involves rote memorization, and students should not write until they learn to spell words correctly.

As literacy teachers it is up to us to speak up against long-held assumptions and create a spelling curriculum that truly teaches children about our English language. We need to identify our goals and implement a curriculum that works towards these goals. Wilde (1990) wrote that overall goals of a good spelling program should include instruction that produces competent spellers, instruction that allows students to use invented spelling to build on their own knowledge, instruction

that provides real purposes to spell, and finally instruction that is paced by the learner. As teachers we must take a critical look at long-standing spelling traditions and practices and decide if they truly meet our goals for spelling instruction. If they do not stand up to this type of scrutiny, then it is time to end the "discrepancy between what we know and what we teach" (DiStefano & Hagerty, 1985, p. 373).

The spelling frontier is faced with many challenges. This focused review of the literature surrounding spelling instruction attempts to provide teachers with information to make the challenges easier and also to advocate more appropriate practices for spelling instruction. First the three formal stances of spelling instruction are discussed. These stances are the rote visual memory stance, the generalization stance, and the developmental stance (Nelson, 1989). An argument for the use of the developmental stance is introduced and from this discussion a word study spelling curriculum is introduced that is based on the developmental theory of spelling. Finally an attempt to translate theory into practice is given through examples of how a word study spelling curriculum would function in an everyday classroom.

Traditions in Spelling (Old and New)

Nelson (1989) describes the three formal stances of spelling instruction as the rote visual memory stance, the generalization stance, and the developmental stance. A comparison of the stances and their practices is included below.

Rote Visual Memory Stance

The rote visual memory approach to spelling is often referred to as the traditional approach. Nelson's (1989) examination of this approach found that it predates the 1780's and that the belief that learning to spell is driven only by

memorization is what drives this instructional stance. Many spelling textbooks, a still widely-used approach to teaching spelling, follow this model that emphasizes memorizing lists of words. Words are often selected because they are high frequency words and visual memorization is emphasized (Nelson). Johnston (2001) wrote that spelling instruction that was based on rote-memorization developed from the long-held belief that the English language is irregular. This led to development of high frequency word lists and the instructional method of repeated practice of assigned words.

Spelling programs that are based on these beliefs are built on the premise that students' memory capacities result in differences in spelling achievement. Therefore to help students succeed, teachers simply assign a number of words that the students can memorize for that cycle. Wilde (1990) suggests that a rote memorization approach to teaching spelling is based on the belief that the brain stockpiles words throughout the grade-school years, so by the time students are done they will have thousands of spellings memorized. Heald-Taylor (1998) also wrote that this stance of spelling instruction is based on traditional attitudes and practices with little grounding in theory and research. This approach to spelling instruction views spelling as a separate subject area that is taught through mostly commercial word lists. Teachers are also seen as the givers of information which results in passive learning where students are not actively engaged in their own learning. Instead they are expected to absorb through memorization what the teacher presents.

Bloodgood (1991), while examining these traditional approaches to spelling instruction, found that memorizing lists of words is not sufficient to make spelling

meaningful and lasting. He discovered that there was very little transfer to student writing and that students who memorized words did not understand features in words. This interfered with them becoming competent spellers. Templeton and Morris (1999) also argued that memory doesn't play the only role in learning how to spell. Many others have argued that spelling instruction needs to consist of more than just memorizing for students to become successful spellers (Beers & Beers, 1981; Henderson, 1985; Nelson, 1989; Wilde, 1990). These arguments have led to further examination of the English language and research on how children truly learn to spell.

Generalization Stance

The generalization approach to spelling instruction is based on the belief that English has an underlying system and is not all that random and irregular. Abbott (2000) defines generalizations as "rules for reading and spelling that help support one's understanding of reliable letter-sound correspondences" (p.1). Therefore teachers focus students on common features and rules that provide patterns to develop competent spellers (Johnston, 2001). The focus of instruction is to teach common spelling generalizations that the students can apply to unknown words. Nelson (1989) writes that this instructional stance is based on the alphabetic principle which focuses on phoneme and grapheme patterns. Therefore when teachers pick patterns that seemed to occur frequently, they teach students specific letter sequences. Students then transfer these learned rules to their writing and produce correct spellings. Many published spelling lists that focus on rule-based spelling instruction exist. They consist of a generalization and a grade level list of words that follow that

generalization. They also emphasize skill and drill. Students learn a rule and practice it until it has been mastered.

The problem that arises from the generalization stance is that there are many rules and also many exceptions to those same rules. Abbott (2000) wrote that although there are many generalizations that seem to work, when examined closely and tested, they are found to be less reliable than previously thought. Students taught through a generalization stance memorized rule after rule, but soon found that the rules did not necessarily work. Much research has been done on the reliability of spelling rules with the same results. Common rules still have many exceptions. An example of a spelling rule would be spelling one-syllable long -e base words with -ee. The words leap and meat are both exceptions to this rule (Abbott, 2000). Wilde (1990) cautioned that teachers should choose to teach only the rules that were most useful and reliable and not clutter children's minds with the less reliable rules.

Developmental Stance

Developmental spelling theory recognizes that English spelling is influenced by meaning, grammatical structure, and phonology (Beers & Beers, 1981). Henderson & Templeton (1986) write that it is based on three different ordering patterns. These patterns are the alphabetic pattern where letters match sounds, the within-word pattern that shows there are some predictable patterns in the English language that vary due to different letter sequences, and finally the meaning pattern where word parts or the whole word influence the spelling. Students become strategic spellers over time and experience with different words.

Developmental spelling, like oral language, develops through stages that start simple and become more and more sophisticated (Gentry, 1981). Wilde (1990) compares baby talk with children's invented spellings. It is a very necessary part of learning to spell, just as baby talk helps babies learn to speak. Proponents of developmental spelling theory believe that students need to be encouraged to write at a young age. The developmental stance is that learning to spell is an active process. Students must apply their knowledge to write new words and only through careful examination of words can students learn to apply that knowledge (Henderson & Templeton, 1986). Students taught from this approach are allowed to grow in their knowledge of letters and sounds, patterns, syllables, and meanings to help them become competent spellers (Bear & Templeton, 1998).

The teaching of spelling developmentally is a relatively new approach. The beginnings of this field of study came with a monumental research study on preschool children's knowledge of English phonology by Read (1971). Read discovered that children could recognize certain phonetic comparisons and contrasts and then could represent them in their own writing through invented spelling. He found that children's spelling began phonetically, but changed as they learned more about words. He spoke of the need to closely examine children's spellings to gain knowledge of how children learn to spell. Read's work heralded a new age in spelling research in which researchers focused on the examination of student spelling errors.

Through the careful examination of children's writing, the idea that students learn to spell in a stage-like fashion was developed. Wilde (1990) discussed how

researchers developed a gradual understanding of the relationship between sounds, letters, visual appearances, higher level spelling patterns, and meaning. These findings led to the development of stage models that showed how children progress in learning to spell. Several stage models exist, but all are very similar. Varnhagen, McCallum, and Burstow (1997) found in their examination of several different stage models that the main difference in each model is in the name of each stage and not the contents of the stages themselves. Henderson and Templeton's (1986) stage model provides one example, consisting of five stages of spelling development. The stages are pre-spelling, semi-phonetic, phonetic, within-word patterns, and derivational constancies. Nunes, Byrant, and Bindman's (1997) research also found marked changes in the progression of young children's spelling ability which supports the stage model theories.

The emphases of developmental theory are on placement of students at their developmental levels and classroom instruction at those levels (Johnston, 2001). Nelson (1989) also emphasizes that instruction must be adjusted to the stage at which the student is spelling along the continuum. Once a student's stage is determined, he or she can be placed with other students at the same stage, who work with sounds, patterns, and meanings that are appropriate for their level. The students engage in activities that involve comparing and contrasting known words with the idea that those activities will lead to spelling growth (Beers & Beers, 1981).

Some critics of developmental spelling theory suggest that students do not all follow the same stages in their spelling development. Gill (1992) suggests that both spelling and word recognition develop in stages that are built on students' prior

knowledge, but that not every child follows the same developmental path. Gill believes that children's experiences with words make a huge difference in how they develop as spellers. Heald-Taylor (1998) also found overlap between stages and believes that spelling stages are not necessarily fixed. Finally research conducted by Varnhagen and colleagues (1997) found little evidence of stage development when examining two different spelling patterns in children's writing. They observed that examples of children's spellings of –ed past tense words (eg. passed) and silent-e long vowels (eg. made) did not follow a strong developmental progression. Varnhagen and colleagues concluded that the current developmental stage approach did not adequately describe the development of spelling ability and may be too broad.

Changing Tradition: Word Study as a New Approach to Spelling Instruction

What is Word Study?

As I examined the research on spelling instruction and reflected on my own students' writing, I found myself very intrigued by the theory of developmental spelling. I strongly believe in active learning and that children must be taught at their developmental levels. Word study activities provide for both of these beliefs in a rich literacy context. I agreed with Wilde's (1990) premise that traditional practices have been tried and amended many times, so it is the time to replace them with a comprehensive model that is based on current research. This led me to consider how a spelling program based on developmental instruction would look in a classroom. Many of the developmental spelling researchers have advocated for and described word study spelling curricula that emphasize a systematic study of the English

language (Bear & Barone, 1989; Bear & Templeton, 1998; Bear, Invernizzi, Templeton, & Johnston, 2000; Bloodgood, 1991; Invernizzi, Abouzeid & Gill, 1994).

What is the nature of a word study spelling curriculum? Bloodgood (1991) defines word study as a general term that applies to a wide variety of word activities and games. He states that word study provides students with "meaningful tasks at appropriate levels" (p. 210). Griffith and Leavell (1996) write that the goal of word study is to make print functional for communicating meaning. Students need to understand that spelling helps give their written messages meaning. How is this accomplished? First of all a word study curriculum is based on the idea that spelling is developmental. Students learn at different rates and their experience with words is an important part of that learning. Instruction should be geared toward each student's instructional level for optimal learning and growth to take place (Abbott, 2000; Bear et al., 2000; Gill, 1992; Invernizzi et al., 1994). In word study, students are placed at their developmental stage through examination of their spelling errors. Table 1 lists the developmental stages described by Bear, et al. (2000). These stages are presented in a user-friendly way in their book Words Their Way along with in-depth descriptions and examples. Research has indicated ways to place students at proper developmental levels, based on examination of spelling errors they have made in their writing (Bear and Barone, 1989; Fresch, 2001; Henderson, 1985; Invernizzi et al., 1994).

Characteristics of Developmental Spelling Stages
(Bear et al., 2000)
Table 1

Emergent Spellers • Random marks and drawings • Letter-like writing • Strings of random letters and numbers
Letter Name Spellers • Matches letter names to sounds • Rely on alphabetic principle • Many vowel errors
Within Word Pattern Spellers • Correct use of short vowels • Recognizes beginning and ending consonants • Often over generalize spelling rules
Syllables and Affixes Spellers • Beginning to correctly double middle consonants • Uses some affixes • Use more polysyllabic words and patterns
Derivational Relations Spellers • Spells most words correctly including those with common affixes • Study how word meaning affects spelling through examination of roots and base words

Second, word study instruction involves a focus on orthographic components of spelling (Abbott, 2001). Orthography is the study of language that deals with letters and spelling. It involves writing words with proper letters according to standard usage. Focus on orthography leads to more word-specific knowledge and allows student to make better guesses when spelling and reading unfamiliar words. Henry's (1988) research results also indicate that spellers need to go beyond just phonics and consider syllable and morpheme patterns as well to improve their spelling. Griffith and Leavell (1996) write that in the primary grades and the early stages, word study focuses on basic vowel patterns (eg., c<u>a</u>t & b<u>ai</u>t) and simple syllable patterns (eg., compound words are often made up of two small, single-syllable words). Then in the intermediate grades the focus shifts attention to spelling and meaning through study of affixes (eg., <u>pre</u>test & joy<u>ful</u>) and word origins (eg.,

spect is a Latin root that means to look. Multiple examples and activities that involve comparing and contrasting words drive this instructional approach.

Invernizzi, Abouzeid, and Bloodgood (1997) describe the word study approach as categorizing words by spelling, meaning, and patterns to see how spelling represents meaning and grammatical function. Students are exposed explicitly to these orthographic components through their classroom activities and games. The emphasis is on student discovery, and students build on their existing knowledge base through the activities (Abbott, 2000). Fresch and Wheaton (1997) also found word study to be a manageable, individualized approach. Word study meets the needs of all students at their levels which allow them to grow as readers and writers.

Finally teachers must realize that word study calls them to take an active role in spelling instruction. Nelson (1989) writes that teachers are no longer passive managers of a spelling program, but instead must take an active role in word study instruction. To be effective, teachers must have a deep understanding of the English spelling system, so they can guide students in their explorations of it. In word study teachers become active facilitators for students in their daily activities. In addition teachers must also commit to expanded time spent planning appropriate lessons and activities for all stages of spellers. They must use their knowledge and develop word study instruction that is built on each student's already existing word knowledge (Griffith & Leavell, 1996).

Word Study as an Integrated Curriculum

Word study is often referred to as an integrated approach. It influences reading, writing, and spelling. Bloodgood (1991) discusses how spelling, writing, and reading all help to develop each other. He gives the example of how reading provides students with new vocabulary; this new vocabulary exposes students to new spellings, and the new spellings support student writing. Abbott (2000) also discusses the importance of the phonics strand in a curriculum and how word study at the beginning stages helps students to obtain a basic understanding of sound and letter correspondences. It allows phonics to be studied in the context of word study instead of as a separate instructional activity. Pinnell and Fountas (1998) also describe the integration of phonics instruction in word study. They believe that phonics is "using, analyzing, and solving" words (p.24). Word study's influence on the development of vocabulary has also been addressed by several researchers. Bear and Barone (1989), Fresch and Wheaton (1997), and Pinnell and Fountas (1998) all comment on how a word study curriculum can expand students' vocabularies. Word study also helps to develop critical thinking skills as students examine, discriminate, and make judgments about words (Bear et al., 2000). Students learn to generalize from the words they know to new words they encounter or try to spell.

Teachers for many years have known how literacy encompasses more than just reading. Pinnell and Fountas (1998) discuss how word solving is linked to both reading and writing. The strategies that it teaches can be applied in many different settings and contexts. Word study helps to make students more effective readers and writers. It teaches them the processes and strategies for examining the words they

encounter as they read and write (Bear & Templeton, 1998). Finally Templeton and Morris (1999) emphasize that an awareness of patterns influences both spelling and reading.

Writing is an often ignored curricular area and only in recent years has the importance of writing at a young age become evident. Laframboise's (1996) research found that many classrooms still have limited writing opportunities. Word study and writing go hand in hand; writing is the real test of spelling learning. Writing allows students to use their spelling skills in meaningful situations instead of just drill and practice (Storie & Willems, 1988). Beers & Beers (1981) note that, in their own writing, students find a rationale for learning to spell. Purposeful writing provides students a place to practice and apply their word study instruction. Instructional methods that teach multiple connections between written and spoken English are the most likely to benefit students' writing (Berninger, Vaughan, and Abbott's, 2000).

Word Study as a Student-Centered Curriculum

One of the most attractive parts of word study is that it is student-friendly. Invernizzi et al. (1997) write that this type of curriculum is hands-on, student-centered, developmentally appropriate, and fun. Word study includes both direct and interactive instruction and students are expected to be actively engaged in their own learning (Heald-Taylor, 1998). Word Study allows students to construct their own learning through inquiry and active involvement while participating in engaging and purposeful activities.

Pinnell and Fountas (1998) write about the importance of active learning and how it is more effective than passive learning. Word study allows for a variety of

instructional approaches as students work as a whole class, in small groups, and individually. Students are always actively searching for, thinking about, and manipulating words through an inquiry focus, and discovery learning is emphasized. Bear and Templeton (1998) describe how students discover patterns and generalities first and then discuss the rules second. This type of instruction allows students to take ownership of their learning. An overemphasis is not placed on rules, but instead students discover generalizations on their own (Funk, 1972).

A word study curriculum consists of many activities that involve students working with words. Oftentimes these activities are presented in a motivating game format. One instructional activity that is central to a word study curriculum is that of word sorting. Word sorting activities involve students in comparing, contrasting, and grouping words together (Invernizzi et al., 1994). Students sort words by orthographic features. Sorting activities allow students to construct their own knowledge of the English orthographic system (Barnes, 1989). Word sorts are hands-on and allow children to manipulate words as they examine them. Zutell (1998) explains that students are given a group of words to examine. They might be given the words: can, let, best, that, last, and nest. The students then establish categories that show contrasts in the words. For example, they could group can, that, and last together because of their short vowel sound and spelling. They would then group let, best, and nest together because of their short vowel sound and spelling. Students can also encounter exceptions to the rules as they manipulate them into their categories. Word sorting is a type of active problem-solving as students "sort, search, and discover" (Fresch & Wheaton, 1997). Bear and Templeton (1998) conclude that

word sorts encourage explicit thinking about similarities and differences in words. Word sorts allows student to develop progressively the skills of recognizing, recalling, judging, and applying (Bear et al., 2000).

Students can sort words in a variety of formats. They can sort individually or in collaboration with others. Collaboration allows for a social aspect to learning and gives peer support. Word sorts can be "open" or "closed." Open sorts occur when students determine their categories and closed sorts occur when the teacher gives students predetermined categories. Word sorts can involve manipulating word cards or writing words into categories. Students can then perform word hunts in their reading to find words that follow the same generalizations. Teachers may also develop games that allow students to use the generalizations they have discovered about sets of words.

Many researchers have focused on the practice of word sorting and have found it to be an effective way to teach students about English orthography. A study by Watson (1988) found that word categorizing activities caused third and fourth graders to make significant gains on their normal spelling scores. These gains were even more significant in each student's developmental analysis scores. Another study by Zutell (1998) focused on using word sorting with delayed readers and writers. He found it to be a powerful tool as long as the teacher provided guidance, modeling, and support to the children. Abbott (2001) compared traditional spelling programs with a word study program that focused on word sorting. Her research indicated that students taught with the word study curriculum showed more advanced orthographic

knowledge development, but the research results could not claim a significant increase in spelling achievement by either group.

A final reason to consider word study as an exemplary part of a student-centered curriculum comes from recent research on the human brain. Brain research has been a popular area in the last decade. Researchers have sought information on how humans learn best and what type of learning stimulates the brain and allows for learning that lasts. Cognitive and neuroscience research have advocated for a shift to meaningful learning in classrooms. Brain research shows that human brains organize information according to patterns. Information needs to be logically organized and have meaning in order for learning to take place easily (Caine & Caine, 1995). Green (1999) also describes the importance of patterning as the brain searches for meaning. In addition, he describes the need for stimulating learning environments and social interaction in the classroom. A word study curriculum fits well into recent brain research findings. It provides a stimulating environment that challenges students and gives them opportunities to work individually and in groups. Word study also is developed on the concept of the discovery of patterns and generalizations. Brain research suggests that this type of curriculum is more meaningful and beneficial for students.

Translating Theory to Practice (Word Study in a Real-Life Classroom)

Research on a word study curriculum that is based on the developmental approach to spelling provides an exciting new frontier for teachers. It has taken a lot of research and some brave frontiersmen and women, but the path is now paved for this type of curriculum to enter the mainstream classroom. Questions which teachers

will need to answer include: what type of assessment will be in place, how will students be grouped and managed, and, finally, what will the day-to-day procedures look like? After looking at the research and publications concerning word study programs and reading the stories of those brave teachers who were determined to make changes for the better, I accepted the challenge of answering the above questions. What follows is my vision of what an effective word study program might look like in the everyday classroom. I have begun by examining how students are assessed to determine developmental level and to report growth. I then discuss ways to group and manage students. Finally I introduce and explain instructional procedures.

The Question of Assessment

Word study takes the focus away from Friday test scores and instead assesses students' progress at their developmental stages. When considering assessment it is important to examine how students are assessed at their developmental level and how growth will be shown. Also it is important to consider how this growth will be communicated to others. First teachers must determine what type of assessment will help them determine at which stage the student is in the developmental continuum (See Table 1). This same type of assessment can also help track student growth throughout the year. Teachers must then determine how they will inform parents and students of their progress and work.

Pinnell and Fountas (1998) emphasize that in word study, assessment impacts the planning of instruction. Bloodgood (1991) also writes of the importance of accurate information that determines a baseline for instruction. This means that we

first need to determine where students are before we can begin instruction. In word study this can be done in two ways. First, students' developmental level can be determined by examining their writing products and looking at the words they spell correctly and incorrectly. This is an informal assessment, but a very authentic one as it focuses truly on what the students can do. Fresch (2001) conducted a longitudinal study that used journal entries to analyze what students knew about spelling as they proceeded through grade school. She felt this type of analysis allowed for instructional planning that best targeted individual needs. Writing samples can also be obtained periodically and examined for on-going assessment. Assessing student writing to determine spelling levels takes some practice, but is a great diagnostic tool. A valuable resource for teachers who are interested in this type of assessment is the second edition of *Words Their Way* (Bear et al., 2000). This book provides excellent examples and guides a teacher through the steps of error analysis. It is important to note that individual writing samples may not always contain enough information about how a child spells (Barnes, 1989). Some teachers choose to use writing samples in conjunction with qualitative spelling inventory.

A qualitative spelling inventory is a second way to determine developmental stages. These inventories are informal and not graded. Bear and Templeton (1998) state that they can be used to help with student grouping, to determine student orthographic knowledge, and to estimate stage of spelling development. Qualitative inventories usually consist of a group of words that start simply and become more orthographically complex. Many qualitative inventories are available and teachers must choose one that they feel meets their curriculum's needs. Templeton and Morris

A final way to show student progress that many researchers recommend is through writing samples collected over a period of time (Chandler, 2000; Fresch, 2001; Pinnell & Fountas, 1998; Wilde, 1990). These samples can be kept in a portfolio and will show not only growth in spelling, but that spelling is an important skill.

The Question of Grouping and Management

As a word study curriculum is developed, it becomes evident that the spelling curriculum is very individualized and can not be administered class-wide. Both Funk (1972) and Storie and Willems (1988) emphasize that no single list of words can meet the needs of all students. Berninger et al. (2000) and Lamframboise (1996) state that for students to learn to transfer their learning to new words, they must be grouped according to instructional level and not grade level. Invernizzi et al. (1994), in support of developmental spelling and a word study curriculum, suggest that the informed analysis that determines a student's developmental stage can help the teacher group and design an appropriate word study curriculum. Once students are put into groups according to their developmental levels, teachers can plan meaningful instruction and teach classroom routines. The groups are homogeneous, which allows for word study at an instructional level.

The results of research in developmental spelling indicate what students can do at each stage. A teacher then can build instruction off of what each student can already do. Teachers can consult developmental spelling resources and determine how to scaffold instruction for each spelling stage. Barnes (1989) writes that it is important to start simple and then move to complex features. Effective word study

instruction never involves the use of nonsense words, but instead uses words with which students are familiar and can read. Bear and Barone (1989), in their work, suggest patterns that are appropriate for each developmental stage. For example, students in the Within Word Pattern Stage should be examining long vowel patterns. A study by Abbott (2000) also grouped generalizations by developmental stage and included information on the predicted reliability of each generalization.

When students are grouped and the teacher has decided on an appropriate instructional plan, from where do the word lists for different features and generalizations come? Pinnell and Fountas (1998) suggest that words be selected from students' reading and writing and that these words form the core study words. This approach is very labor intensive, but is very meaningful for students. Other teachers compile words that highlight a group of words and their features. These words can be taken from student reading materials or books of word lists. *Words Their Way*, the second edition, provides a quite extensive list of words that are grouped by spelling patterns (Bear et al., 2000). Templeton and Morris (1999) remind teachers that the words selected should be organized by spelling patterns and generalizations, should be sight words (words students can read), and should vary in number depending on the developmental stage.

The Question of Classroom Procedures

Word study procedures will take a different form in each teacher's classroom. What is important is a well-thought out instructional routine that focuses on word sorting and activities that challenge students. Teachers need to be knowledgeable with the instructional model of word study, be familiar with reliable generalizations,

and be willing to change traditional practices (Abbott, 2000). The most successful teachers will be innovative, seek training and knowledge about word study, and have a support system while they make changes in their classroom. This support system may come from a group of teachers who meet and reflect on their word study implementations or from a supportive administration that is not afraid of challenging traditional assumptions.

A successful word study curriculum will also have a strong link with both reading and writing instruction. Students must be motivated and shown that word study is a vehicle to help them become both better readers and writers (Bloodgood, 1991). Wilde (1990) also speaks of the important connection to writing. Teachers must teach students how to identify their own misspellings and how to find correct spellings, instead of just telling the correct spelling of the word. Word study could include instruction on how to use dictionaries, other print resources, and other strategies on how to find correct spellings.

Word study should not take up a huge chunk of literacy teaching. Instead it focuses on short, intensive practices that familiarize students with orthographic knowledge that they can then apply in their reading and writing. Barnes (1989) suggests word study should not take over ten minutes a day and Bear et al. (2000) suggests that it only occurs for about ten to fifteen minutes daily. It can be done in its own instructional block or be incorporated into scheduled reading or writing blocks.

Several activities and routines occur in successful word study programs. The first is, of course, word sorting. Words can be sorted by spelling patterns (eg., r<u>ain</u>, br<u>ain</u>, & dr<u>ain</u>), sound patterns (eg., <u>d</u>og, <u>d</u>ig, & <u>d</u>im), and meaning patterns (eg.,

dictionary, contradiction, & benediction). Zutell (1998) advocates for the need of a variety of sorts, so student learn that words can be flexible and fit into different categories. He suggests having students perform multiple sorts that include open, closed, concept, writing, and speed sorts. Open word sorts have students determining their own categories by comparing and contrasting the words and sorting the words accordingly. Closed sorts occur when the teacher determines the categories and has the students sort the words into the predetermined categories. Words that are sorted by concepts are not put into categories based on their spelling patterns. Instead they are sorted by a concept such as part of speech, mammals, or even geographical regions. Students who participate in writing sorts write their words into categories while someone reads the words aloud for them. Speed sorts help students develop fluency by sorting familiar words while being timed. Bear et al. (2000) also believe in students conducting multiple sorts. They write that repeating sorts and having speed sorts helps to internalize the features and make them automatic. Fresch (2000) demonstrated the importance of checking student understanding while performing word sorts. She did this by having students think-aloud while completing a word sort in front of a video camera. This allowed her to see how the students were processing words and making decisions. These think-alouds can also be accomplished by having a student sort independently with the teacher while telling the reasons behind their sorting actions.

Word searches are another effective activity. Barnes (1989) describes this instructional activity as seeking out similar word features in texts the students are reading. Gill and Scharer (1996) describe the instructional approach of having

students use a word study notebook to record their word sorts, word searches, and generalizations. Games using their word study lists are always an important part of the program. They give students practice in using word features and generalizations while reinforcing the concepts. Heald-Taylor (1998) even suggests having students create collaborative word study games and activities. Students engage in thinking and problem-solving while they create the games for their group.

Fresch and Wheaton (1997) developed what they called a "Sort, Search, and Discover" word study curriculum schedule. It is based on a five day week and includes the following activities. On Monday students take a pretest over their group's selected words. Students then self-correct their own pretest. The words reflect the teacher's focus and students are also allowed to choose some that follow the same features. On Tuesday students work either individually or in small groups to complete a word sort and a word search. On Wednesday students create written text using some of their word study words. They use the words in context while writing stories, poetry, riddles, and advertisements. Thursday is considered as the flexible day. Students continue to work on games and activities that allow them to focus on their word lists and its features. The teacher could also work with different groups on mini-lessons and dictionary activities. Finally, students take a buddy posttest on Friday over their words.

Another example of a word study schedule comes from *Words Their Way* (Bear et al., 2000). It also follows a Monday through Friday format. On Monday students are introduced to the sort in their developmental group. Tuesday involves working with a partner to re-sort the words and participate in writing and speed sorts.

Wednesday is for word hunts (searches) in trade books. On Thursday students are given a chance to compete against the teacher in a speed sort. The week ends with the students testing over their word study list and playing word study games. Also throughout the week, the students use their word study notebooks as they complete activities.

As evidenced above, word study can be customized to individual classrooms. It can be used with primary, intermediate, and upper level students. Activities are both independent and cooperative and presented through various formats (Invernizzi et al., 1994). Word study provides instruction that meets each child's current instructional needs and helps children develop word-specific knowledge as they manipulate words.

Organization is the final item that is important in a word study curriculum. Many teachers dread the thought of creating and organizing word cards. Computers are a great tool to create word lists that students can easily cut apart. Once cut apart these lists can be stored in plastic sandwich bags or in envelopes to use throughout the week. A list can also be sent home to be cut apart and used. Class word cards may be created out of index cards or card stock and laminated for durability. Barnes (1989) suggests storing the card sets by labeled feature in a word sort box. This box can easily be made from the tool organizers with plastic drawers available at most hardware stores. Each teacher will approach organization in a different way, but it is important that it is something that is manageable and comfortable for the individual classroom.

Accepting the Challenge and Creating New Traditions

Traveling to new frontiers can be exciting and uncomfortable at the same time, but in the end, the challenge is usually very rewarding. In the case of preparing and implementing a word study curriculum, teachers will be rewarded as they provide their students with meaningful and active learning. The fruits of their labors will be evident as students actively engage in their literacy as they participate in daily reading, writing, and word study activities. Students will become confident spellers and teachers will finally see spelling instruction making a difference in children's writing. Now is the time for creating a new research-based tradition that helps students become successful spellers as evidenced in their day to day writing. Word study has the potential to be that new tradition, if teachers are ready to accept the challenge.

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"Changing Tradition: New Frontiers in Spelling Instruction"
A Developmental Spelling Word Study Workshop

Workshop Outline

I. Day 1 – "Theory and Design"

A. Introductions
B. Introduction/Overview
   1. KWL
   2. What is Word Study? – *Inspiration Concept Web*
   3. Overview of Past Practices & Rationale for Change – *PowerPoint Presentation*
C. Theory of Developmental Spelling – *PowerPoint Presentation & Activities*
D. Analyzing Student Spelling Errors
E. How to Determine Individual Levels?
   1. Writing Samples & Portfolios
   2. Periodic Spelling Inventories
F. Review- KWL

II. Day 2 – "Classroom Implementation"

A. Previous Day Highlights Discussion
B. Instructional Level Grouping (flexible) – *PowerPoint Presentation, Demonstrations, & Activities*
C. Word Selection
   1. Taken from students' own writing
   2. Teach only reliable spelling rules
   3. Published Word List
D. Teaching Activities
   1. Word Sorts (Foundation of Word Study)
      a. closed
      b. open
      c. speed
      d. writing
   2. Word Searches
   3. Instructional Games
   4. Word Study Notebooks
E. Grading and Communicating to Parents
   1. Portfolios
   2. Grading Matrix
   3. Weekly Grading Form
F. Review- KWL

III. Day 3- "Putting It Together"

A. Highlights from Previous Days Discussion
B. Classroom Routine Examples – *PowerPoint Presentation & Share my Routine on Overhead*
C. Word Study & My Classroom

1. Planning Time
2. Sharing

E. Challenge of Changing Tradition – KWL

"Changing Tradition: New Frontiers in Spelling Instruction" A Developmental Spelling Word Study Workshop

The Workshop

This word study workshop is planned to take place over three days. It will be held at a school or area educational agency. During the three sessions, the involved teachers will discuss the educational theory behind developmental spelling, learn how to design a word study curriculum, and finally create a word study curriculum that best fits their classroom curriculum. A teacher packet will be provided that includes copies of all the presentations and activities, places to take notes about the presentations, and a copy of the third edition of Words Their Way (Bear et al., 2004). The following schedule and activities have been planned for the three days.

Day 1-

Day one is entitled "Theory and Design." This day will begin with introductions by all of the participants through a short warm-up. Participants will be given a few minutes to think about a favorite book they have read and two reasons why others should read it. Each teacher will then be asked to share his or her name, school, and current teaching assignment. Along with his or her introduction, the teacher will also share the title of his or her favorite book and the reasons that others should read it. Following the warm-up, the teachers will be given a few minutes to consider what they know about spelling instruction and their own goals for attending this workshop. They will record these thoughts on the "KWL" graphic organizer that

is included in their teacher packet. The teachers will fill out the "What I Do" and "What I Want to Know" columns in this organizer.

Next an overview of the workshop will be displayed in the form of a concept web that I created. This concept web will illustrate what a word study curriculum includes and what needs to be considered when implementing developmental spelling theory into a classroom. A PowerPoint presentation will follow this. Through the presentation, I will share an overview of traditional spelling practices and the theory behind them. At the beginning of the PowerPoint presentation I will conduct a group discussion about how the participating teachers were taught spelling and how spelling is currently taught in their classrooms. In the presentation, I will then discuss the rote visual memory and generalization stances of spelling instruction.

At this point, I will introduce the theory of developmental spelling and its implementation through a word study curriculum. I will display a second PowerPoint presentation. We will begin with a discussion on the idea of developmentally appropriate instruction and how classrooms currently meet students' developmental needs in reading and writing instruction. Following the discussion, I will present information on developmental spelling, orthographic knowledge, and word study through the PowerPoint presentation. After a short break, I will share examples of how to determine developmental levels using student spelling errors. Using a white board or chalkboard, the participants will examine spelling errors while using Words Their Way (Bear et al., 2004) as a reference. I will display an overhead of the developmental spelling stages as a reference throughout this activity. I will conclude

the PowerPoint presentation with information on different ways to determine students' developmental spelling levels

Day one will end by a review of what has been introduced and discussed. The participants will record the important points that they have learned on their "KWL" organizers in their teacher packets. These thoughts will be recorded in the "What I Learned" column.

Day 2-

The focus of day two will be on the classroom implementation of developmental spelling and a word study curriculum. Day two will begin with a group discussion of the major points from day one of the workshop. The participants will discuss what information had the most impact on their teaching and how their students are currently grouped for classroom instruction. I will then share information regarding flexible, instructional level grouping through a PowerPoint presentation. I will then continue the PowerPoint presentation by discussing word selection and sources that will help in the development of developmental spelling lists. The participants will brainstorm a list of possible resources that could be used to develop word lists for a word study curriculum. I will record these resources on chart paper for all to see.

Next I will introduce instructional activities that support a developmental spelling curriculum through the PowerPoint presentation. I will demonstrate these activities for the participants and share examples from my classroom. The participating teachers will then participate in an activity that focuses on the four different types of words sorts. They will be split into four groups and each group will

be given a word list and assigned one type of word sort. When all the groups are finished, one spokesperson from each group will share their results and reactions with everyone.

Next participants will be given five minutes to look through Words Their Way (Bear et al., 2004) to locate a game or activity that would be appropriate for the students in their classroom. At the end of the five minutes, each teacher will share with the group an instructional game or activity they found and what they liked about it. This quick activity will allow the whole group to be exposed to a wide variety of word study activities in a short amount of time.

A short break will be taken and then I will continue the PowerPoint presentation by explaining how students are graded in a word study curriculum and how progress is communicated with parents. I will share examples. Finally we will end by discussing how the participants would grade and communicate progress if they were using a word study curriculum. We will end the day will by reviewing the "KWL" organizer in the teacher packet and each teacher adding more information to the "What I learned" column.

Day 3-

Day three's focus is about putting it all together by using educational theory to develop a word study curriculum that best meets the needs of each individual classroom. The session will begin with a three minute "Quick Write." Participating teachers will use the "Quick Write" page in their packets to write about any changes in their views of teaching and learning spelling. I will then use a PowerPoint presentation to review the topics that have been introduced and discussed during the

previous two sessions. Next I will share ideas about classroom routines and procedures. I will display three different word study routines that have been successfully used in elementary classrooms. I will then use the overhead to share how word study fits into my current literacy instruction daily schedule.

At this point the participating teachers will be given time to start planning their own word study curriculums that focus on developmental spelling. They will be encouraged to think about how they will assess and evaluate, how they will group students and manage the curriculum, and finally what their daily classroom procedures will be. Teachers can work by themselves or in their grade-level teams to develop a functional word study curriculum for their classrooms. Teachers that want to share their ideas with the group will be invited to do so at the end of the planning time.

This word study workshop will conclude with a last PowerPoint slide that encourages the teachers to continue with the development of a word study curriculum that will positively impact their students' spelling. Participants will finish their "KWL" organizers and be asked to fill out an anonymous workshop evaluation sheet. These sheets will be turned in at the door as the teachers leave.

"Changing Tradition: New Frontiers in Spelling Instruction" A Developmental Spelling Word Study Workshop

Conclusions and Recommendations:

This project began with my frustrations as a classroom teacher as I conferenced with my young writers and was surprised by the many spelling errors they were making. These students were not competent spellers even though they continued to do well in our traditional spelling program and achieved high scores on their Friday spelling tests. I knew a change was needed and that there had to be a better way to teach spelling. I believe the real test of a child's spelling comes in his or her writing. As adults, these students will not be judged on their spelling abilities by weekly tests. Instead a person's grasp of spelling is shown through his or her day to day written communication.

These reflections led me to research spelling instruction throughout my graduate program. As I studied different spelling theories, I was greatly influenced by the research done on developmental spelling. This approach to spelling made sense to me and I was impressed by the student-centered instructional practices. Current literacy research focuses on the many developmental aspects of reading and it makes sense that spelling too follows a developmental sequence.

As I continued to read the research on developmental spelling theory and its application in a word study curriculum, I also began to incorporate its components into my own fourth grade literacy curriculum. I found my students enjoyed word study activities and as a teacher, I felt renewed by the focus on how the English

language system worked. Over time, when I met with my students during writing conferences, I noticed they were beginning to recognize the spelling errors in their drafts and could often discuss with me why the words were spelled wrong. Word study has been a very effective approach for my students as they are learning about the English language. I continue to be fascinated by my young writers and their interest in producing interesting and error-free writing.

When I began considering the options for my graduate program, I realized I wanted to share what I was learning with other teachers. I wanted to show them not only the benefits of using a word study curriculum based on the developmental theory of spelling, but also ways to incorporate it into their classrooms. I wanted to show them it was possible to incorporate it without creating too many more demands on their already busy schedules.

Putting together a workshop was a great experience. It allowed me to examine what I had learned throughout my graduate program and the opportunity to reflect on my own classroom practices. Creating a workshop also allowed me to consider what type of professional development is most beneficial for teachers. I spent a lot of time reflecting on my own reactions to my professional development experiences. I realized that as a teacher I need to know the theory that supports my practices, as well as how that theory manifests itself in my classroom instruction. As a teacher, I also know I want a straight-forward learning experience that is infused with good teaching practices.

My workshop design is based on these reflections. The workshop I designed is straight-forward in its presentation and incorporates a variety of instructional

practices. It provides participating teachers with theory and research about spelling. It also is designed to give the participating teachers time to begin development of their own word study curriculum while the content is still fresh in their minds.

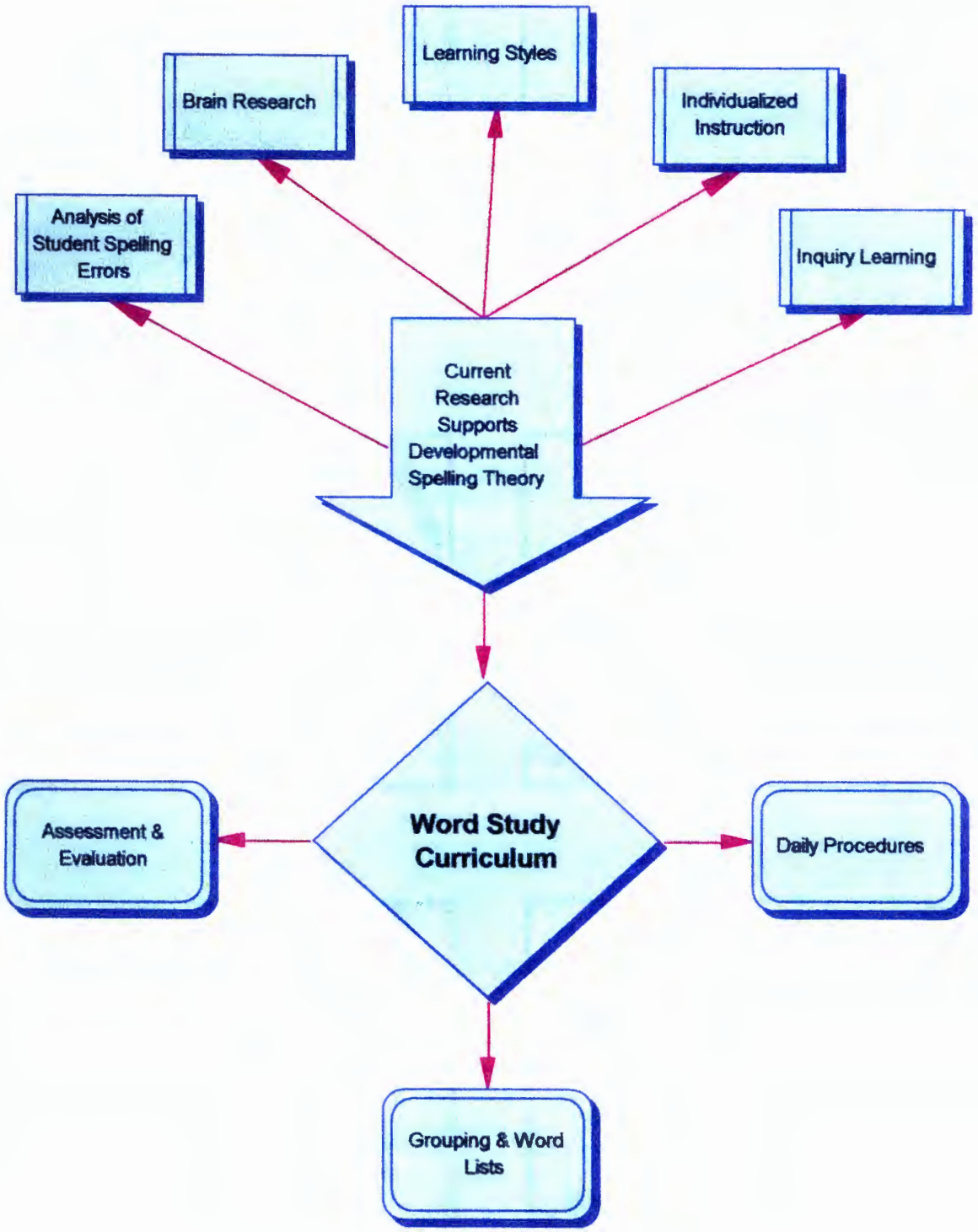
Looking ahead I believe that continued research in the area of spelling can only improve what we as teachers do. The real challenge is translating this theory into practice and making it accessible to teachers. Word study based on the developmental spelling theory is a great step forward in this research. Teachers and administrators need to be educated about it and also persuaded that educational traditions can be changed for the better. Students deserve instruction that is research-based and also is focused on real-life application. Now is the time for a change in the way we teach spelling and a word study curriculum based on the developmental spelling theory has the potential to transform how spelling is taught in our schools. We just need to be willing to accept the challenge and the change it brings!

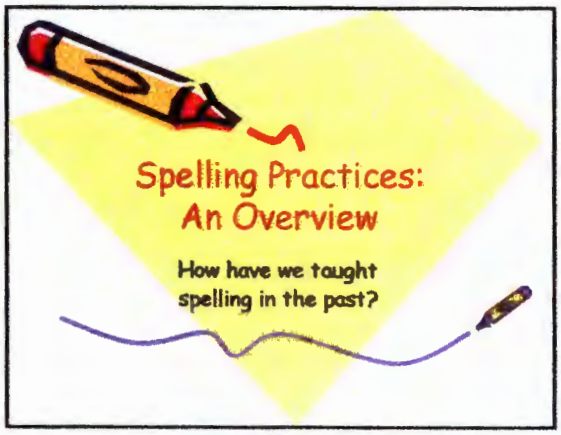
Appendix A:

PowerPoint Presentations and Workshop Overheads

PowerPoint Presentations and Overheads

	Page
1. "Word Study Curriculum" Inspiration Concept Web	A-3
2. "Spelling Practices: An Overview" PowerPoint Presentation	A-4
3. "Changing Tradition: Developmental Spelling Theory & A Word Study Curriculum" PowerPoint Presentation	A-6
4. "Characteristics of Developmental Stages" Overhead	A-9
5. "Changing Tradition: Classroom Implementation" PowerPoint Presentation	A-10
6. "Changing Tradition: Putting It Together" PowerPoint Presentation	A-14
7. "Reading/Spelling Workshop" Overhead	A-16


Learning Styles
Brain Research
Individualized Instruction
Analysis of Student Spelling Errors
Inquiry Learning
Current Research Supports Developmental Spelling Theory
Word Study Curriculum
Assessment & Evaluation
Daily Procedures
Grouping & Word Lists



Group Discussion:

1. How were you taught spelling in elementary school?
2. How is spelling taught today in your classroom?

The Traditional Stance "Rote Visual Memory"

- Learning to spell is driven by visual memorization. The brain stockpiles words throughout school years. (Nelson, 1989)
- Differences in spelling achievement is due to memory capacities. (Johnston, 2001)
- Believes that the English Language is irregular. (Johnston, 2001)
- Taught through high frequency word lists and many spelling textbooks. (Heald-Taylor, 1998)

Concerns:

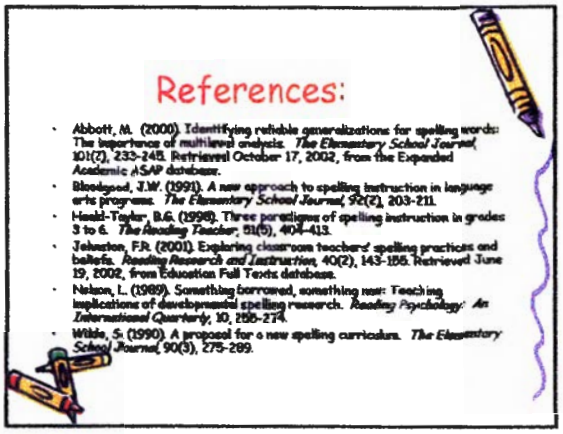
- Based on traditional attitudes with little grounding in research. (Heald-Taylor, 1998)
- Passive learning is done by students. (Heald-Taylor, 1998)
- Research has shown very little transfer to student writing. (Bloodgood, 1991)
- Students do not gain knowledge of word features. (Bloodgood, 1991)

"Generalization" Stance

- Generalizations are rules that support an understanding of reliable letter-sound correspondences. (Abbott, 2000)
- Belief that English has an underlying system that is not all random and irregular. (Abbott, 2000)
- Based on the alphabetic principal with a focus on phoneme and grapheme patterns. (Nelson, 1989)
- Taught as rule-based spelling instruction with an emphasis on skill and drill. (Heald-Taylor, 1998)

Concerns:

- For most rules there are many exceptions!
- Research on the reliability of spelling rules found them to be less reliable than believed. (Abbott, 2000)
- Only the most useful and reliable rules should be taught to children. (Wilde, 1990)


References:
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Wilde, S. (1990). A proposal for a new spelling curriculum. The Elementary School Journal, 90(3), 275-289.

Changing Tradition:

Developmental Spelling Theory & A Word Study Curriculum

Discussion:

Developmentally appropriate instruction is a popular educational "buzz" word. What does it mean to you and how do you meet students' developmental needs in your literacy classroom?

"Because the principles of word study are based on developmental research on how children learn to recognize (read), produce (write), and use (understand) written words, word study is developmentally appropriate."

(Invernizzi et al., 1997, p. 191)

Developmental Spelling

- Recognizes that the English Language is influenced by meaning, grammatical structure, and phonology.
- Strategic spellers develop over time through experience with different words.
- Spelling is an active process.
- Spelling knowledge is developed in stages and students should be taught at their developmental level.
- Current research supports this approach.

Developmental Stages

Spelling Stages

1. Emergent Spellers
2. Letter Name Spellers
3. Within Word Pattern Spellers
4. Syllables and Affixes Spellers
5. Derivational Relations Spellers

Focus on Orthographic Knowledge

- Orthography- the study of language that deals with letters and spelling; it involves writing words with proper letters according to standard usage
- Orthographic component focus leads to more word-specific knowledge and allows students to make better "guesses" when faced with unfamiliar words in reading and writing.

Therefore, A Word Study Curriculum

- An integrated curriculum that combines phonics, spelling, and vocabulary instruction that is based on the developmental theory of spelling.
- Consists of the study of words through meaningful games and activities that allow students to manipulate, categorize, and generalize words by similarities and differences in alphabetics, patterns, and meanings.

- Instruction is individualized and the focus is on increasing orthographic knowledge.
- Provides a hands-on, engaging, and student-centered inquiry curriculum.
- Brain research supports the need for a stimulating curriculum, social interaction, and remembering through the use of patterns and generalizations.

"In word study, we do not just teach words- we teach students processes and strategies for examining and thinking about the words they read and write."

(Bear & Templeton, 1998, p. 223)

BREAK!!!

Meet back here in 15 minutes!

How do I determine the developmental level?

Analyze Student Spelling Errors

Examples:

- wan (when)
- flot (float)

Let's Practice!

Determining Student Developmental Level

Writing Samples & Portfolios

- Records over time
- Authentic Assessment

Periodic Spelling Inventories

- QIWK Inventory (Schlagal, 1989)
- Other Inventories (Bear, et al., 2004)

References:

- Abbott, M. (2001). Effects of traditional versus extended word-study spelling instruction on students' orthographic knowledge. *Reading Online*. Retrieved October 3, 2002, from http://www.readingonline.org/articles/abbott/index.html
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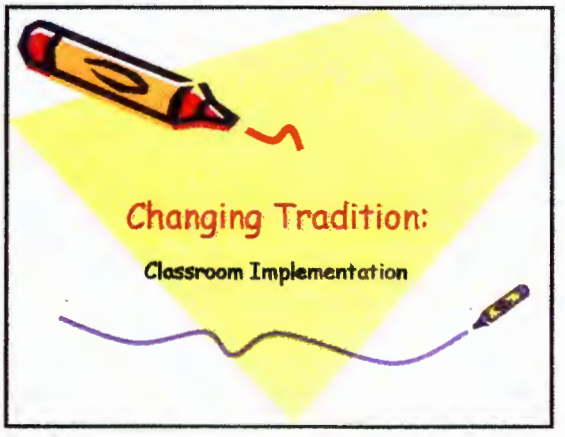
Characteristics of Developmental Spelling Stages

(Bear et al., 2000)

Emergent Spellers
• Random marks and drawings • Letter-like writing • Strings of random letters and numbers
Letter Name Spellers
• Matches letter names to sounds • Rely on alphabetic principle • Many vowel errors
Within Word Pattern Spellers
• Correct use of short vowels • Recognizes beginning and ending consonants • Often over generalize spelling rules
Syllables and Affixes Spellers
• Beginning to correctly double middle consonants • Uses some affixes • Use more polysyllabic words and patterns
Derivational Relations Spellers
• Spells most words correctly including those with common affixes • Study how word meaning affects spelling through examination of roots and base words



Discussion:

What information from yesterday had the most impact for your teaching?

How do you currently group students to meet their instructional needs at school?

"...a teacher's instructional role is to be aware of children's current understanding and then to plan instruction that builds and extends knowledge. This child-centered instruction helps children become more proficient spellers, make decisions in their own learning, and develop an interest in learning their own language."
(Fresch & Wheaton, 1997, p. 30)

Grouping by Instructional Level

- Students must be grouped according to instructional level, not by grade level. (Berninger et al., 2000 and Lamframboise, 1996)
- Words and activities are then chosen by the teacher so learning is scaffolded at each developmental stage. (Invernizzi, et al., 1994)
- Small groups are flexible to meet students' individualized needs and students are periodically reassessed to determine developmental stage.
- An instructional plan is key to managing small group instruction.

Word Selection

- Words and concepts can be chosen by examining student writing samples.
  - -What words do they often misspell?
  - -What do these words have in common?
  - -What is appropriate for their instructional stage? (Pinnell & Fountas, 1998)
- Only reliable spelling rules should be taught. (Abbott, 2000)

- Published word lists are available.
  - *Words Their Way* (Bear et al., 2000) is a great resource.
- Teachers can create lists of words that are orthographically similar.
- Words should be organized by generalizations, be words students can read, and vary in number depending on the developmental stage.

Brainstorm:

What resources do you currently have or know of that could help you develop word lists to meet needs at each developmental stage?

Teaching Activities

"Although teacher-taught rules seldom stick, hypotheses and conclusions that students develop themselves are more readily generalized to their reading and writing vocabulary."
(Invernizzi et al., 1997, p. 191)

Word Sorts: Foundation of Word Study

- Word sorts allow students to actively compare, contrast, and group words together by the words' features. (Bear et al., 2000)
- Students construct their own knowledge of the English orthographic system. (Abbott, 2000)
- Hands-on, problem-solving activity that encourages explicit thinking about words. (Bear et al., 2000)

Prefix Sort

preschool	**triangle**
preview	tricycle
prevent	triad
preheat	tripod
prepare	
predict	

Types of Word Sorts

(Bear et al., 2000)

- ***Closed Sorts***- Students sort words by predetermined categories
- ***Open Sorts***- Students determine categories and sort words accordingly
- ***Speed Sorts***- race sorts to improve speed and accuracy
- ***Writing Sorts***- Students write words into categories while someone else reads them aloud

Activity

1. Break into 4 small groups.
2. Each group will be given a word list and assigned one type of sorting activity to complete.
3. When the sort is completed, discuss in your small group your reactions and how this activity could be incorporated into your classroom.
4. When finished, the small groups will share their results and reactions with the class.

Other Instructional Activities:

- **Word Searches**- Find words in what you are reading that match the features in this week's sort (Bear et al., 2000)
- **Word Study Notebooks**- Where students independently record their weekly word study activities and use their words while completing writing activities (Gill & Scharer, 1996)
- **Instructional Games & Activities** (Bear et al., 2000)

Activity:

1. Use the next five minutes to page through *Words Their Way* (Bear et al., 2000) to find a game or activity that would be appropriate for students in your classroom.
2. Share with the group the activity you found and why you like it.

BREAK!!!

Meet back here in 15 minutes.

Grading and Communicating with Parents

- Focus is shifted away from Friday test scores and instead assesses student progress at their developmental stage.
- Focus on transferring orthographical knowledge to a student's writing. (Chandler, 2000; Pinell & Fountas, 1998; and Wilde, 1990)
- Two types of assessment are important.
  1. Assessment to determine developmental stage. This can also be used to track student growth during the year. This is done through inventories or by examining student writing samples.
  2. Assessment that communicates work and progress with the student and their parents.

Reporting Student Progress and Growth

Options:

- Keep Friday tests, but also include evaluation of daily word study work, spelling in writing samples, and how well a student can proofread for spelling errors.
- Portfolio evaluation that includes writing samples collected over a period of time to show spelling growth. (Wilde, 1990)
- Do away with Friday tests and instead take periodic review tests based on words and generalizations studied. (Nelson, 1999)

- **Develop a spelling checklist or matrix to assess student spelling development and work. These should include participation in class, spelling in purposeful writing activities, and demonstration of growing word knowledge. Excellent examples can be found in:**
  1. Gill, C.H., & Scharer, P.L. (1996). "Why do they get it on Friday and misspell it on Monday?": Teachers inquiring about their students as spellers. *Language Arts*, 73, 89-96.
  2. Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Discussion:

How would you assess students in a word study curriculum?

How would you communicate student growth to parents and on report cards?

References:

- Abbott, M. (2000). Identifying reliable generalizations for spelling words: The importance of multilevel analysis. *The Elementary School Journal*, 101(2), 233-245. Retrieved October 17, 2002, from the Expanded Academic ASAP database.
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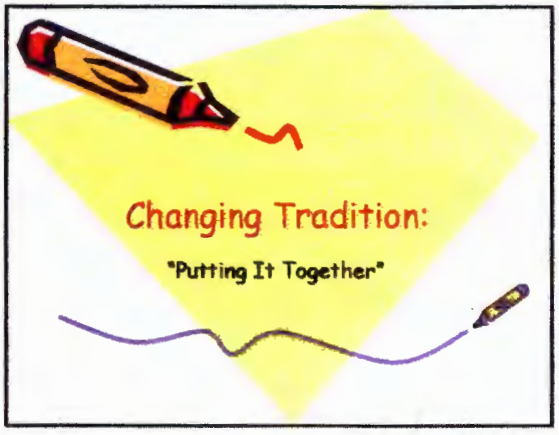


"Quick Write"

Take the next five minutes to independently reflect on what you have learned during the last two days. Write your thoughts on the "Quick Write" page in your packet.

Review:
We have discussed:

- Past Spelling Practices
- Developmental Spelling Theory
- Analyzing Student Spelling Errors
- Grouping by Level
- Word Selection
- Teaching Activities
- Grading and Communication of Student Progress

Classroom Procedures & Routines

- Procedures will vary in each teacher's classroom.
- Strong, meaningful link to both reading and writing instruction. (Bloodgood, 1991 and Wilde, 1990)
- Includes instruction on how to use dictionaries and other resources.
- Focus on word sorts and activities that allow students to compare and contrast words.

- Occurs for only ten to fifteen minutes daily. (Barnes, 1989 and Bear et al., 2000)
- Needs a well-planned instructional routine that challenges students.
- Planned by a knowledgeable teacher that is not afraid to change traditional practices.
- Active, hands-on instruction that engages students and promotes orthographical knowledge.
- Instruction that is determined by assessment of developmental levels.

Classroom Examples:
"Sort, Search, and Discover"
(Fresch and Wheaton, 1997)

Monday- Pretest that students correct over words the teacher and students have selected.

Tuesday- Individuals and small groups complete word sorts and word searches.

Wednesday- Students create written text using some of their word study words.

Thursday- Flex Day- Students continue to work on games and activities that focus on their word features while the teacher works with small groups on mini-lessons and dictionary activities.

Friday- Students complete buddy posttests.

Primary Weekly Schedule
Words Their Way
(Bear et al., 2000)

Monday- Guided developmental groups meet to start the week's word list.

Tuesday- Words are sorted again in the guided group and a writing sort is assigned for homework.

Wednesday- Partners sort their words together and follow with a writing sort.

Thursday- Individuals, partners, and small groups perform word hunts in books.

Friday- Spelling test is given and students play word study games using their week's words.

Intermediate Weekly Schedule
Words Their Way
(Bear et al., 2000)

Monday- Introduction to developmental sorts in small groups.

Tuesday- Partners re-sort the words and participate in writing and speed sorts.

Wednesday- Word hunts (searches) are completed in trade books.

Thursday- Teacher competes against students in speed sorts.

Friday- Students are tested over their words and conclude by playing word study games.

**The Word Study Notebook is used throughout the week by the students as they complete their activities.*

It is important to design a word study curriculum that you are comfortable implementing and that complements your existing literacy instruction.

My reading/spelling workshop schedule was developed by examining my reading program and reflecting on how to best use the instructional time to meet my objectives. I also send home letters to the parents explaining my approach and detailing word study activities that they can complete with their children during the week.

Word Study in Your Classroom

It's your turn! How would you develop a word study curriculum to complement your current instruction?

Spread out and start planning how to create a new research-based tradition that helps students become successful spellers in their writing where it counts. As you are working consider these three questions:

1. *How will I assess and evaluate?*
2. *How will I group students and manage the curriculum?*
3. *What will the daily classroom procedures be?*

The Challenge of Changing Tradition

1. Traditions are hard to change, but when our goal is to truly help our students- it is worth the discomfort.
2. Successful teachers will be innovative, seek training and knowledge, and have a support system while they make changes to their classroom instruction.
3. Success will be evident as your students participate in daily literacy activities and become confident writers.

Best Wishes to All of You!

References:

- Barnes, W.G. (1989). Word sorting: The cultivation of rules for spelling in English. *Reading Psychology: An International Quarterly*, 10, 293-307.
- Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Bloodgood, J.W. (1991). A new approach to spelling instruction in language arts programs. *The Elementary School Journal*, 92(2), 203-211.
- Fresch, M.J., & Wheaton, A. (1997). Sort, search, and discover: Spelling in the child-centered classroom. *The Reading Teacher*, 51(1), 20-31.
- Wilde, S. (1990). A proposal for a new spelling curriculum. *The Elementary School Journal*, 90(3), 275-289.

Reading/Spelling Workshop (2003-2004)

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
1-1:10 Read Aloud	*1-1:10 Read Aloud*	*1-1:10 Read Aloud*	*1-1:10 Read Aloud*	*1-1:10 Read Aloud*
1:10-1:40 ***"Shared Reading"***	***1:10-1:30*** ***"Shared Reading"***	***1:10-1:30*** ***"Shared Reading"***	***1:10-1:30*** ***"Shared Reading"*** * Weekly Selection Quiz * "Affixionary" Work:	***1:10-1:30*** ***G.R. Group 3***
	1:30-1:50 ***G.R. Group 1***	***1:30-1:50*** ***G.R. Group 3***	***1:30-1:50*** ***G.R. Group 1***	***1:30-1:50*** ***G.R. Group 4***
1:40-2:10 ***Spelling*** **Spelling Pretest **Create Sort Cards **Self-Check spelling & staple home list to	***1:50-2:10*** ***G.R. Group 2***	***1:50-2:10*** ***G.R. Group 4***	***1:50-2:10*** ***G.R. Group 2***	***1:50-2:10*** ***Spelling*** **Spelling test **Discuss related words
	**Word sort with cards & write in notebook along with 5 sentences with choice of words	**Buddy tests (spelling partner gives and corrects in word study notebook) *(Collect Word Notebooks)*	** "Look,Say, Cover, Write, Check" in notebook *(Collect Word Notebooks)*	

***Art is on Day 6 from 2:02-2:42.

Appendix B:

Equipment Needed List

Workshop Equipment Needed:

1. Overhead or ELMO Projector
2. Computer with Inspiration and PowerPoint Software
3. LCD Projector
4. Large Projection Screen
5. Whiteboard, Markers, and Erasers
6. Teacher Packets
7. One Copy of *Words Their Way* (3rd Edition) (Bear et al., 2004) for each participant
8. Chart Paper and Markers

Appendix C:

Teacher Packet Materials

Teacher Packet Materials

	Page
1. Schedule	C-3
2. KWL	C-5
3. Concept Map	C-6
4. PowerPoint Notes	C-7
5. Developmental Stages Chart	C-27
6. Quick Write Page	C-28
7. Reference List	C-29
8. *Note Pad (for planning time)	--
9. *Book- *Words Their Way* (3rd Edition)	--

*Items marked with an asterisk are not included in these project materials.

"Changing Tradition: New Frontiers in Spelling Instruction"
A Developmental Spelling Word Study Workshop

Word Study is ...an integrated curriculum that combines phonics, spelling, and vocabulary instruction. It is based on the developmental theory of spelling and believes that students learn best at their instructional level. Word study individualizes instruction and focuses on increasing student orthographic knowledge. Word study activities actively involve students in comparing and contrasting words by sound, spelling, and meaning features. Students manipulate words while examining word features and form their own generalizations. The goal of word study is the transfer of orthographic knowledge to student writing.

Workshop Schedule

I. Day 1 – "Theory and Design"

- A. Introductions
- B. Introduction/Overview
  1. KWL
  2. What is Word Study?
  3. Overview of Past Practices & Rationale for Change
- C. Theory of Developmental Spelling
- D. Analyzing Student Spelling Errors
- E. How to Determine Individual Levels?
  1. Writing Samples & Portfolios
  2. Periodic Spelling Inventories
- F. Review- KWL

II. Day 2 – "Classroom Implementation"

- A. Previous Day Highlights Discussion
- B. Instructional Level Grouping (flexible)
- C. Word Selection
  1. Taken from students' own writing
  2. Teach only reliable spelling rules
  3. Published Word List
- D. Teaching Activities
  1. Word Sorts (Foundation of Word Study)
     a. closed
     b. open
     c. speed
     d. writing
  2. Word Searches
  3. Instructional Games
  4. Word Study Notebooks
- E. Grading and Communicating to Parents

1. Portfolios
2. Grading Matrix
3. Weekly Grading Form

F. Review- KWL

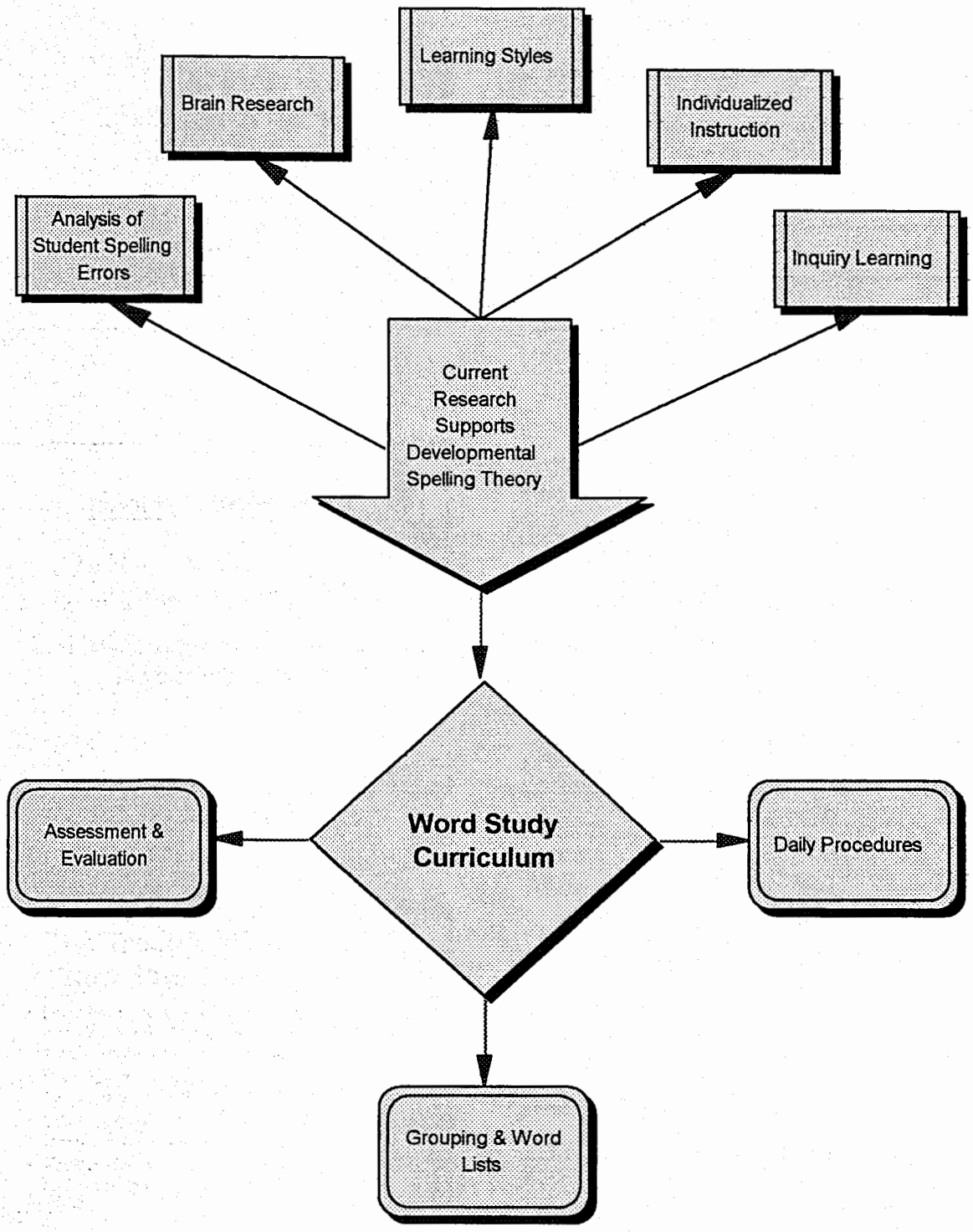
III. Day 3- "Putting It Together"

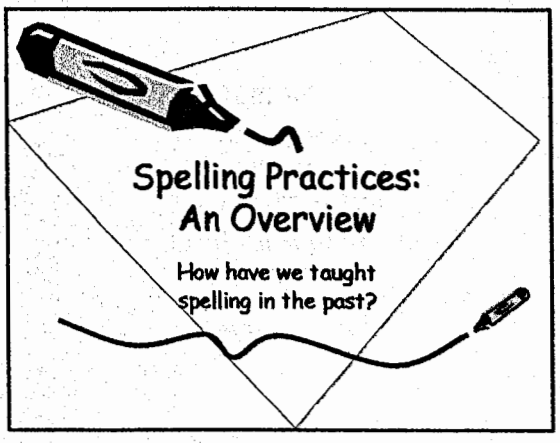
A. Highlights from Previous Days Discussion
B. Classroom Routine Examples
C. Word Study & My Classroom
    1. Planning Time
    2. Sharing
E. Challenge of Changing Tradition

"Changing Tradition: New Frontiers in Spelling Instruction"

KWL

What I *Know*:	**What I *Want* To Know:**	**What I Want To *Learn*:**


Learning Styles
Brain Research
Individualized Instruction
Analysis of Student Spelling Errors
Inquiry Learning
Current Research Supports Developmental Spelling Theory
Word Study Curriculum
Assessment & Evaluation
Daily Procedures
Grouping & Word Lists



Group Discussion:

1. How were you taught spelling in elementary school?
2. How is spelling taught today in your classroom?

The Traditional Stance "Rote Visual Memory"

- Learning to spell is driven by visual memorization. The brain stockpiles words throughout school years. (Nelson, 1989)
- Differences in spelling achievement is due to memory capacities. (Johnston, 2001)
- Believes that the English Language is irregular. (Johnston, 2001)
- Taught through high frequency word lists and many spelling textbooks. (Heald-Taylor, 1998)

Concerns:

- Based on traditional attitudes with little grounding in research. (Heald-Taylor, 1998)
- Passive learning is done by students. (Heald-Taylor, 1998)
- Research has shown very little transfer to student writing. (Bloodgood, 1991)
- Students do not gain knowledge of word features. (Bloodgood, 1991)

"Generalization" Stance

- Generalizations are rules that support an understanding of reliable letter-sound correspondences. (Abbott, 2000)
- Belief that English has an underlying system that is not all random and irregular. (Abbott, 2000)
- Based on the alphabetic principal with a focus on phoneme and grapheme patterns. (Nelson, 1989)
- Taught as rule-based spelling instruction with an emphasis on skill and drill. (Heald-Taylor, 1998)

Concerns:

- For most rules there are many exceptions!
- Research on the reliability of spelling rules found them to be less reliable than believed. (Abbott, 2000)
- Only the most useful and reliable rules should be taught to children. (Wilde, 1990)

References:

- Abbott, M. (2000). Identifying reliable generalizations for spelling words: The importance of multilevel analysis. *The Elementary School Journal*, 101(2), 233-245. Retrieved October 17, 2002, from the Expanded Academic ASAP database.
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- Nelson, L. (1989). Something borrowed, something new: Teaching implications of developmental spelling research. *Reading Psychology: An International Quarterly*, 10, 255-274.
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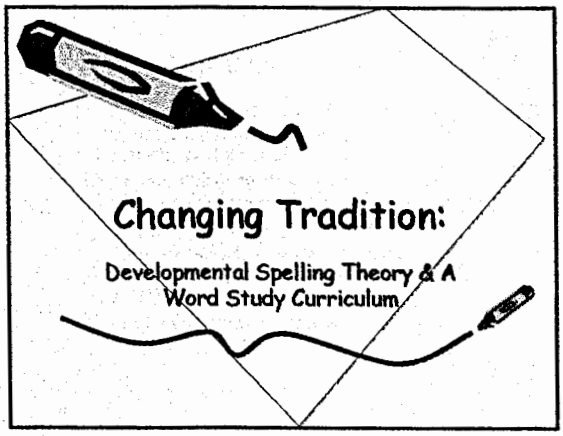

Discussion:

Developmentally appropriate instruction is a popular educational "buzz" word. What does it mean to you and how do you meet students' developmental needs in your literacy classroom?

"Because the principles of word study are based on developmental research on how children learn to recognize (read), produce (write), and use (understand) written words, word study is developmentally appropriate."

(Invernizzi et al., 1997, p. 191)

Developmental Spelling

- Recognizes that the English Language is influenced by meaning, grammatical structure, and phonology. (Bear & Barry, 1981)
- Strategic spellers develop over time through experience with different words.
- Spelling is an active process.
- Spelling knowledge is developed in stages and students should be taught at their developmental level. (Gentry, 1981)
- Current research supports this approach.

Developmental Stages

-Several similar stage models exist
-We will be utilizing the model in *Words Their Way (Bear, et al., 2000)*

Spelling Stages

1. Emergent Spellers
2. Letter Name Spellers
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- Orthography- the study of language that deals with letters and spelling; it involves writing words with proper letters according to standard usage (Abbott, 2002)
- Orthographic component focus leads to more word-specific knowledge and allows students to make better "guesses" when foced with unfamiliar words in reading and writing. (Abbott, 2002)

Therefore, A Word Study Curriculum

- An integrated curriculum that combines phonics, spelling, and vocabulary instruction that is based on the developmental theory of spelling. *(Bear, et al, 2004)*
- Consists of the study of words through meaningful games and activities that allow students to manipulate, categorize, and generalize words by similarities and differences in alphabetics, patterns, and meanings. *(Bloodgood, 1991)*

- Instruction is individualized and the focus is on increasing orthographic knowledge. *(Abbott, 2001 and Fresch & Wheaton, 1997)*
- Provides a hands-on, engaging, and student-centered inquiry curriculum. *(Zemelman, et al, 1997)*
- Brain research supports the need for a stimulating curriculum, social interaction, and remembering through the use of patterns and generalizations. *(Caine & Caine, 1995 and Brown, 1999)*

"In word study, we do not just teach words- we teach students processes and strategies for examining and thinking about the words they read and write."

(Bear & Templeton, 1998, p. 223)

BREAK!!!

Meet back here in 15 minutes!

How do I determine the developmental level?

Analyze Student Spelling Errors

Examples:

- wan (when)
- flot (float)

Let's Practice!

Determining Student Developmental Level

Writing Samples & Portfolios

- Records over time
- Authentic Assessment

Periodic Spelling Inventories

- QIWK Inventory (Schlagal, 1989)
- Other Inventories (Bear, et al., 2004)

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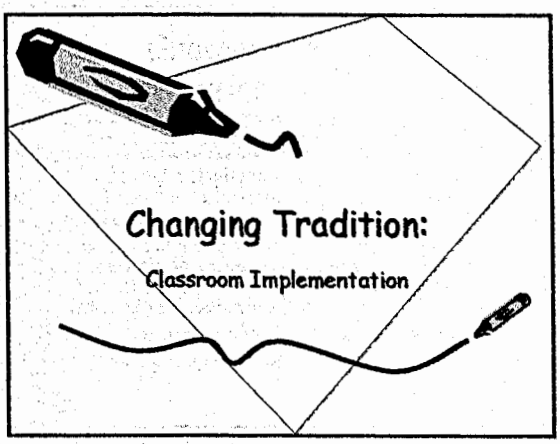


Discussion:

What information from yesterday had the most impact for your teaching?

How do you currently group students to meet their instructional needs at school?

"...a teacher's instructional role is to be aware of children's current understanding and then to plan instruction that builds and extends knowledge. This child-centered instruction helps children become more proficient spellers, make decisions in their own learning, and develop an interest in learning their own language."

(Fresch & Wheaton, 1997, p. 30)

Grouping by Instructional Level

- Students must be grouped according to instructional level, not by grade level. (Berninger et al., 2000 and Lamfrombolse, 1996)
- Words and activities are then chosen by the teacher so learning is scaffolded at each developmental stage. (Invernizzi, et al., 1994)
- Small groups are flexible to meet students' individualized needs and students are periodically reassessed to determine developmental stage.
- An instructional plan is key to managing small group instruction.

Word Selection

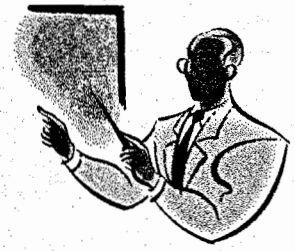
- Words and concepts can be chosen by examining student writing samples.
  - -What words do they often misspell?
  - -What do these words have in common?
  - -What is appropriate for their instructional stage? (Fennell & Fountas, 1998)
- Only reliable spelling rules should be taught. (Abbott, 2000)

- Published word lists are available.
  - -*Words Their Way* (Bear et al., 2000) is a great resource.
- Teachers can create lists of words that are orthographically similar.
- Words should be organized by generalizations, be words students can read, and vary in number depending on the developmental stage.

Brainstorm:

What resources do you currently have or know of that could help you develop word lists to meet needs at each developmental stage?

Teaching Activities



"Although teacher-taught rules seldom stick, hypotheses and conclusions that students develop themselves are more readily generalized to their reading and writing vocabulary."

(Invernizzi et al., 1997, p. 191)

Word Sorts: Foundation of Word Study

- Word sorts allow students to actively compare, contrast, and group words together by the words' features. (Bear et al, 2000)
- Students construct their own knowledge of the English orthographic system. (Abbott, 2000)
- Hands-on, problem-solving activity that encourages explicit thinking about words. (Bear et al., 2000)

Prefix Sort

preschool	**triangle**
preview	tricycle
prevent	triad
preheat	tripod
prepare	
predict	

Types of Word Sorts

(Bear et al, 2000)

- ***Closed Sorts***- Students sort words by predetermined categories
- ***Open Sorts***- Students determine categories and sort words accordingly
- ***Speed Sorts***- race sorts to improve speed and accuracy
- ***Writing Sorts***- Students write words into categories while someone else reads them aloud

Activity

1. Break into 4 small groups.
2. Each group will be given a word list and assigned one type of sorting activity to complete.
3. When the sort is completed, discuss in your small group your reactions and how this activity could be incorporated into your classroom.
4. When finished, the small groups will share their results and reactions with the class.

Other Instructional Activities:

- **Word Searches**- Find words in what you are reading that match the features in this week's sort (Bear et al., 2000)
- **Word Study Notebooks**- Where students independently record their weekly word study activities and use their words while completing writing activities (Gill & Scharer, 1996)
- **Instructional Games & Activities** (Bear et al., 2000)

Activity:

1. Use the next five minutes to page through *Words Their Way* (Bear et al., 2000) to find a game or activity that would be appropriate for students in your classroom.
2. Share with the group the activity you found and why you like it.

BREAK!!!

Meet back here in 15 minutes.

Grading and Communicating with Parents

- Focus is shifted away from Friday test scores and instead assesses student progress at their developmental stage.
- Focus on transferring orthographical knowledge to a student's writing. (Chandler, 2000; Pinnell & Fountas, 1998; and Wilde, 1990)
- Two types of assessment are important.
  1. Assessment to determine developmental stage. This can also be used to track student growth during the year. This is done through inventories or by examining student writing samples.
  2. Assessment that communicates work and progress with the student and their parents.

Reporting Student Progress and Growth

Options:

- Keep Friday tests, but also include evaluation of daily word study work, spelling in writing samples, and how well a student can proofread for spelling errors.
- Portfolio evaluation that includes writing samples collected over a period of time to show spelling growth. (Wilde, 1990)
- Do away with Friday tests and instead take periodic review tests based on words and generalizations studied. (Nelson, 1989)

- Develop a spelling checklist or matrix to assess student spelling development and work. These should include participation in class, spelling in purposeful writing activities, and demonstration of growing word knowledge. Excellent examples can be found in:

  1. Gill, C.H., & Scharer, P.L. (1996). "Why do they get it on Friday and misspell it on Monday?": Teachers inquiring about their students as spellers. *Language Arts*, 73, 89-96.

  2. Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Discussion:

How would you assess students in a word study curriculum?

How would you communicate student growth to parents and on report cards?

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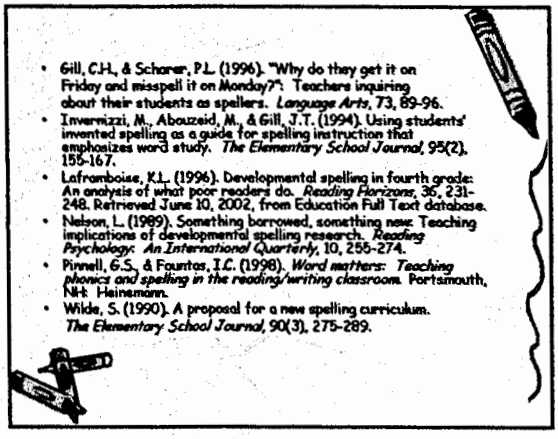

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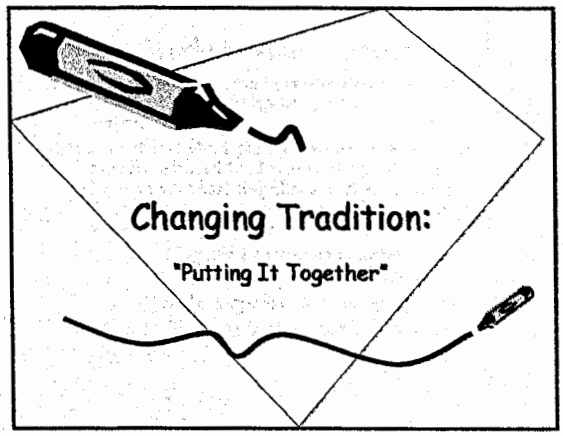

"Quick Write"

Take the next five minutes to independently reflect on what you have learned during the last two days. Write your thoughts on the "Quick Write" page in your packet.

Review:
We have discussed:

- Past Spelling Practices
- Developmental Spelling Theory
- Analyzing Student Spelling Errors
- Grouping by Level
- Word Selection
- Teaching Activities
- Grading and Communication of Student Progress

Word Study in Your Classroom

It's your turn! How would you develop a word study curriculum to complement your current instruction?

Spread out and start planning how to create a new research-based tradition that helps students become successful spellers in their writing where it counts. As you are working consider these three questions:

1. *How will I assess and evaluate?*
2. *How will I group students and manage the curriculum?*
3. *What will the daily classroom procedures be?*

The Challenge of Changing Tradition

1. Traditions are hard to change, but when our goal is to truly help our students- it is worth the discomfort.
2. Successful teachers will be innovative, seek training and knowledge, and have a support system while they make changes to their classroom instruction.
3. Success will be evident as your students participate in daily literacy activities and become confident writers.

Best Wishes to All of You!

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Characteristics of Developmental Spelling Stages

(Bear et al., 2000)

Emergent Spellers
• Random marks and drawings • Letter-like writing • Strings of random letters and numbers
Letter Name Spellers
• Matches letter names to sounds • Rely on alphabetic principle • Many vowel errors
Within Word Pattern Spellers
• Correct use of short vowels • Recognizes beginning and ending consonants • Often over generalize spelling rules
Syllables and Affixes Spellers
• Beginning to correctly double middle consonants • Uses some affixes • Use more polysyllabic words and patterns
Derivational Relations Spellers
• Spells most words correctly including those with common affixes • Study how word meaning affects spelling through examination of roots and base words

"Quick Write"

How have my views about teaching and learning spelling changed so far as a result of this workshop? How might I change my classroom spelling instruction?

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Appendix D:

Other Workshop Materials

Other Workshop Materials

	Page
1. Name Card	D-3
2. Word Cards for Closed Spelling Sort	D-4
3. Word Cards for Open Spelling Sort	D-5
4. Word Cards for Speed Sort	D-6
5. Word Cards for Writing Sort	D-7

Name: _____

School: _____

Grade: _____

Closed Sort

road	team	rain
boast	stream	strain
board	coach	sweet
claim	great	groan
queen	waist	throat
peach	faith	toast
thief	praise	roast
trail	strain	peace

Open Sort

dance	charge	glove
give	please	cheese
large	chance	prince
tease	curve	wedge
fence	dodge	shove
live	choose	loose
ridge	since	juice
voice	edge	above

Speed Sort

hazard	**banana**	**motorcycle**
hippopotamus	number	alphabet
unusual	inspirational	helmet
refrigerator	supermarket	hospital
lumber	decimal	intersection
information	important	machine
sister	yesterday	transportation

Writing Sort

unfair	retell	disagree
disappear	replay	unable
disgrace	retrain	uncover
disarm	return	unkind
disorder	reuse	undress
disobey	research	unplug
disable		

Appendix E:

Evaluation Form

Workshop Evaluation Form

Directions: Please respond to the following questions by circling a number with five being the highest and one being the lowest.

1. Was this workshop relevant to your teaching?	1	2	3	4	5
2. How likely are you to implement word study practices in your classroom?	1	2	3	4	5
3. Was the information presented in a user-friendly way?	1	2	3	4	5
4. Was it beneficial to do the instructional activities in the context of the workshop?	1	2	3	4	5
5. What overall rating would you give this workshop?	1	2	3	4	5

What would you change about this workshop?

_____

_____

_____

Are there any questions you still have or topics that you would have liked to learn more about?

_____

_____

_____

Other Comments:

_____

_____

_____

THANK YOU!