

Linking Word Study: Strategic Actions in Reading & Writing

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Quote from National Reading Panel Report (p. 2-96)

- "In implementing systematic phonics instruction, educators must keep the *end* in mind and ensure that children understand the purpose of learning letter sounds and are able to apply their skills in their daily reading and writing activities."

Quote from "The Role of Phonics in Reading Instruction"

Position statement of the International Reading Association

- "When phonics instruction is linked to children's genuine efforts to read and write, they are motivated to learn. When phonics instruction is linked to children's reading and writing, they are more likely to become strategic and independent in their use of phonics than when phonics instruction is drilled and practiced in isolation."

Common Issues

- targeting word study to specific student needs
 - How we know the needs; what's informing us
 - Running records/observations during GR
 - Analysis of writing/observation during Writer's Workshop
 - Continuum, State Standards, and local curriculum

Explicit teacher language includes:

- effective teaching for letter/sound/word knowledge
 - Hearing/saying before connect to visual symbol
 - Coordination of movement, voice, and visual form is critical to learning because it gets more parts of the brain involved (Clay)

Kindergarten Video~ What we noticed!

- "Say again to check..."
- "How did you know?"
- Students found words in the book and checked them with the first letter/beginning sound

Video of Siloe~what we noticed

- Some explicit teaching language that you heard in the lesson:
 - "Look at what you have...what comes next?"
 - "What's this sound?"
 - "Put it all together..."
 - "Listen to the sounds again..."

- Siloe: Magnetic letters, lines for syllables, moved each syllable to create whole word, task cards

Gavino's Video

- Connecting beginning digraph sounds to class name chart.
- Developed vocabulary for background knowledge
- Checked his own work
- Discuss explicit teacher language.

Linking to the work of reading (strategic use letter/sound/word knowledge)

- explicit teaching language and demonstration in continuous text
- scaffolding student actions in continuous text
- ongoing monitoring and assessing (how do we know they've got it?)

Adrian's Video

- ▣ Linking the word work to the reading.
- ▣ "Say the word..."
- ▣ "Slide your finger and say the whole word."
- ▣ "Look through the whole word."

Linking to the work of writing (strategic use letter/sound/word knowledge)

- ▣ explicit teaching language and demonstration in continuous text
- ▣ scaffolding student actions in continuous text
- ▣ ongoing monitoring and assessing (how do we know they've got it?)

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