

# ILA Word Study Institute Schedule 2018

## Institute 04: Changing Phonics, Vocabulary and Spelling Instruction: Implementing Word Study in Classrooms, Schools, and Districts

**8:30 - 9:00 Breakfast**, Courtesy of Pearson Learning Services

**9:00 - 9:15 Welcome**

- Tisha Hayes, University of Virginia
  - Kevin Flanigan, West Chester University, West Chester, PA
- 

**9:15 - 10:00 Morning Keynote**

**What is Developmental Word Study Instruction? What Does Word Study Look Like? How Do We Teach Each Other?**

- Shane Templeton, University of Nevada, Reno
- Donald Bear, Iowa State University, Ames, IA

*Word study has deep historical and pedagogical roots. Generations of educators have known that we should be exploring the structure and meaning of words in more depth, but it's the what and the how that for a variety of reasons have eluded so many educators. To set the stage for the institute's sessions, we will explore the nature of development and how our word study instruction most effectively, efficiently, and engagingly responds to and supports that development.*

---

**10:00 -10:15 Break**

---

**10:15 - 11:15 Breakout 1**

### Session 1

**Word Study: Changing the Way You Teach Phonics, Vocabulary, and Spelling**

- Sarah Negrete, Northeastern Nevada Regional Professional Development Program, Elko, NV
- Karen Carpenter, Coker College, Hartsville, SC

*Participants will actively engage in the basic structures of word study while learning the different types of sorting, extensions for sorts, and how to involve students in rich discussions about words.*

### **Session 2**

**Proven Best Practices for Division-wide Word Study Implementation**

- Michelle Picard, Loudoun County Schools, VA
- Alison Meadows, Arlington Public Schools, Arlington, VA

*Participants will learn key strategies to high quality word study implementation in a diverse school system. Learn to leverage your own role as well as other teachers, administrators and parents to teach our students.*

---

**11:15 -11:25 Break**

---

**11:25 - 12:25 Breakout 2**

### Session 3

#### **Emergent and Letter Name – Alphabetic Word Study Practices and Classroom Organization**

- **Regina Smith, Sam Houston State University, Huntsville, TX**

*Participants will explore the principles, practices, and developmental milestones - such as concept of word in text - of word study in the early grades.*

### Session 4

#### **Word Consciousness- it's a Multilingual Thing!**

- **Lori Helman, University of Minnesota, Minneapolis, MN**

*Whether delving into Latin and Greek roots or looking for cognates with the languages your students bring to school, word study is a great way to make multilingual and global connections. In this session, we'll explore ideas to build on the words and languages present in your elementary or secondary classroom and inspire excitement for digging deeper into words.*

### Session 5

#### **Lessons Learned from First-Year Implementation: Success from the Start**

- **Molly Ness, Fordham University, Bronx, NY**

*If you or your district are word study newbies, this break out is for you! Discover lessons learned, stumbling blocks to avoid, and organizational takeaways from districts who have traveled similar paths. The conversation focuses on one suburban district's recent adoption of WTW so that participants can understand how to implement the curriculum. Our discussion focuses on the following: What did they learn about setting up a program? What worked? What didn't work? What lessons can we learn from their successes and challenges?*

---

**12:25 -1:15 Lunch**, Courtesy of Pearson Learning Services

Large Room – Neighbor Share

Breakout – Digital Sharing

---

#### **1:15 – 2:00 Afternoon Keynote**

#### **The Million Dollar Question(s): Why is Transfer SO hard? How can We Support Word Study Transfer to Reading and Writing?**

- **Kevin Flanigan, West Chester University, West Chester, PA**
- **Tisha Hayes, University of Virginia, Charlottesville, VA**

*Your students get 100% on the Friday spelling tests, but they're not consistently transferring their word knowledge into their reading or writing. Why? What can you do to support transfer and maintain word study knowledge and skills over time? Participants will learn general principles of transfer and specific instructional strategies.*

---

**2:00 -2:10 Break**

---

#### **2:10 – 3:10 Breakout 3**

### Session 6

#### **Development and Instruction with Students in the Middle Letter Name - Alphabetic and Within Word Pattern Stages**

- **Donald Bear, Iowa State University, Ames, IA**

*Explore key aspects of reading and spelling development and instruction at these developmental levels.*

## **Session 7**

### **Word Structure Analysis for High-Achieving Students: Spelling and Vocabulary Instruction in the Derivational Relations Stage**

- **David Smith, Arkansas Tech University, Russellville, AR**

*Procedural knowledge of how English words are formed by combining morphemes (the smallest unit of meaning in words) is beneficial for learners of all ages. Understanding advanced word formation processes may help students unlock word meaning and better understand seemingly complex spelling patterns.*

---

**3:10 -3:20 Break**

---

**3:20 – 4:20 Breakout 4**

## **Session 8**

### **Word Study in the Upper-Grades: Growing Words from Syllables and Roots**

- **Tisha Hayes, University of Virginia, Charlottesville, VA**
- **Kevin Flanigan, West Chester University, West Chester, PA**

*What does word study look like in the upper-elementary, middle, and high school grades? How can I introduce my students to multisyllabic words? How can I teach my students to unlock the biggest “secret” in the English vocabulary system? What are the most powerful Latin and Greek roots in English, and how can I teach my students to use them to independently boost their vocabulary? We’ll answer these questions, experiencing the very strategies we use with our own students.*

## **Session 9**

### **Designing a Word Study Program at the School or District Level Using the *Words Their Way* supplements**

- **Darl Kiernan, Washoe County School District, Reno, NV**

*Leave this session ready to assist teachers or districts in using the *Words Their Way* supplements to confidently place students for instruction, determine appropriate pacing, provide ongoing assessment, and establish word study routines.*

---

**4:30 – 4:50 A La Carte Colloquium: Digging Deeper**

- **All Speakers and Attendees**

*Choose a word study area you have questions about or want to explore further in a smaller learning community. We’ll gather in table groups to chat, ask, and answer questions.*

- Elementary Word Study (Emergent, Letter-Name, and Within Word Pattern)
- Upper Level Word Study (Syllables and Affixes and Derivational Relations)
- Students who experience reading and writing challenges
- English Learners
- Professional Development

**4:50 – 5:00 GIVEAWAYS** See how lucky you are and win some prizes!