

School Leadership Series



MODULE 5: WORD COMPOSITION

Understanding How To Transpose Speech Into Writing



EARLY LITERACY DEPARTMENT



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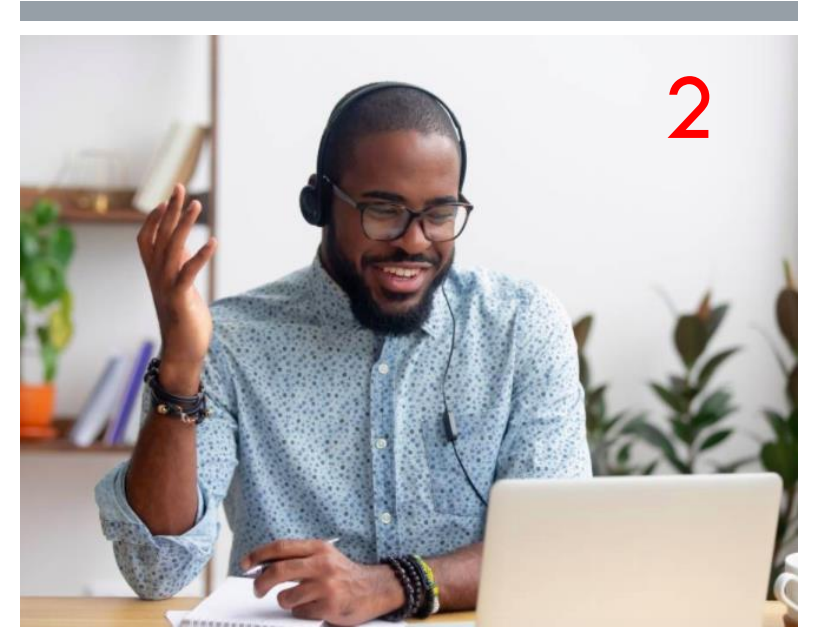
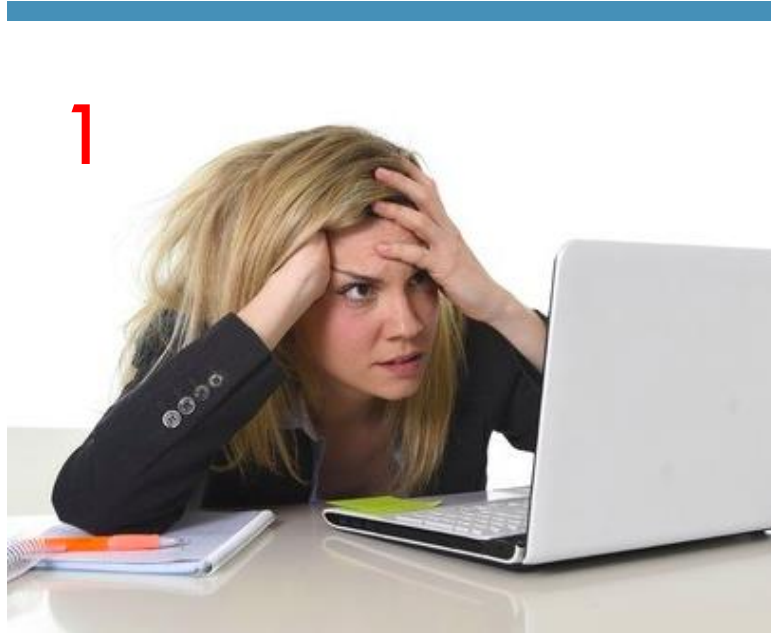
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ICEBREAKER: "SEE & SAY!"

- What does the leader see?
- What is the leader saying or thinking?



VIRTUAL NORMS

- Make sure you are in a quiet area.
- **Mute** your microphone when you are not speaking. 
- Use the **chat** feature to capture questions, when possible. 
- Use the **Raise Hand** feature to signal that you'd like to comment verbally during the session. Once you've been called to share, please lower your hand. 
- **Stay ready!** Actively engage and remain attentive so you are prepared to share when called upon.

SESSION OBJECTIVES

School Leaders will...

- **Know** that Word Composition refers to encoding (spelling).
- **Understand** the expectations for instruction in word composition.
- **Be able to** support teachers with implementing high-quality foundational skills instruction in word composition.

AGENDA

- I. Definition of Word Composition**
 - a. Example
 - b. Experience
- II. Research**
- III. Standards in Word Composition**
- IV. 5 Stages of Spelling Development**
- V. Instruction & Alignment**
- VI. Next Steps: “Look fors”**



DEFINITION: WHAT IS WORD COMPOSITION?



DEFINITION OF WORD COMPOSITION

Word composition...

- refers to **encoding**, or **spelling**.
- entails determining the **spelling** of a word based on the **sounds** in the word.
- involves understanding the **auditory to visual** relationship between letters and sounds.
- requires analyzing spoken language in order to put the **phonemes** (smallest unit of sound) and **morphemes** (smallest unit of meaning) into **graphemes** (letter/letter combinations).

Decoding vs Encoding

Explicit phonics instruction is presented in a sequential format which provides students with consistent practice that allows them to decode (read) and encode (spell) words.

- **Decode:** The process of converting letters into spoken sound: *print to speech* (reading a word)
- **Encode:** The process of converting sounds into letters: *speech to print* (spelling a word)

Linguistic Knowledge

Decoding: Analyzing a written word to match the graphemes (letters) to phonemes, syllables, and morphemes; Requires retrieval + *recognition*

Encoding: Analyzing spoken language in order to put the phonemes and morphemes into graphemes (letters and symbols): Requires retrieval + *production* (more difficulty) and verification

Pronouncing: correctly saying the sounds and stress patterns of a word

Segmenting: breaking a word into its individual sounds in order to read or spell it

Blending: fluently combining the individual sounds of a word as it is read

Handwriting: forming the letters and symbols that represent the language

Spelling: producing the correct orthographic representation of a written word

Punctuating: writing the grammatical symbols (e.g., apostrophe) of a word

Experience It!



Listen and **encode**
(spell) this word



When signaled, drop your spelling in the chat box.

JUST FOR KICKS!

- **absquatulate**

Before the thief could **absquatulate** with the diamonds, he was surrounded by police officers.

What does absquatulate mean?

- To flee or leave abruptly

JUST FOR KICKS!

- **pulchritudinous**

Last year a **pulchritudinous** young lady from Mississippi won the beauty pageant.

What does pulchritudinous mean?

- To have remarkable beauty

METACOGNITION



- *What skills or strategies did you employ to spell this word?*



Unmute and share your thinking with the group or enter in the chat box.

What is required to spell a word?



Hear the word accurately.



Break the word down into component sounds, in sequence



Hold that sequence of sounds in memory, in order



Attach the symbol to the sound while holding it in memory, in order



Keep it in memory, in order while remembering the letter shapes, in order



Transfer the letter shapes, in order, down to pencil and paper, in order

When writing, proficient encoders (spellers):

- Form letters easily and quickly
- Write the sounds they hear in words
- **Write a large number of known whole words quickly and easily**
- **Listen for and use word parts to construct words**
- **Use letter-sound relationships in flexible ways to construct words**
- Write words letter-by-letter, checking on the letter-sound relationships
- Write words left to right
- **Check on words they have written to be sure they look right and represent accurate letter-sound relationships**
- Use partial information along with references and resources such as word lists and dictionaries
- **Keep the message in mind while attending to the details of word construction**
- Attempt new words
- **Know that every word has at least one vowel**
- **Think about base words**

RESEARCH: WHY IS WORD COMPOSITION IMPORTANT?



RESEARCH SAYS...

- Accurate **spelling** reflects more advanced linguistic knowledge because it requires the integration of phonological, orthographic, and morphological knowledge (Ehri, 2000).
- Integrated decoding and **encoding instruction** leads to significant gains in phonemic awareness, alphabetic decoding, word reading, spelling, fluency, and comprehension (Weiser & Mathes, 2011).
- Relatively modest investments of instructional time devoted to **handwriting** may prevent later writing problems, including difficulties with higher-level composition skills (Spear-Swerling, 2006).

IMPORTANCE OF WORD COMPOSITION (Spelling) INSTRUCTION

- Accurate and fluent spelling permits a student to allocate **more attention/effort to the composition of a text**—just as accurate and fluent word recognition (decoding) frees up cognitive resources for the more important task of comprehending text.
- Writing is a **mental juggling act** that depends on using basic skills with automaticity (e.g., handwriting, spelling, grammar, and punctuation) so that the writer can focus on topic, organization, word choice, and audience needs.
- Poor spellers may **restrict what they write to words they can spell**, with inevitable loss of verbal power, or they may lose track of their thoughts when they get stuck trying to spell a word.



IMPORTANCE OF HANDWRITING INSTRUCTION IN “**WRITING LEGIBLY**”

- Labored handwriting creates a drain on mental resources needed for higher-level aspects of writing, such as **attention to content**, **elaboration of details**, and **organization of ideas**.
- Assessment of handwriting should incorporate observations of **execution**, **legibility**, and **speed** of writing.
 - *Execution* includes correct and consistent pencil hold, posture, and letter formation.
 - *Legibility* involves the readability of letters, as well as spacing within and between words.
 - *Speed* is important as students advance beyond the first few grades so that they can use writing efficiently in a variety of tasks.

QUICK CHECK!

- Why is it important to teach handwriting in the primary grades?
- In what grade is cursive writing taught (according to TN Academic Standards)?



Drop your response in the chat box.

STANDARDS: WHICH FOUNDATIONAL LITERACY STANDARDS ARE ADDRESSED THROUGH WORD COMPOSITION INSTRUCTION?

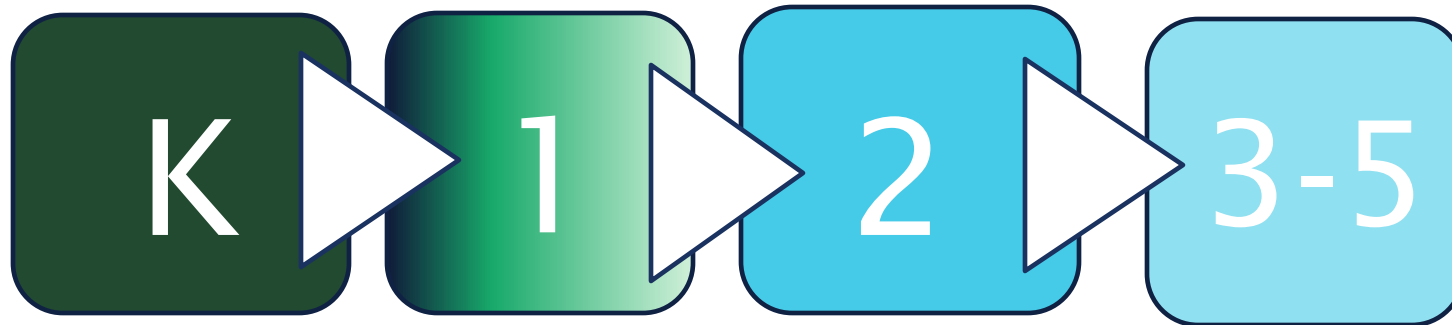


STANDARDS PROGRESSION

WORD COMPOSITION

Anchor Standard:

Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.



Foundational Literacy Standards – Kindergarten

K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

- a. Write uppercase and lowercase manuscript letters from memory.
- b. Write a letter/letters for most consonant and short vowel sounds (phonemes).
- c. Represent phonemes first to last in simple words using letters (graphemes) such as *rop* for *rope*.
- d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (*a, l*) and CV (*be, go*) words with long vowels.
- e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
- f. Write some common, frequently used words (*am, and, like, the*).
- g. Print many upper and lowercase letters.

I.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

- a. Use conventional spelling for **one-syllable words** with common consonant **spelling patterns**, including consonant **digraphs**, **double letters**, and initial and final **consonant blends**.
- b. Use conventional spelling for **one-syllable words** with common vowel **spelling patterns** including VCVe, common vowel teams, final –y or –ly, and r-controlled vowels.
- c. Spell words with **inflectional endings**.
- d. Spell **two-syllable words** that end in –y or –ly, are compounds, or have two-closed syllables.
- e. Spell **untaught** words **phonetically**, drawing on phonemic awareness and spelling conventions.
- f. **Write** many common, frequently used words and some **irregular words**.
- g. **Print** all upper and lowercase letters.

2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

- a. Use conventional spelling for **one-syllable words** including position-based patterns, complex **consonant blends**, less common **vowel teams** for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.
- b. Use conventional spelling for regular **two- and three-syllable words** containing combined syllable types, compounds, and common prefixes and derivational suffixes.
- c. Spell words with **suffixes** that require consonant doubling, dropping silent e, and changing y to i.
- d. Write the most common, **frequently** used **words** and most **irregular** words.
- e. Consult **reference materials**, including beginning dictionaries, to check and **correct spelling**.
- f. **Print** legibly in manuscript; write many upper and lowercase letters in cursive.

GRADES 3-5

K

1

2

3-5

Grade 3 - 3.FL.WC.4

- a. Use spelling patterns and generalizations in writing one- and two-, and three-syllable words
- b. Use conventional spelling for high frequency words, including irregular words.
- c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings
- d. Write legibly in manuscript; write all lowercase and uppercase cursive letters.

Grade 4 - 4.FL.WC.4

- a. Spell grade-appropriate words correctly consulting references as needed.
- b. Write legibly in manuscript and cursive.

Grade 5 - 5.FL.WC.4

- a. Spell grade-appropriate words correctly consulting references as needed.
- b. Write legibly in manuscript and cursive.

5 Stages Of Spelling Development



FIVE STAGES OF SPELLING DEVELOPMENT

1. PRE-COMMUNICATIVE

2. SEMI-PHONETIC

3. PHONETIC

4. TRANSITIONAL

5. CONVENTIONAL

PRE- COMMUNICATIVE

- Ages 2-4
- Scribbles, markings that resemble letters, letters
- Tendency to use uppercase letters
- Directionality may vary
- Lack the understanding of letter-sound relationships
- Print carries meaning



SEMI-PHONETIC

- Ages 4-6+
- Label pictures
- Copy environment print
- Sounds in the words are represented by letters
- Use abbreviated 1-4 letter spellings
- Some important letters are omitted
- “inventive” spelling stage begins

Ses Pec Hrfws Yello
fow SBi Hrfw Has.
Se is wver neA BLW
Jns . Hrfw Has is
Wit.

PHONETIC

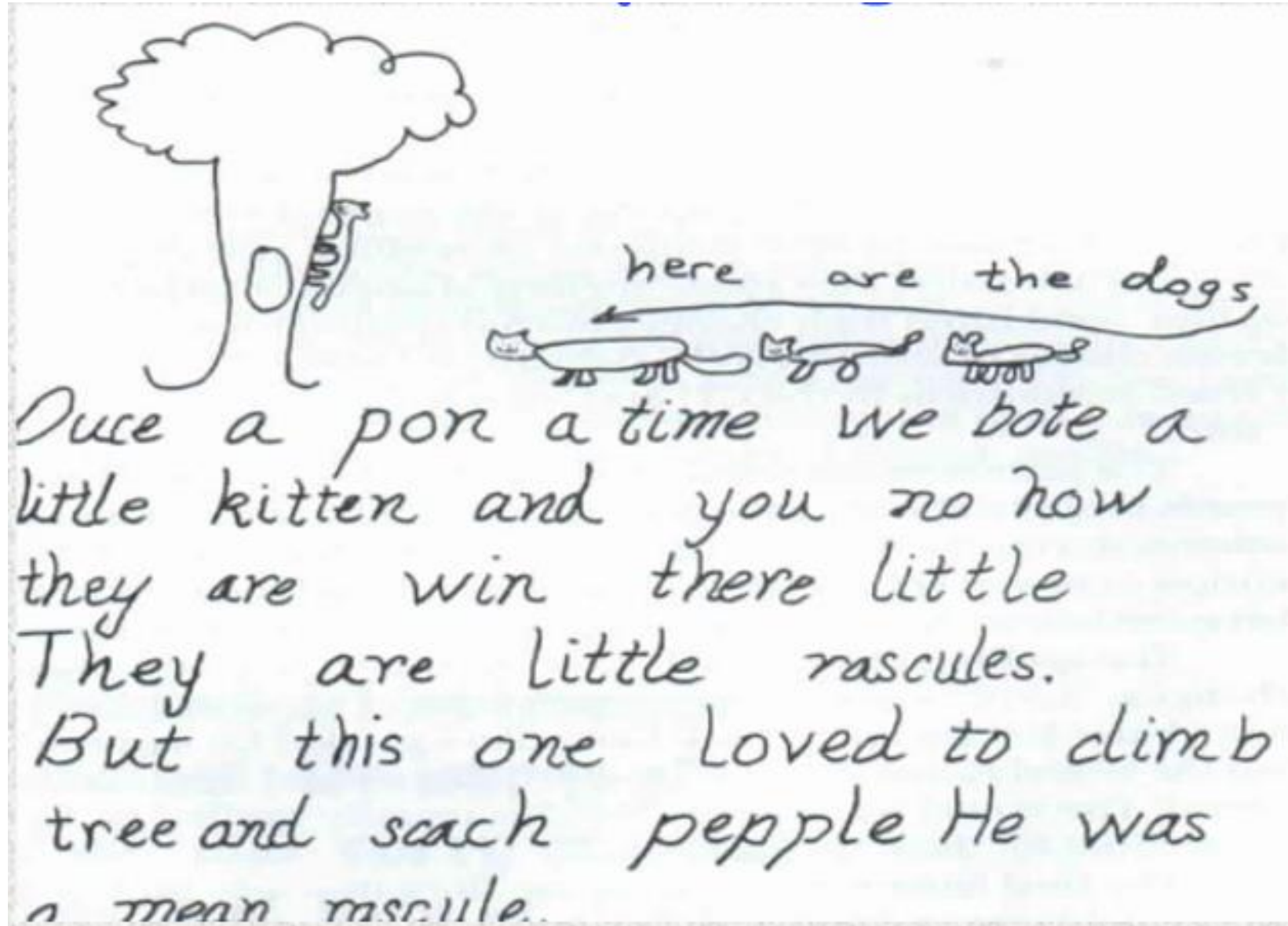
- Ages 5-7+
- Map sounds
- Major sounds represented
- Better word segmentation
- Spelling depicts appropriate sound sequence



I Was k~~N~~Ming hoUM from
seNtRL PoRk and ItOD zayde
I neded to go to the Bathrom.

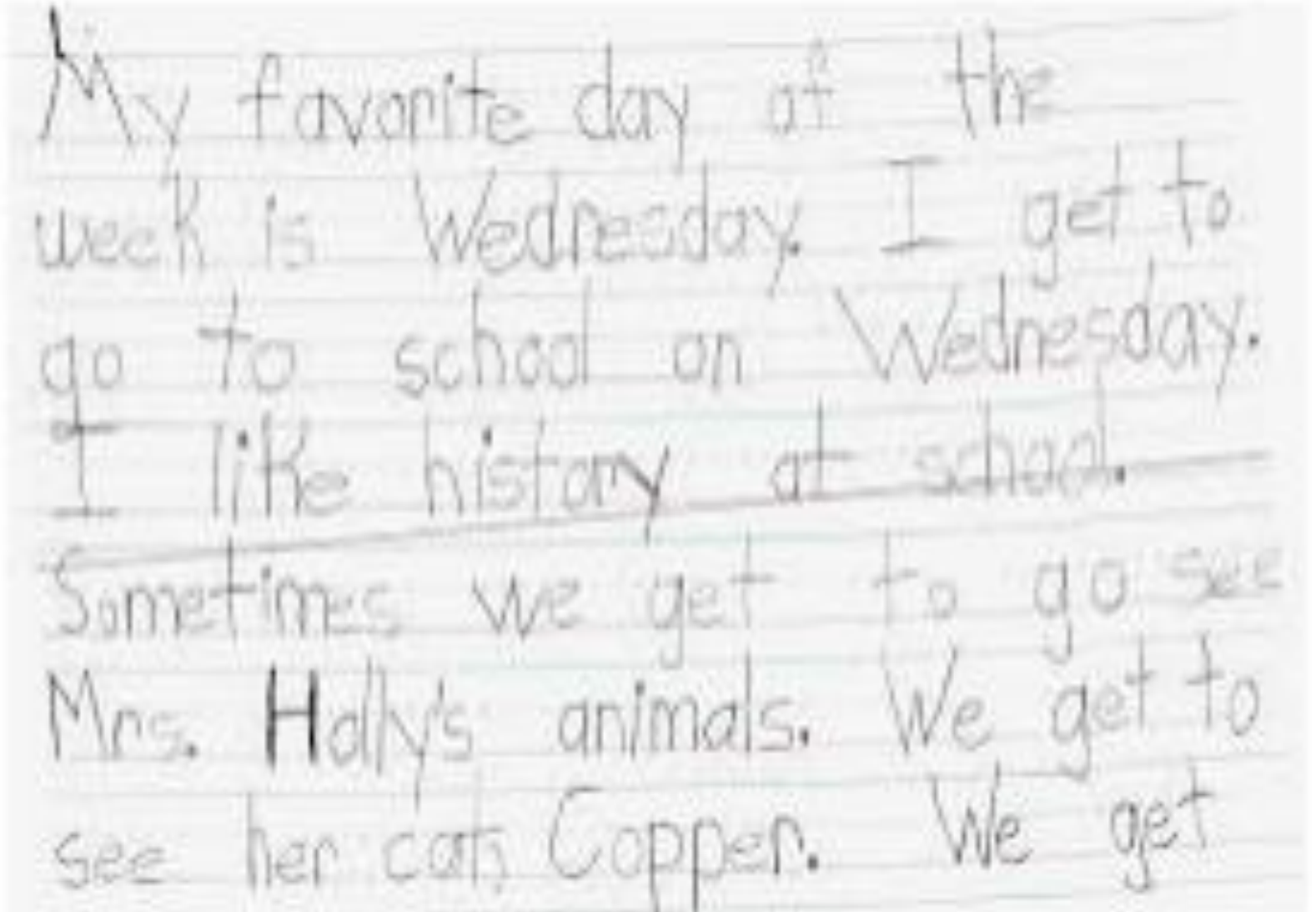
TRANSITIONAL

- Ages 6-11+
- Most common words are known
- A vowel is in every syllable
- Understand common letter patterns and affixes
- Apply many spelling rules; may overgeneralize



CONVENTIONAL

- Ages 10+
- Know common spelling patterns
- Know generalizations for spelling
- Use morphemic knowledge when spelling
- Recognize incorrect spelling



My favorite day of the week is Wednesday. I get to go to school on Wednesday. I like history at school. Sometimes we get to go see Mrs. Holly's animals. We get to see her cat, Copper. We get



LOOKING AT STUDENT WORK: ANALYZING ENCODING/SPELLING SAMPLES



Encoding Analysis Form

List Target Word & Misspelling	Describe the Error	Indicate what instruction is needed
fan/fnn	Short vowel	Phonological awareness of short vowels, segmenting, identifying medial vowel sound

Discussion Questions:

- Is the student having difficulty with consonant sounds? vowel sounds? If so, which sounds?
- Does the student represent the initial and final sounds in most words?
- Is there any confusion of phonemes that share the same or similar articulation?
- Are there any errors that could be the result of mispronunciation or dialect?
- How well does the student recall the spellings of high-frequency words?
- Is there any concern about spelling multisyllabic words?
- What does the letter formation tell you about this student?
- Which subskills has the student mastered?
- Which subskills are challenging for the student?
- After analyzing the entire sample, what would be the targeted focus of your instruction?

ACTIVITIES & INSTRUCTION: WHAT ARE THE EXPECTATIONS FOR INSTRUCTION IN WORD COMPOSITION?



EXPECTATIONS:



K-2 Foundational Literacy Walkthrough Tool

Tool Indicators for Spelling Instruction

Teacher **models** applying knowledge of letter-sound correspondence to spell prescribed words

Students **practice** applying knowledge of letter-sound correspondence to spell prescribed words (orally and/or in writing)



SPELLING: Dictation Routine

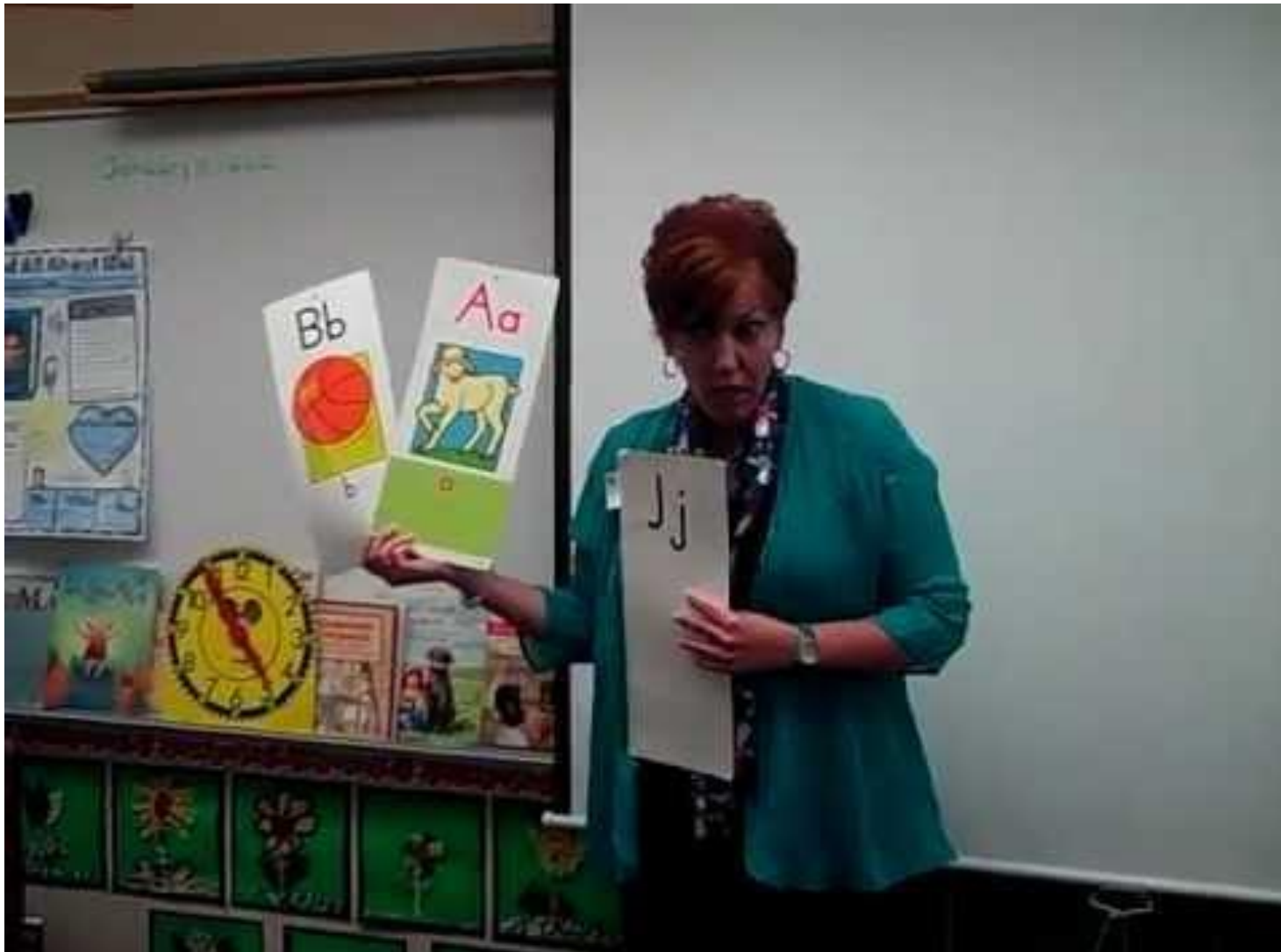
What are the
teacher actions?

EXPECTATIONS:



K-2 Foundational Literacy Walkthrough Tool

Tool Indicators	Actions	
Teacher models applying knowledge of letter-sound correspondence to spell prescribed words	<ul style="list-style-type: none">•Blend sounds in words•Segment sounds in words•Write the spelling pattern•Read spelling words•Sort words•Articulate the sounds	
Students practice applying knowledge of letter-sound correspondence to spell prescribed words (orally and/or in writing)	<ul style="list-style-type: none">•Word dictation•Listen for the spelling sound•Segment sounds in words•Blend sounds in words Stretch words to pronounce•Read words chorally•Spell words chorally	<ul style="list-style-type: none">•Write spelling words•Sort words•Pronounce sounds•Wonders digital activities•Orally generate additional words•Teacher created task



SPELLING: Modeled With Students

What are the
student actions?

EXPECTATIONS:



K-2 Foundational Literacy Walkthrough Tool

Tool Indicators	Actions	
Teacher models applying knowledge of letter-sound correspondence to spell prescribed words	<ul style="list-style-type: none">•Blend sounds in words•Segment sounds in words•Write the spelling pattern•Read spelling words•Sort words•Articulate the sounds	
Students practice applying knowledge of letter-sound correspondence to spell prescribed words (orally and/or in writing)	<ul style="list-style-type: none">•Word dictation•Listen for the spelling sound•Segment sounds in words•Blend sounds in words Stretch words to pronounce•Read words chorally•Spell words chorally	<ul style="list-style-type: none">•Write spelling words•Sort words•Pronounce sounds•Wonders digital activities•Orally generate additional words•Teacher created task

WONDERS Alignment

When might I see spelling instruction in the Wonders curriculum?

Focus on “Word Work”

Phonemic Awareness

- Isolate, blend, and segment phonemes



Phonics: Short e

- Introduce/review sound-spellings
- Blend/build words with sound-spellings
- Use manipulatives for interactive learning
- Practice handwriting
- Structural Analysis: Build reading word bank

Spelling: Short e

- Differentiated spelling instruction
- Encode with sound-spellings
- Explore relationships with word sorts

High-Frequency Words

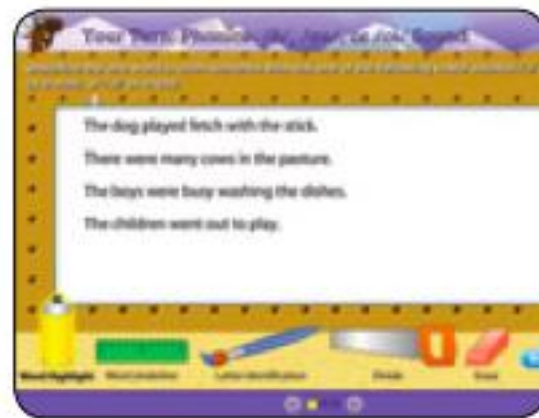
- Read/Spell/Write routine

See Word Work, pages T24–T27, T34–37, T44–T47, T52–T53, T58–T59.

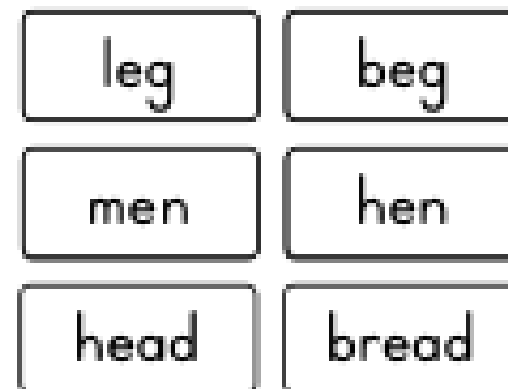
WONDERS Spelling Resources



Practice Book



Spelling Activities



**Spelling Cards
online**



A woman with dark hair, wearing a blue patterned shirt, is smiling on a laptop screen. The screen shows a video conference with several other participants in smaller windows. The background is a blurred office setting with a desk and a pen holder.

SUPPORT: HOW CAN I HELP MY
TEACHERS WITH WORD COMPOSITION?

Supporting Teachers with Encoding/Spelling

- 1. Say the word.** You may have students chorally say the word after you say it and use it in a simple context sentence (provided in the **Teacher's Edition**).

Has. Jim has a pet cat. Say the word with me: has.

- 2. Orally segment the word.** Have students say the word sound-by-sound. For multisyllabic words, have students say/clap the word syllable by syllable, and then segment each syllable. (See the Phoneme Segmentation Routine on page 40 for more details.)

Let's listen to each sound in the word and count them.

Has. /h/ /a/ /s/ I hear three sounds.

- 3. Connect each sound to a spelling.** Guide students to connect each sound in the word or syllable to a spelling. Refer to the Sound-Spelling Cards as needed.

What is the first sound? What letter (or letters) do we write for that sound?

- 4. Check spelling.** Have students read the word and ask themselves if it looks right. Then display the correct spelling of the word so students can self-correct.

■ Spelling Routines in Wonders

■ Dictation Routine

- Incorporate into whole group lessons
- Focus on spelling pattern (rule or generalization)
- Students read and write spelling word



Supporting Teachers with Handwriting



Practice Book



Spelling Activities

Focus on the Foundation		Grade K
Issue #4 October 19, 2020 Early Literacy: www.scsk12.org/earlyLiteracy/ Unit 2: Weeks 1 & 2		
Week 1 Key Concept: Tools We Use Weekly Texts: The Handiest Things in the World, Discover with Tools, Timoto, Pam Can See, We Can See	Week 2 Key Concept: Shapes All Around Us Weekly Texts: Shapes All Around, Find the Shapes, We Like Tam, I Like Sam, Kites in Flight	
WORD Work		
Phonological/Phonemic Awareness: recognize alliteration; phoneme isolation; phoneme blending; phoneme categorization Phonics: Letter/Sound: Pp /p/; blend & build /p/ words; blend words with p and m, s, a HF Word: a Fluency: Accuracy and Rate Decodable Texts: A Sap Map; Pam Can See Workstation Activity Cards: Additional Resources: Letter Pp , Phoneme Isolation Routine , Alliteration Pals , Action Verb Flashcards , Weekly Practice	Phonological/Phonemic Awareness: phoneme isolation; onset and rime; phoneme blending; phoneme identity Phonics: Letter/Sound: Tt /t/; blend & build /t/ words; blend words with m, s, a, p HF Word: like Fluency: Accuracy and Rate Decodable Texts: Tap the Mat; I Am Pat Workstation Activity Cards: Additional Resources: Letter Tt , Onset and Rime Flower , Picture Slide , Simple Verb Game , High Frequency Word Memory Game , Weekly Practice	
Language Arts		
Handwriting: "Pp", words with "p" Grammar: verbs Category Words: color words Writing: write about the text	Handwriting: "Tt", words with "t" Grammar: use verbs Category Word: shapes Writing: write about the text and writing process	
Comprehension		
Essential Question: How do tools help us to explore? Skill: Key Details Strategy: Ask & Answer Questions Genre: Informational Text: Nonfiction Leveled Readers: A- We Need Tools! O/E- A Trip! B- What Can You See? Oral Vocabulary: tools, discover, fetch, rumble, defeated	Essential Question: What shapes do you see around you? Skill: Key Details Strategy: Ask & Answer Questions Genre: Informational Text: Nonfiction Leveled Readers: A- Shapes! ; O/E- Play With Shapes! ; B- Use a Shape! Oral Vocabulary: materials, nature, world, decoration, games	
Habit of Learning	Classroom Culture	
I think critically about what I'm reading. <ul style="list-style-type: none"> I ask questions I look for text evidence I look for connections across the different things I learn and know. 	Foster a love of Reading! <ul style="list-style-type: none"> Read for enjoyment Read to find out information Read to understand ourselves and our world 	

1. Handwriting Digital Tools
2. Handwriting in the Practice Book (linked in our newsletters)
 - Incorporate into whole group lessons
 - Assign to students for independent practice
 - Assign to students for homework or extra practice

BACK IN THE BUILDING: WHAT SHOULD I LOOK FOR IN OUR REMOTE CLASSROOMS?



KEY “LOOK FORs”

In addition to **Instructional Practices 1 and 2**, the following should be “looked for” during classroom observations:

1. Student engagement in Wonders Spelling routines
2. Clear and accurate articulation of phonemes or words during dictation to students
3. Prescribed word list is used for Spelling instruction
4. Instruction and strategies focus students’ attention on the spelling pattern; not memorizing how to spell words
5. Students spelling words orally and in writing (hold up your word)

REVIEW Session Objectives: HOW DID WE DO?

School Leaders will...

- **Know** that Word Composition refers to encoding (spelling).
- **Understand** the expectations for instruction in word composition.
- **Be able to** support teachers with implementing high-quality foundational skills instruction in word composition.

MARK YOUR CALENDAR!

Module	Date	Time	PLZ Code
Module 5: Word Composition	December 4, 2020	9:00 – 11:00 AM	24246
Module 6: Fluency	January 12, 2021 January 22, 2021	4:00 – 6:00 9:00 – 11:00 AM	24246
Module 7: Sentence Composition & Vocabulary Acquisition	February 4, 2021 February 19, 2021	4:00 – 6:00 9:00 – 11:00 AM	24246

Attendance Survey: **MODULE 5: WORD COMPOSITION**



<http://bit.ly/SCSLSSurvey>

QUESTIONS



For additional information, please visit the Early Literacy
webpage: www.scsk12.org/earlyliteracy/



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