

PD Support Materials

Word Analysis

Directions for Using the Overview Slideshow

Each Instructional Strategy Guide contains an overview slideshow that sets the context for the evidence-based practices that are presented in Teach with Tech and illustrated in the Lesson in Action. It also identifies ways to differentiate instruction based on the Universal Design for Learning (UDL) principles. Discussion questions are embedded in each slideshow.

PD Goals

- ▶ To set a context for delving into Teach with Tech and the Lesson in Action
- ▶ To elicit prior knowledge and build background knowledge

PD Materials

- ▶ The slideshow within the Instructional Strategy Guide
- ▶ Discussion questions (embedded within the slideshow and provided as a handout below)

PD Activity

- ▶ Ask teachers to review the slideshow (either before or during the session)
- ▶ Elicit conversation using discussion questions
- ▶ As a follow up, share key ideas

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Discussion Questions for the Word Analysis Slideshow

DISCUSSION QUESTIONS

1. What challenges does word analysis present to struggling readers and/or ELL students?
2. In what ways can word analysis skills help students build academic vocabulary in science, social studies, and/or math?
3. Do you embed word analysis in reading and language instruction or teach separate, mini-lessons?

DISCUSSION QUESTIONS

1. Are there specific diagnostic tests you use to determine the needs of your struggling readers? If so, what are they?
2. How do speech and language problems interfere with developing word analysis skills?
3. In what ways can technology support your instruction in word analysis?

DISCUSSION QUESTIONS

1. How can your students take advantage of the features of digital text by color coding, highlighting, and underlining morphemes and root words when reading online?
2. What types of speaking, drawing, and/or writing activities might help to reinforce these skills for your struggling students?

Directions for Using Teach With Tech

Each Instructional Strategy Guide contains a Teach with Tech section, which offers suggestions for differentiating evidence-based practices and personalizing instruction using a range of technology tools.

PD Goals

- ▶ To examine and discuss evidence-based practices in terms of:
 - What they are and how they can be used to differentiate instruction
 - How technology can be integrated to meet the needs of struggling students
- ▶ To generate additional instructional strategies based on the needs of your students and the technology tools that are available in your school

PD Materials

- ▶ Teach with Tech (which is located within the Instructional Strategy Guide). This can be:
 - Distributed as a handout
 - Projected onto a large screen
 - Viewed on laptops, tablets, and other devices
- ▶ A companion chart (below), titled ***Differentiate the Strategy***. The chart is divided into three columns:
 - The left-hand column, “Evidence-Based Practices,” which is divided into three sections (one for each of the three evidence-based practice headings)
 - The middle column, “PowerUp Suggested Strategies,” which lists the strategies presented within PowerUp
 - The right-hand column, “Differentiating Instruction with Technology,” which has been left blank so that it can be used to record ideas brainstormed by the group of teachers in your school

PD Activity

- ▶ Review Teach with Tech (contained within the Instructional Strategy Guide)
 - Review the strategies under the three evidence-based practice headings:
 - Discuss how relevant they are to your students’ needs
 - Compare them with current classroom practices
 - Identify new ideas that could be implemented
 - Discuss the accompanying Quick Views
 - Explore and discuss the identified UDL Guidelines
- ▶ Introduce the companion chart titled ***Differentiate the Strategy***
 - Collaboratively (in small groups or pairs) brainstorm ideas to include in the right hand column (“Differentiating Instruction with Technology”) by:
 - Exploring possible technology tools available in the school
 - Sharing ideas
 - Identify what it would take to implement these ideas in the classroom

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Differentiate the Strategy: Word Analysis

Evidence-based Practice	PowerUp Suggested Strategies	Differentiating Instruction with Technology
Provide Clear Explanations	Explain that a morpheme is the smallest meaningful part of a word, and make sure that students understand the difference between morphemes and syllables.	
	Define the terms “root word,” “prefix,” and “suffix.” Talk about their origins and give students many examples of words that have roots, prefixes, and suffixes.	
	Introduce online and offline tools—a dictionary and a thesaurus—and point out the relevant information these tools provide about root words, prefixes, and suffixes.	
Give Students Strategies and Models	Model how to analyze a new word by breaking it down into its sub-parts, studying each part separately, and then combining the parts to understand the whole word.	
	Demonstrate how, when studying the vocabulary in a specific content area (e.g., science), you can find patterns in the prefixes that will help you understand the words.	
	Use offline and online visual diagrams, worksheets, and graphic organizers to help students understand the relationship between words.	
Provide Ongoing Formative Assessment	Engage students individually, in pairs, or in small groups in a variety of games and activities, based on their abilities and needs.	
	Build word study into your classroom reading routine by including pre-teaching or introducing new vocabulary words, identifying new words every week, and reviewing new words.	
	Motivate students to practice using their word analysis skills by having them create glossaries of words with prefixes and suffixes from self-selected, high-interest texts.	

Directions for Using the Lesson in Action

Every Instructional Strategy Guide includes one or more Lessons in Action. Each lesson provides a classroom example of the relevant evidence-based practice. The example illustrates how a teacher aligns instruction with the Common Core State Standards, differentiates instruction to meet the needs of her diverse students, uses technology to personalize learning, and engages in formative assessment.

PD Goals

- ▶ To analyze the Lesson in Action and reflect on current teaching practice
- ▶ To provide teachers with a foundation for their own lesson planning

PD Materials

- ▶ The Lesson in Action you selected from the Instructional Strategy Guide, which can be:
 - Distributed as a handout
 - Projected onto a large screen
 - Viewed on laptops, tablets, and other devices
- ▶ The companion handout (titled **Scavenger Hunt**), which can also be distributed as a handout, projected onto a large screen, or viewed on devices

PD Activity

- ▶ Analyze and discuss the Lesson in Action
- ▶ Use the **Scavenger Hunt** handout to discuss how the teacher is:
 - Aligning the lesson with the Common Core State Standards
 - Employing the strategies suggested in Teach with Tech
 - Using technology to support struggling students
 - Personalizing instruction through differentiation
 - Translating UDL principles into action
- ▶ Compare the Lesson in Action with current practice in your school and classrooms
- ▶ Identify the new ideas the Lesson in Action offers for using:
 - Evidence-based practices
 - Differentiated instruction and UDL
 - Technology tools
- ▶ Use the Lesson at a Glance for lesson planning:
 - Discuss the sequence of the instructional steps: What? Why? How?
 - Discuss how the instructional steps can be used as a basis for lesson planning
 - Create a modified lesson plan to meet student needs by working individually or in collaboration

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Scavenger Hunt



Within the Lesson in Action, can you find an example of how the teacher...

1. Aligns instruction to meet the Common Core State Standards?
2. Uses one of the Teach with Tech suggested practices?
3. Uses technology to support struggling students?
4. Personalizes instruction through differentiation?
5. Translates UDL principles into action?

If you can't find an example, what would you have done?