

Using *Intermediate Word Study*

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Slide Show Purposes

1. Briefly review the research supporting *Intermediate Word Study (IWS)*
2. Explain the purpose of and process for the *Word Reading Test*
3. Describe the flexible, four-day, Mini-Lesson Model
4. Promote use of *IWS* with adult students ready for multi-syllable decoding



Research Background *(IWS, p.5-6)*

Most Intermediate ABE and Advanced ESL students have acquired these beginning alphabetic skills for reading and spelling simple words:

- Roman alphabet letter naming and writing
- Phonological awareness of spoken sounds and words
- English letter-sound (or phonics) knowledge
- Sight word recognition



However, they might have gaps in their phonics knowledge and may be struggling to read and spell multi-syllable words with patterns such as:

- Compounds
- Syllable types
- Prefixes
- Suffixes
- Latin roots
- Greek forms



Research Implications

Therefore, they will benefit from intermediate alphabetic instruction that includes:

1. Short word recognition testing
2. Explicit explanation of multi-syllable patterns and rules
3. Modeled and guided multi-syllable word reading and spelling
4. Application to sentence writing/reading and guided oral readings of slightly challenging texts



Word Recognition Tests (*IWS*, p. 7)

The purpose of word recognition testing is to determine an Alphabetic Mastery Level (as a grade-level equivalent or GE). AMLs are based on the #words read correctly from a 10 word list (at least +7/10 or 70%).

Generally...

- **AMLs (or GEs) 1-3** indicate continuing need for phonics and sight word instruction
- **AMLs (or GEs) 4-8** indicate readiness or need for multi-syllable pattern (or morphemic) instruction



Word Reading Test (IWS, p. 59-66)

The *Word Reading Test (or WRT)* is a FREE, public-domain test developed by adult literacy experts for adult readers. It includes 2 forms (A and B), 5 tests (Lists A-E), at GE 1-2, 3-4, 5-6, 7-8, 9-10.

Use of this individualized and efficient test will determine students' AMLs as GEs. Full testing directions are on page 59 and reproducible Teacher and Student Copies (for Lists A-D only) are on pages 60-66.



WRT Quick Process (takes 10-15 minutes)

1. Start with a word list at least one grade-level below the student's TABE or CASAS Reading score.
2. From the Student Copies, have the student read each list of 10 words (if needed, use an index card for slower pacing).
3. On the Teacher Copy, mark 1 for correct, 0 for incorrect, and note misread words.
4. Go down a list for 6 or less correct; stop for 7-8 correct; and go up for 9-10 correct.
5. Use the "Mastery for GE" guidelines (based on +7/8 or +9/10 correct) to determine AMLs.



Using AMLs to Plan Instruction

Again, AMLs 4-8 indicate readiness or need for intermediate (syllable-prefix-suffix-root or morphemic) instruction.

- For students with AML 4 (maybe even AML 3), *consider* starting with compound words and syllabication.
- For students with AMLs 5-6, *consider* starting with suffixes and prefixes.
- For students with AMLs 7-8, *consider* starting with Latin and Greek roots.

Or start at the beginning to gain comfort with alphabets teaching and learning.



Mini-Lesson Model-Day 1

NEW! Begin each lesson with a quick (5-8 minute) drill of taught or troublesome patterns.

Visual Drill:

- Write 10-15 words on the board
- Read the words aloud and have students look and repeat (see, hear, say)

Auditory Drill:

- Dictate 5-10 words for students to repeat and spell on paper
- Provide immediate feedback on correct spellings (hear, say, spell)



Mini-Lesson Model-Day 1

1. Clearly explain the new word part: compound, syllable type, prefix, suffix, or root (see the scripts).
2. Model using a loop or slanted line to separate 10-20 words into two or more syllables (select from the first list).
3. Have students reread the syllables and words.
4. Tell meanings of all unknown words.
5. Have students use all or some of the words in oral sentences and provide gentle correction.



Mini-Lesson Model-Day 2

1. Review the new word part: compound, syllable type, prefix, suffix, or root.
2. Model using a loop or slanted line to separate another 10-20 words into syllables (select from the first-second lists).
3. Have students reread the syllables and words.
4. Tell meanings of all unknown words.
5. Have students use all or some of the words in oral sentences and provide gentle correction.
6. Dictate 10 words for spelling and provide immediate feedback.



Mini-Lesson Model-Day 3

1. Write another 10-20 words on the board (select from the second-third lists).
2. Have students show or tell how to use the pattern to separate the words into decodable parts.
3. Have students reread the syllables and words (more than once?).
4. Tell or discuss meanings of all unknown words.
5. Dictate 10 words, phrases, or sentences for spelling and provide immediate feedback.



Mini-Lesson Model-Day 4

(select from these application ideas)

1. If you have copies of *Megawords 1-2*, assign a few related Worksheet pages.
2. Have students (or pairs) write 8-10 sentences using at least one taught word in each.
3. Have them read their sentences to a partner or the group.
4. Model and guide oral readings of *slightly challenging* texts (refer to students' AMLs). NOTE: The texts do not have to include taught patterns.



IWS Resources for Students

1. Syllable Types Chart, page 67
2. Syllabication Rules Chart, page 68
3. Common Suffixes, page 69
4. Common Prefixes, page 70



**Questions?
Comments?
Successes?**

Email Marn at any time!
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