



# Professional Development Guide

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## Word Analysis: Principles for Instruction and Progress Monitoring

**Texas Center for Reading and Language Arts**  
College of Education, University of Texas at Austin •  
Texas Education Agency • Region XIII Education Service Center

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# Professional Development Guide

## Word Analysis: Principles for Instruction and Progress Monitoring

### Table of Contents:

#### 1. Introduction

What is the Texas Center for Reading and Language Arts? .....	7
Organization and Content of the Guide .....	8
Center Staff and Other Contributors .....	9

#### 2. Professional Development

Preparing for the Workshop .....	13
Agenda .....	14
Objectives .....	15
Reading Achievement Over Time .....	16
Differences Between Readers .....	16
Big Ideas in Beginning Reading .....	17
English Language Arts and the TEKS .....	18
Elements of Word Analysis .....	18
Letter-Sound Correspondence .....	19
Regular Word Reading .....	23
Word Reading in Texts .....	28
Irregular Word Reading .....	29
Advanced Word Analysis .....	31
Summing Up .....	35

#### 3. Overheads

Workshop Transparencies  
Transparency Masters

#### 4. Handouts

Workshop Notes  
Activity Handouts

#### 5. Appendices

References .....	A1
Resources .....	A3

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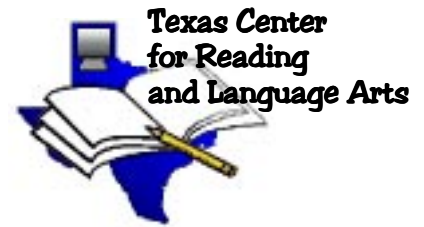
# **1. Introduction**

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## What is the Texas Center for Reading and Language Arts ?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).



### How are the Center's Activities Accomplished?

**Goal 1:** To provide a cadre of school-level specialists with expertise in phonological awareness, word analysis, fluency strategies, and comprehension strategies who are able to use documented approaches to reading and language arts instruction to address TEKS objectives with students in grades K–3.

**Goal 2:** To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with second language learners.

**Goal 3:** To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades K–5 who are experiencing difficulty in reading and language arts.

**Goal 4:** To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades 6–8, focusing on content area reading instruction.

**Goal 5:** To disseminate information generated by the Texas Center for Reading and Language Arts using current technology and media.

**Goal 6:** To communicate the goals, activities, and accomplishments of the Center to professionals and other community members.

#### Literacy Labs

Both school-based and university-based labs served as models for universities and school districts.

#### Professional Development Guides and Videos

These guides are designed to provide educators across the state with materials and plans for professional development in reading and language arts, and to introduce the TEKS.

#### Reading Liaisons

Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

#### School Partnerships

Collaborative relationships with schools that assist in the development of materials, curriculum guides, and product development.

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## **Organization & Content of the Guide**

The guide contains four sections of materials for presenters to teach Word Analysis. Section 2 (*Professional Development*), includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3 (*Overheads*), contains transparencies containing key points and activities to accompany your speaker's notes; Section 4 (*Handouts*) includes "Workshop Notes" for participants to take notes of the presentation, and "Activity Handouts" for group activities; Section 5 (*Appendices*) provides a list of references and further readings on word Analysis research.

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## **Texas Education Agency**

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## **2. Professional Development**

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## Preparing for the Workshop

This workshop is designed to introduce primary grade teachers to word analysis principles for instruction and progress monitoring. Classroom teachers, reading coordinators, media specialists, curriculum directors, and principals who work at the primary level are also appropriate participants. The research and knowledge base for word analysis is highlighted, key components and requirements of teaching children to read words in an alphabetic writing system are presented, and group discussion and activities are provided.

### **Materials**

- Distribute copies of all activities and corresponding handouts to each participant prior to the beginning of the workshop. Handouts are found in Section 4 of this guide.

### **Equipment**

- Overhead projector/marker

### **Room Arrangement**

- Activities are designed for large group participation and cooperative work in small groups. Seating should be arranged to facilitate interaction in small groups. All participants will need to be able to see the screen for overhead projection.

## Introduction

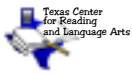
- Use Overhead #1 to introduce the Word Analysis workshop.
- Indicate that the degree of detail outlined in this guide may not be necessary for all children but is particularly important for children who are likely to experience difficulties with word reading.

## Agenda


- Use Overhead #2 to present the workshop's agenda.

**Note:** You may wish to develop your own agenda.

## Overhead #1



**Word Analysis**




**Principles for Instruction and Progress Monitoring**

Texas Center for Reading and Language Arts  
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1

## Overhead #2



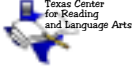
**Agenda**

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- Research and knowledge base of beginning reading
- Teaching children to read words
- Teaching and monitoring:
  - Letter-sound correspondences
  - Regular word reading
  - Word reading in texts
  - Irregular word reading
  - Advanced word analysis

2

## Overhead #3



### Objectives

**Participants will be able to:**

1. Understand the components and requirements of teaching children to read in an alphabetic writing system.
2. Understand and describe the five essential skills of beginning word analysis.
3. Deliver instructional strategies for teaching children to read words and connected texts.
4. Monitor student performance on selected beginning reading skills and recommend a specific plan of instruction.

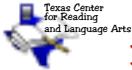
3

## Workshop Objectives

- Use Overhead #3 to review the workshop objectives.

**Note:** You may wish to add or delete objectives depending on your audience.

## Overhead #4



### Research & Knowledge Base of Beginning Reading

**How do successful readers read?**

**Successful readers...**

- rely primarily on the letters in the word rather than context or pictures to identify familiar and unfamiliar words
- process virtually every letter
- use letter-sound correspondences to identify words
- have a reliable strategy to decode words
- read words a sufficient number of times for words to become “automatic”

4

## Successful Readers

- Use Overhead #4 to introduce the research and knowledge base of beginning reading by reviewing the characteristics of successful readers.

*(Adams, 1990; Chard, Simmons & Kameenui, 1998; National Academy of Science, 1998; Rayner & Pollatsek, 1989.)*

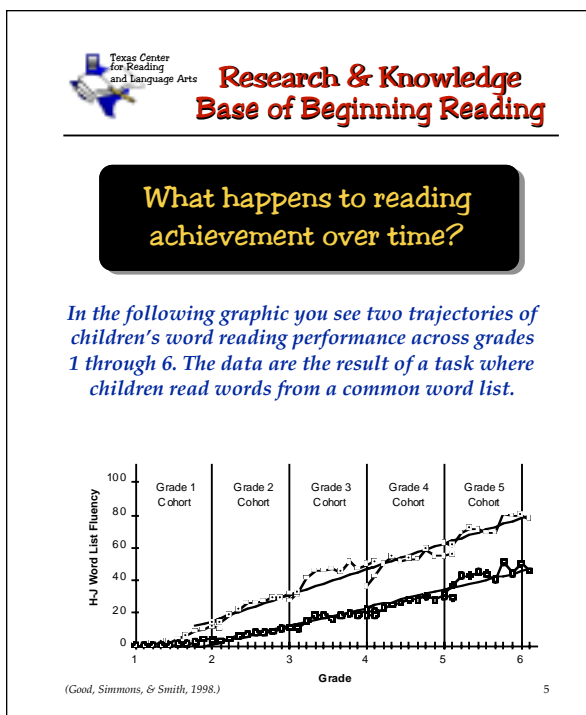
## Reading Achievement Over Time

- Use Overhead #5 to discuss the trends participants observe from the data on the graph.
- Emphasize the divergence of high and low readers in 1st grade.
- Point out that very early in school a child's reading performance predicts future reading performance. Therefore, poor readers remain poor readers.

## Differences Between Good and Poor Readers

- Use Overhead #6 to explain that the following data represent documentation by Allington (1984) as he observed children's opportunities to read words.
- Point out the relatively small difference at first grade and the magnitude of the difference at fourth grade.

## Overhead #5



## Overhead #6

Texas Center for Reading and Language Arts

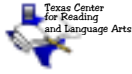
### Research & Knowledge Base of Beginning Reading

**How do good and poor readers differ?**

	Poor Readers see...	Good Readers see...
End of 1st grade	9,975 words	18,681 words
End of 4th grade	80,000 words	178,000 words

(Allington, 1984.)

## Overhead #7

 **Teaching Children to Read Words**

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**Definitions**

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**Alphabetic Awareness:**  
Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language.

**Alphabetic Understanding:**  
Understanding that words are composed of individual letters (graphemes) and sounds (letter-sound correspondence).

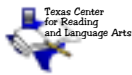
**Phonological Recoding:**  
The process of translating printed words into letter-sound correspondences and blending the sounds into words.

7

## Definitions

- Share Overhead #7 to review the definitions.

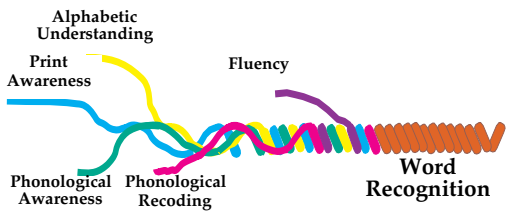
## Overhead #8

 **Teaching Children to Read Words**  
**The Big Ideas in Beginning Reading**

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**The strength of word reading, like a rope, depends on different factors:**

- Strength of the individual strands
- Strategic integration of all strands
- Effective binding or connecting of strand



8

## Big Ideas in Beginning Reading


- Use Overhead #8 to point out the meaning of the illustration: the strands in the graph represent the skills and strategies that children need to learn to read; students should learn some fundamentals of print awareness and phonological awareness prior to formal reading instruction; more advanced phonological awareness continues parallel with alphabetic understanding and phonological recoding; automaticity and fluency occur after students become proficient with the alphabet and phonological decoding.

## English Language Arts and Reading TEKS

- Use Overhead #9 to review the word analysis component of the TEKS for grades 1–3.

**Note:** Refer participants to English Language Arts and Reading TEKS hand-out.

## Overhead #9

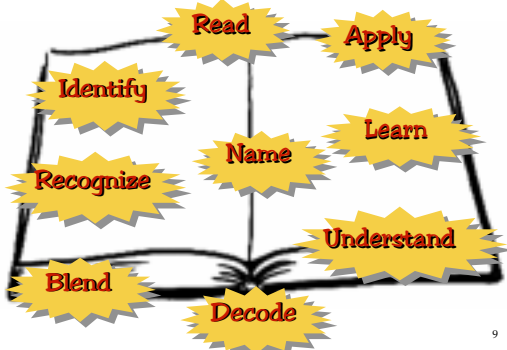
 **Teaching Children to Read Words**  
**Texas Essential Knowledge and Skills (TEKS)**

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**Grade 1:**  
**English Language Arts and Reading**

*The student uses letter-sound knowledge to decode written language*

**The student is expected to:**



9

## Elements of Word Analysis

- Use Overhead #10 to introduce the skills necessary for successful early word analysis.

**Note:** Identify each component of the slide in a clockwise direction.

## Overhead #10

 **Teaching Children to Read Words**  
**The Elements of Word Analysis**

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Letter-sound correspondences

Advanced word analysis skills


Regular word reading

Irregular word reading

Reading in texts

10

## Overhead #11

 **Teaching and Monitoring Letter-Sound Correspondence**

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**What is letter-sound correspondence?**

**Letter-sound correspondence is:**


- an understanding that words are composed of letters
- the ability to produce the sound corresponding to a letter or letter combination

11

## Letter-Sound Correspondence


- Use Overhead #11 to discuss the definition of letter-sound correspondence.

## Overhead #12

 **Teaching and Monitoring Letter-Sound Correspondence (con't)**

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**Definitions**



**Continuous sound:**  
A sound that can be prolonged (stretched out) without distortion (e.g., r, s, a, m).

**Stop sound:**  
A sound that cannot be prolonged (stretched out) without distortion (e.g., p, t, k).

**Most common sound:**  
The sound a letter most frequently makes in a short, one syllable word (e.g., red, blast).

**Regular word:**  
A word in which all the letters represent their most common sound.

12

## Definitions

- Use Overhead #12 to review definitions that may be helpful for teachers.

## Group Activity 1

## Overhead #13

- Guide participants in Group Activity 1.

Note: Refer participants to the Most Common Sounds of Single Letters handout.

### Activity 1

### How to Teach and Monitor Letter-Sound Correspondence

#### Most Common Sounds of Single Letters

After the presenter models each sound, say the sound of the letter and its sample word that is found on the Most Common Sounds of Single Letters handout.

13

## Developing of Letter-Sound Correspondence

- Use Overhead #14 to explain how letter-sound correspondence is developed.

(Adams, 1990.)

## Overhead #14



### Developing Letter-Sound Correspondence (cont.)

#### How is letter-sound correspondence developed?

1. Separate auditorily and/or visually similar letters (e.g., e/i, p/b).
2. Introduce some continuous sounds early (e.g., /m/, /s/).
3. Teach the sounds of letters that can be used to build many words (e.g., m, s, a, t).
4. Introduce lower case letters first unless upper case letters are similar in configuration (e.g., similar: S,s, U,u, W, w; dissimilar: R, r; T, t, F, f).

14