

Links for WordWorks Newsletter #94 (on Video!)

(Times that given topics are discussed in the videos are hot-linked to that part of the video.)

Links related to recent WordWorks Workshops

The Nueva School: (Discussion 2018 Nueva Institute starts at [1min.](#))

- **Lower School Structured Word Inquiry**: [LINK](#)
- **WordWorks page on SWI @ The Nueva School**: [LINK](#)
- **Videos about SWI in Preschool at Nueva with Carolee Fucigna**
 - Video for teaching about the <rain> family: [LINK](#)
 - Carolee walks you through her pre-school SWI class: [LINK](#)

Links for upcoming Public WordWorks Workshops

2018 Workshops

Sept 20-21 San Diego, [Flyer for Pete's SWI pubic workshop hosted by DTI](#): (4:41)

- Registration for this workshop: [LINK](#)
- Dyslexia Training Institute (DTI): [LINK](#)
- Dyslexia Training Institute Newsletter with Pete's workshop and more: [LINK](#)

Sept 29 Palo Alto, [Flyer for Pete's SWI pubic workshop hosted by Athena Academy](#): (5:39)

- Athena Academy: [LINK](#)

[Document on hosting an SWI Pubic Workshop with Pete](#): (8:42)

Nov. 3 Toronto, 12th Annual Conference of Ontario Branch of IDA (ONBIDA) :
(6:34)

Watch out for late November workshop in Switzerland!

2019 Workshops

Jan. 23-24-25, Edmonton, [Registration for Edmonton Regional Learning Consortium \(ERLC\) SWI workshop with classroom-embedded session \(7:34\)](#)

Feb 28, Mar 1 & 2 Chicago: [Flyer for First Structured Word Inquiry Conference \(9:31\)](#)

- Feb 28 pre-conference institute by Pete Bowers
- Mar 1 & 2: Keynotes by Pete Bowers, Gina Cooke ([LEX](#)) and Douglas Harper ([Etymonline](#)) and more.
- Hosted by [Language Insights](#)

April 26 - 28 Dayton: Etymology VII Conference “English Spelling” with Gina Cooke & Douglas Harper ([16:55](#))

- I’ve been lucky enough to attend all but one of these conferences so far. I hope to attend this next one too! [Save the date notice.](#)

July 9 - 12 Melbourne: Pete Bowers Keynote at annual conference of Australian Literacy Educators’ Association (ALEA) ([10:22](#))

- Peter Bowers pre-conference workshop (Details TBA)
- Conference link/details TBA

Links for resent research related to SWI

Jeff Bowers’ [Blog \(11:12\)](#)

- Jeff is Pete’s brother. This blog includes a number of posts related to articles by Bowers & Bowers related to SWI, but also some of Jeff’s work on his own. There are links to published articles but also posts discussing this work and current issues in the literacy research. Read about re-analysis of NRP Report (2000) and current debates in the research regarding morphological instruction including when instruction should include morphology and theory and research related to SWI. We encourage critical responses in the discussion!

References for Pete Bowers' research (most with links) at bottom of [About WordWorks](#) page (12:13)

Here are the most recent references:

Bowers, J.S., Bowers, P.N. (in press). Progress in reading instruction requires a better understanding of the English spelling system. *Current Directions in Psychological Science*.

Bowers, J.S., Bowers, P.N. (2018). [The importance of correctly characterising the English spelling system when devising and evaluating methods of reading instruction: Comment on Taylor, Davis, and Rastle \(2017\)](#). *Quarterly Journal of Experimental Psychology*.

Bowers, J.S., Bowers, P.N. (2017). Beyond Phonics: [The Case for Teaching Children the Logic of the English Spelling System](#). *Educational Psychologist*, 2, 124-141.

Kirby, J. R. & Bowers, P. N. (2018). The effects of morphological instruction on vocabulary learning, reading, and spelling. In R. Berthiaume, D. Daigle, & A. Desrochers (Eds.), *Issues in Morphological Processing*. Routledge. (Discussed at [14:30](#))

Kirby, J. R. & Bowers, P. N. (2017). Morphological instruction and literacy: Binding phonological, orthographic, and semantic features of words. In K. Cain, D. Compton, & R. Parrila, (Eds.), *Theories of reading development*. Amsterdam, NL: John Benjamins Publishing Company. (Discussed at [14:01](#))

Structured Word Inquiry and Cognitive Load Theory

- When I discuss our “binding agent theory of morphological knowledge” (Kirby & Bowers, 2017) in the video, I comment how this theory builds on Perfetti’s (2007) Lexical Quality Hypothesis and also the relevance these theories have to Cognitive Load Theory (CLT) that was introduced by Sweller and colleagues (Sweller, 1988; Sweller Merrieonboer & Paas, 1998). My introduction to this theory, however was through an excellent paper by Schnotz and Kurschner (2007) that John Kirby pointed me to during my PhD work. I ended up writing a term paper for a course I was taking with Lesly Wade-Wooley that summarized this theory, and showed how well the theory and practice of SWI is in line with the instructional suggestions Schnotz and Kurschner presented as a result of this research. John Kirby and I have drawn the link between SWI and cognitive load theory in our articles, but this term paper is the only in depth discussion I have on this topic. I have made that paper available at [THIS LINK](#).

Here are references for more on CLT

- Schnotz, W. & Kurschner, C. (2007). A reconsideration of cognitive load theory. *Educational Psychology Review*. 19, 496-508.
- Sweller, J. (1988). Cognitive load during problem-solving: Effects on learning. *Cognitive Science*, 12, 257– 285.
- Sweller, J., van Merrieonboer, J. J. G., & Paas, F. G. W. C. (1998). Cognitive architecture and instructional design. *Educational Psychology Review*, 10, 251–296.

Tim Shanahan's [Blog](#) (12:38)

- Tim Shanahan is a widely published researcher who publishes a popular blog "Shanahan on Literacy". Both my brother Jeff and I have commented a fair bit in his posts as friends have pointed us to discussions going on there. Often we post with challenges to arguments he makes. Thus I was much impressed with him when he sought us out regarding a morphological question that came to him. I wrote a response that he was excited about and used my email response as a central part of his post "What Should Morphology Instruction Look Like?" on August 19, 2018. I'm delighted when researchers actively seek and share views that are not exactly the same as theirs. Given that Tim's post is so much on my comments about his morphological question, I've posted many responses to Tim's readers who have commented on this post. I think those comments may be as helpful as the post itself in terms of unpacking all the issues discussed. See that post [HERE](#).

Links recent orthographic references supporting SWI

[Real Spelling Spellinars back in full swing](#): (15:14)

- After a break, Real Spelling has relaunched these invaluable real-time on-line courses. Explore the link to see what courses you are interested in. While not listed, Real Spelling also runs Real Script Spellinars. If you are interested, gather at least 3 colleagues who are interested in the same course at the same time and contact realspelling@mac.com to organize.
- Don't forget about the also invaluable tutorial films on orthographic concepts at the Real Spelling Gallery! [LINK](#) (I urge generous benefactions!)

Real Spelling: www.realspelling.fr

[Gina Cooke's LEX Spellinars & Resources](#): (16:00)

- See Gina's updated [LEX Store](#) which includes a link for the ***new 3rd edition of her Grapheme Deck***.
- That same LEX Store has information on Gina's real-time on-line courses, LEXinars. Also see LEXinar information at this [LINK](#).

Links to resources supporting SWI

Revised page on WordWorks website with revised resource for [“spelling-out-loud”](#) and [“writing-out-loud”](#) word sums: (17:30)

- Each year my understanding of the importance of this practice and ways to adapt and integrate it into everyday instruction has grown. The old page on my website has long been in need of serious revisions. At the above link you'll find a new introduction and related videos. You will also find a link to a new document explaining the process that I needed to revise since I first posted it in 2011! I can't over emphasize the importance of this process in my everyday practice with teachers and students. (Note: a key aspect of this process includes announcing graphemes and orthographic markers in the base. This is just one reason I highly recommend Gina's grapheme deck -- the only reliable reference for graphemes that I know.

[Mary Beth Steven's Gr. 5 teacher blog](#) and on-line courses: (23:59)

- For years, Mary Beth Steven's blog has been an invaluable resource for getting a window into the possible learning experiences through structured word inquiry in the classroom.
- The recent post “Outer Beauty Attracts, but Inner Beauty Captivates” is a particular new favourite ([LINK](#)).

Rebecca Loveless (19:02): www.rebeccaloveless.com

- “Word Bag Excitement” post ([LINK](#))
- On-line workshops ([LINK](#))

Scott Mills' website [“Language Innerviews”](#) for Educators LIV(E) 20:37

- Another incredibly rich website for educators working with SWI. See the [homepage](#) for descriptions of his on-line courses and tutoring. Follow links for his [“shop”](#). I highly recommend any of his resources. Also follow his [blog](#) and [interviews](#).
- Considering presenting at his on-line virtual conference? Scott is seeking people who have been working with SWI / real spelling / LEX who would be interested in presenting at an upcoming virtual conference. He wants to get people to share ways they are bringing this work alive in classroom and tutoring situations. Download the description and instructions for a proposal [HERE](#).