Breaking Words Implementation Guide
(DRAFTv5_July 2022)

Overview and Purpose of the Component

The primary purpose of Breaking Words (BW) is to help develop students' morphological awareness by teaching them how affixes in words influence word meaning (derivational morphology) or grammatical function, such as tense and number (inflectional morphology). A secondary purpose is to help students get better at reading multisyllabic academic words by applying their knowledge of morphology and syllabication to aid strategic decoding. This component assumes that word learning is more powerful when readers have a chance to closely analyze and manipulate three features of new words: phonology (in this case, at the syllable level), spelling, and meaning.

A typical BW lesson lasts about 15 minutes. In each lesson, children work with two target words in a fast-paced process of word analysis. The words may include the Words in the Spotlight from the Discovery Reading component or other topic-related words they may encounter during other parts of K.L.I. In general, words are chosen to meet these criteria:

- They are multisyllabic.
- They would generally be considered "academic vocabulary" essential for understanding the inquiry topic and texts *or* serve a broader functional use, such as common adverbs, connective words, etc.
- Their base form can be inflected or derived using at least one of the affixes targeted in the module.

Materials and Resources

In addition to this implementation guide, the following resources are used when implementing Breaking Words.

BW Prompt Card. The prompt card facilitates the BW routine by listing each step used to analyze the words (see Figure 1). Each student should have their own copy of the prompt card during the lesson so they can, over time, take increased ownership of the steps.

Strips of Scratch Paper, Markers, and Scissors. Each time a word is presented, the teacher should write it on a strip of paper so that students can mark the syllable boundaries and cut the word apart. The students in the group can do this collaboratively (i.e., they can take turns dividing and cutting the words; they do not need to create their own individual copy of each word).

Dry-Erase Markers and Boards. Each student will need a marker and white board to practice writing the words independently during the lesson. Alternatively, they could use scratch paper if

dry-erase boards are not available.

Note Cards and Cumulative Word Deck. After a word has been analyzed, the teacher will write it on a notecard and add it to a cumulative word deck. The teacher should also add a few selected "transformed" words to the deck (i.e., derived or inflected words that were created during the Transform It step in the routine). This deck is used to review words across lessons in the module.

Elaborative Lesson Plans. These lesson plans are written to give teachers a sense of the language and rhythm of a well-paced BW lesson. These plans contain detailed guidance on how to implement the lesson. They are not, however, intended to be used as a script. An example elaborative plan is found at the end of this manual.

Blueprint Lesson Plans. As teachers become more familiar with the BW component, they will no longer need the detailed information provided in the elaborative lesson plans and will find the blueprint plans sufficient for organizing the lesson.
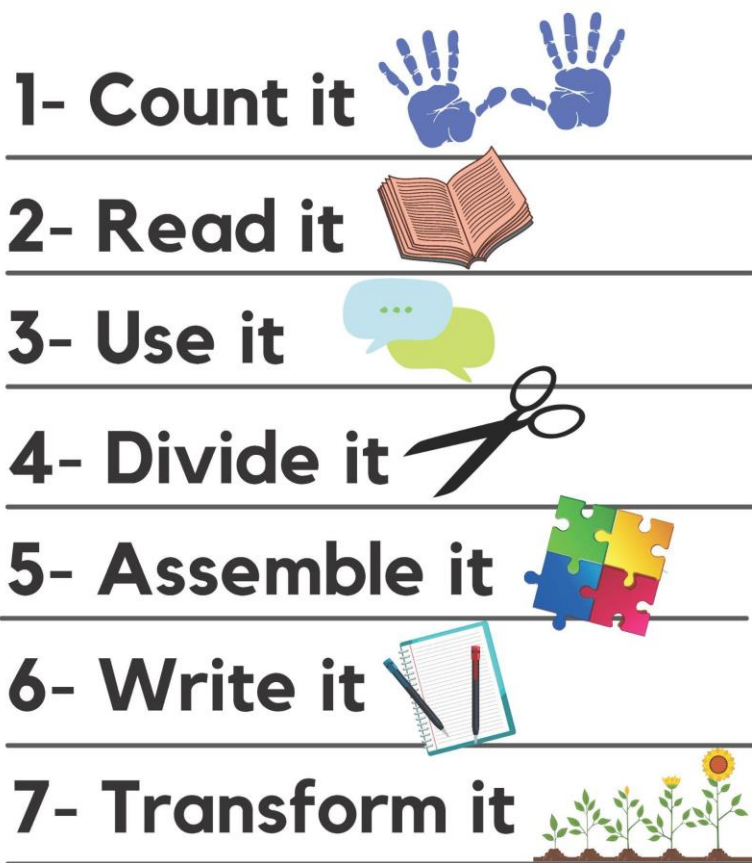

1- Count it
2- Read it
3- Use it
4- Divide it
5- Assemble it
6- Write it
7- Transform it

Figure 1: Breaking Words Prompt Card

Implementation of the Component

Students will complete seven steps for each of the target words, as outlined on the prompt card in Figure 1. Every student should have their own copy of the prompt card, and both teachers and students should explicitly refer to it throughout the routine. Students should be able to take over

leading each step fairly early into the implementation.

Please note that it is important to keep the routine moving <u>briskly</u>, with minimal pauses for explanation beyond the recommended depth illustrated in the Elaborated Lesson Plans. It is integral to keep students moving along so that two words can be covered in each lesson. Teachers should aim for each word to take approximately five minutes. While it is important for all students to participate, it is not necessary for all students to take a turn at each step of the routine; instead, make sure all students receive equitable opportunities to contribute across the whole lesson.

Table 1: The Seven Steps in the Breaking Words Routine

Step	Description
Count it	Teacher says the word aloud, without showing the written form to students. (*Note: it is important for students to manipulate the spoken form first to make sure they are engaging phonologically with the word before moving on to working with the written form.*) Students count the number of syllables in the spoken word.
Read it	Teacher displays the written word on a strip of scratch paper. Students read it aloud.
Use it	Students use the word in a sentence or explain a kid-friendly definition, in connection to the ideas they have been learning on the topic.
Divide it	Based on the number of syllables determined in step 1, students discuss the best way to divide the word into syllables and then mark the divisions with lines on the word card. (See Table 2 for guidance on estimating syllable junctures in written words.) Teacher helps students check the logic of their syllable juncture choices. Then they use scissors to cut the word apart into syllables.
Assemble it	Teacher scrambles the syllables and students reassemble the word. Repeat a few times.
Write it	Teacher covers the word and students write it from memory on individual dry erase boards. They are prompted to think about what they learned about the syllables to help them spell the word. Students check their spelling by looking at the reassembled word.
Transform it	Teacher presents a series of affixes that can be added to the word to make new words. (See Table 3 for a list of common prefixes and suffixes used in BW.) Each module focuses explicitly on a few affixes, which are indicated in each lesson plan. If the word already contains a prefix or suffix, the teacher may need to remove it in order to add new affixes. For each transformed word, the teacher prompts students to 1) determine if the affix adds a syllable; and 2) to define or use the new word in a topic-related sentence.

Additional Guidance for Implementation

Leveraging Students' Full Linguistic Repertoire (FLR)

There are many opportunities for multilingual learners to access and use their FLR when analyzing English words and affixes during BW lessons. Teachers or students can identify cognates for BW words, when applicable. Teachers can encourage students to think of words with similar meanings in their home languages to help them explore how the word is used. Students with strong metalinguistic awareness may notice and discuss suffixes in other languages that have similar meanings or functions as in English (e.g., the suffixes -ly, -tion, and -ment in English function similarly to -mente, -ción, and -miento in Spanish, respectively).

Syllabication Guidance for the Divide It Step

A few syllabication (or syllabification, as some will prefer) clues that can inform how teachers scaffold students to select logical syllable junctures (Divide It) are listed in Table 2. These clues can help teachers get started when modeling or explaining how to segment a multisyllabic word, but they will not always produce a precise syllabication. Syllable breaks can be ambiguous, and often, the spoken division will differ from the accepted written division. A precise (dictionary-accurate) syllabication is not usually needed nor is it the goal of this routine. The goal is to estimate the syllables closely enough that the word can be pronounced and spelled. It is not important for students to be able to recite or reference the clues in Table 2 as rules. Instead, teachers should integrate these syllabication clues into the discussions about the words.

The most important principle related to logical syllabication is as follows: **Every syllable must have exactly one vowel *sound*.** Thus, a written syllable will have one vowel grapheme (a spelling pattern consisting of one or more letters). Teachers can use this rule in the Divide It step to help students check the logic of their syllable divisions. For instance, say a syllable aloud and ask, "What vowel sound do you hear?" Is it exactly one vowel sound?" Once students confirm there is one and only one vowel sound, ask, "How is that vowel sound spelled in this syllable?"

Another way to check the logic of the syllable divisions is to verify that **each syllable is pronounceable**. The word cannot be divided in a way that creates patterns or sound combinations that cannot exist in English. For instance, the letters 'rt' can be at the end of an English syllable (*heart, port*), but they cannot be used at the beginning of a syllable because /r/ /t/ cannot be pronounced as an initial consonant blend.

Table 2: Ways to Estimate Syllable Breaks in BW

Clues for Syllable Breaks	Examples
***The compound word clue*:** Compound words usually have a syllable break between the two real words that make them up. (Note: they might also have other syllable breaks if one of the constituent words is multisyllabic.)	sun-shine space-craft
The vowel sound clue: *Every syllable, by definition, has exactly one vowel sound, so this means that every syllable usually has one vowel letter or vowel team. You can start to estimate syllable breaks by looking for the vowel graphemes in written words or listening for vowels in spoken words.* Keep in mind though, that vowel teams stick together in a syllable (see below). This is also a good way to check syllable breaks after they have been estimated. Look at each syllable and say it aloud. Does it have exactly one vowel sound? How is that vowel sound spelled in the written syllable?	hap-pi-ness meat-ball
The affix clue: Prefixes and derivational suffixes tend to be separate syllables. (Note that this does not apply to inflectional [grammatical] suffixes; e.g., adding –s to make a noun plural may not change its syllable count)	re-read joy-ful
The vowel team clue: Every syllable has one vowel sound, but the sound can be spelled with multiple letters. Keep vowel teams like 'a_e', r-controlled vowels, vowel digraphs ('ea', 'oa'), and diphthongs ('oi') together in the same syllable.	a-fraid neigh-bor-hood

The double consonant between two vowels clue: Syllables often break between double consonants (vc/cv) to form an initial closed syllable with a short vowel sound.	he<u>f</u>-<u>t</u>y pa<u>s</u>-<u>s</u>age
The consonant cluster clue: The letters in consonant blends and digraphs do not usually straddle multiple syllables. Keep them together in the same syllable as one unit. *An important principle related to this clue is that syllables within a word will usually start and end with letters that follow the same "rules" that apply to single syllable words.* This means that syllables cannot start with consonant clusters that are not allowable at the beginning of a word (e.g., English words don't start with ck or nd). Syllables cannot end with clusters that are not allowable at the end of a word (e.g., sph, str, bl).	at-mo-<u>sph</u>ere ta-<u>st</u>y
***The single consonant between two vowels clue*:** Syllables often break between the vowel and the next consonant (v/cv), forming an initial open syllable with a long vowel sound.	la-<u>s</u>er co-<u>z</u>y
***The consonant + le clue*:** When a word ends in 'le', often the syllable breaks before the consonant that precedes 'le'. The vowel in this syllable is a subtle schwa that is heard before /l/ .	sta-<u>ble</u> ea-<u>gle</u>

Affixes Used in the Transform It Step

Each module will target a small number of affixes from the list below in Table 3. *Affixes* are word parts added to base words to change their meaning and/or grammatical function. For example, prefixes such as re- and un- are added at the beginning of some words, such as *pre*heat and *un*like to give specificity to their meanings. Suffixes like -able and -ly are added at the ends of some words in a similar way, such as understand*able* and quick*ly*. Each module targets at least one prefix, inflectional ending, and derivational suffix.

Teachers should prepare word cards for these affixes in advance of starting the BW lessons in a module. The same affixes will be used throughout the module, so cards should be stored for

reuse in all the BW lessons in a module.

Not all affixes will work on all words. Some affixes cannot be added to a word (e.g., *-able* cannot be added to *citizens*). Sometimes adding an affix makes a word that is somewhat logical but is not a word people use (e.g., *undefender*). When these situations arise in BW, they create opportunities for deeper thinking about how new words are formed and used in a language.

Table 3: Affixes Used in BW Lessons

Affix	Type	Definition or Function	Example
un-	Prefix	Not	undetectable
re-	Prefix	Again	resettled
in-, im-	Prefix	Not, opposite	incapable
pre-	Prefix	Before	preprogram
de-	Prefix	The opposite of, reverse	deactivate
-s, -es	Inflectional suffix	Makes a noun plural or makes a verb agree with a singular noun	citizens; deactivates
-ing	Inflectional suffix	Makes a present participle verb (happening now); makes a verb into a gerund that can act as a noun; can also form adjectives (e.g., stunning, damaging)	recognizing
-ed	Inflectional suffix	Makes a past tense verb	threatened
-ly	Derivational suffix	Like, in the manner of, in a particular way	aggressively
-er, -or	Derivational suffix	One who	defender
-ion, -tion	Derivational suffix	Makes a verb into a noun	activation
-able, -ible	Derivational suffix	Able to	translatable
-ous	Derivational suffix	Composed of, full of	courageous
-ness	Derivational suffix	Makes an adjective into a noun; having the quality of	wastefulness

-ment	Derivational suffix	Makes a noun meaning an action or process or result of something	accomplishment

Example Lessons

Two sample elaborative lessons are provided. The first example is a lesson early in a module when the teacher is providing a high level of support. The second example shows what a lesson might sound like when students have taken on more responsibility later in a module.

Breaking Words Lesson Plan A (Elaborative_High Teacher Support)
Module: A New Home

Word Cards:
- *refugee*
- *resettled*

Affix Cards:
- *-able/-ible**
- *re-*
- *-s/-es**

Note: Not all of these affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during this section of the lesson. Cards will be used again in future lessons.

*Write these affix pairs on two sides of the same notecard.

Note: For each part of the lesson, refer back to the BW prompt card. As soon as possible, encourage students to use the card to lead the group through the steps.

Warm up	There is no warm up today because it is the first day of the module.	
	Word 1: *refugee*	**approx. 5 minutes**

Count It	"Today we are going to work with a few words related to our learning about the process of immigrating to a new country. The first word is *refugee*. For example, we learned that a *refugee* is a person who may have to leave their home because it is no longer safe for them to live there. Some refugees have to move to other countries far away from their homes. Let's start with Count It on our prompt card. How many syllables are in the word *refugee*?" [Do this without showing the written word to students; this prompts them to think about it based on phonology (sound)] Students: Three ● *Note: if students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable. Also, the teacher can help them clap through the "rhythm" of the word: "Think about how it sounds as we say it and the movement of your chin up and down with each syllable"* "You're right! *Refugee* has three syllables. Let's clap it out to make sure."
Read It	Now let's move on **Read It** (place the word card in front of the student). Can you read this word aloud?" Students: *refugee*
Use It	"Next, let's **Use It**. How would you use *refugee* in a sentence about immigration?" Students: *A refugee faces many challenges when they move to a new country.* (*Note: give two students an opportunity to contribute a sentence)*
Divide It	"Now it's time for **Divide It**. How would we divide this word? We said it has three syllables. Where can we divide them?" Students: re/fu/gee OR ref/u/gee [either one produces logical pronounceable chunks without misrepresenting any syllable generalizations] Students mark these breaks on the card. If they mark a break in a place that is not logical, the teacher provides support. "Let's check each syllable to make sure it has exactly one vowel sound. RE has /eh/, FU has /yoo/, and GEE has /ee/. Awesome! We are going to cut this word into three pieces."
Assemble It	"Ok, time to **Assemble It.** How do we put this word back together?" Scramble the cards and have students put it back together. Repeat.

Write It	"Next we're going to **Write It.** Without looking, how do you write *refugee*? Think about the three syllables we found to help you spell it." Students take a moment to write the word on the whiteboards. If students need assistance, prompt them to think about what they noticed/learned in previous parts of the lesson to help them write it correctly.
Transform It	"Last but not least, let's **Transform It**. "While we are learning about immigration, we are going to pay attention to a set of word parts that can be added to a lot of our words, though not all of them will work. I have already made cards for these parts so that we can add them to our words. *Show the students the affixes for this module: -able/-ible, re-, and -s/-es.* "These word parts add meaning to our words. For example, if I add the word part *-s* to *refugee*, I get the word *refugees.* The *-s* ending adds meaning to the word *refugee* by giving more information about <u>how many</u>, meaning more than one. In this example, *refugees* means that there is more than one refugee. "Does adding *-s* create another syllable?" Students: No. It does not add another syllable. "How could you use *refugees* in a sentence about immigration?" Students: *Refugees sometimes leave their countries when they do not feel safe.* "Awesome. Now, does that word work in that sentence? Does it make sense?" Students: *Yeah, it makes sense because a refugee is someone like Sangoel, who flees his home country to find a new, safe place to live.* "Let's try another one of our word parts. Let's add *-able* where we just had *-s*. This suffix means something is able to be. (*Physically lay the -ed card next to the base word you cut out during Divide It.*) What new word do we have?" Students: *refugeeable* "Does this word make sense?" Students: *No. This does not sound like a real word."* "You're right. The suffix -able means 'able to be'. We wouldn't usually add this suffix to a word like this. We usually add this to an action word, like move – moveable, able to be moved."

	"Great work! I'm going to start building a word deck of the words we create in Breaking Words lessons during this module. I'm going to write *refugee* and *refugees* on two word cards for us to practice later. I'm not going to make a word card for *refugeeable*, because we decided this was a nonsense word. "Let's move on to our next word."	
	Word #2: *resettled*	**approx. 5 minutes**
Count It	"Our next word is *resettled*. We have learned that refugees must be *resettled* or get settled or situated again, once they move to a new country. Let's start with **Count It** on our prompt card. How many syllables are in the word *resettled*?" [Do this without showing the written word to students; this prompts them to think about it based on phonology (sound)] Students: Three ● *Note: if students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable. Also, the teacher can help them clap through the "rhythm" of the word: "Think about how it sounds as we say it and the movement of your chin up and down with each syllable"* "You're right! *resettled* is a three syllable word."	
Read It	"Now let's move on **Read It** *(place the word card in front of the student)*. Can you read this word aloud?" Students: *resettled*	
Use It	"Next, let's **Use It**. How would you use *resettled* in a sentence about immigration?" Students: Refugees get resettled into their new home once they have moved. (*Note: give two different students an opportunity to contribute a sentence*)	
Divide It	"Now it's time to **Divide It**. How would we divide this word?" Students: re/set/tled "Let's check and make sure it is logical. What is the vowel sound in the first syllable? And how is it spelled? [repeat for all three]. *[Note: Breaking between the double t is logical with regard to written syllabication, and it can help students remember both letters when spelling the word. However, it might cause confusion when trying to pronounce the syllables individually. Point out*	

	that you don't hear two t sounds in this word, and the vowel in the last syllable is schwa /uh/ between the /t/ and /l/.] "Awesome! We are going to cut this word into three pieces, re/set/tled."
Assemble It	"Ok, time to **Assemble It.** How do we put this word back together?" Scramble the cards and have students put it back together.
Write It	"Next we're going to **Write It.** Without looking, how do you write *resettled*?" Students take a moment to write the word on the whiteboards. If students need assistance, prompt them to think about what they noticed/learned in previous parts of the lesson to help them write it correctly.
Transform It	"Last but not least, let's **Transform It**. Let's start by looking at the end of the word. It has the word part *-ed*, which means to do something in the past. Let's actually take off *-ed* and work just with the word *resettle*." *Show students the affix cards again: -able/-ible, re-, and -s/-es.* "What if we added *-s* to this word? What is the word now? (*Physically lay the -s card next to the word resettle.*" What new word do we have?" Students: *resettles* "Does adding *-s* add a syllable?" Students: *No, it is still three syllables.* "If the word part *-s* means something happens in the present tense, how could you use *resettles* in a sentence about immigration?" Students: *Sangoel's family resettles in a new country after leaving Sudan.* "Great! Now, does that word work in that sentence? Does it make sense?" Students: *Yes, it makes sense because it means that Sangoel is currently settling into a new home.* "I see the word *resettles* has another one of our word parts attached to it already. [show re- card] *Re-* means to do something again or do it over. Sangoel's family already had a home, but then they had to leave and make a home again. They had to RE-settle. Let's take away *re-* at the beginning of the word and leave the suffix -s

	at the end. What word we are left with now?" Students: *settles* "Does taking away the prefix *-re* also take away a syllable? Students: *Yes, now it is two syllables.* "How could you use *settles* in a sentence about immigration?" Students: *Sangoel settles into his new home.* "Great work! I'm going to make word cards for these new words for us to review later."

Breaking Words Lesson Plan D (Elaborative_High Student Responsibility)
Module: Space Pollution

> **Word Cards:**
> - *satellite*
> - *wasteful*
>
> **Affix Cards:**
> - *de-*
> - *-ed*
> - *-ly*
> - *-ness*
> - *-er/-or**
>
> *Note:* Not all of these affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during this section of the lesson. Cards will be used again in future lessons.
> *Two sides of the same notecard.

Note: For each part of the lesson, refer back to the BW prompt card.

Warm Up	Teacher may say: 　　"In our Breaking Words lessons, we have analyzed a bunch of words. Let's read them quickly to review them." 　　*Teacher can flash words and kids can read them chorally.*

	"I've picked one of our words. Who can use this one in a sentence for us?"	
	Word 1: *satellite* **Spanish cognate:** *satélite*	**approx. 5 minutes**
Count It	"Today we are going to work with two words related to our learning about space pollution. Who wants to lead us through the steps for analyzing our first word?" (Choose a student leader) "The first word is *satellite*. For example, we learned that space pollution can consist of pieces of old satellites that no longer work. Our BW leader is going to lead us through all the steps, starting with—" (Teacher pauses and let's the student leader take over.) The discussion leader might say something like: "Let's start with Count it. Before I show you the word, let's count the syllables we hear when we say satellite." *Discussion leader should point to the steps in the prompt card to make sure everyone knows which step they are on.* Students may say: *three, clapping as they say the word aloud* *Discussion leader helps as needed if students have trouble hearing the syllables. The teacher should prompt and support as needed, while continuing to allow the leader to facilitate the steps. The teacher can actively participate as if in the role of a student.*	
Read It	Discussion leader shows the word card and asks everyone to read it aloud.	
Use It	Discussion leader asks: "How would you use the word *satellite* in a sentence having to do with space pollution?" *Note: Discussion leader can invite peers to use their <u>full linguistic repertoire</u>*	
Divide It	Discussion leader asks the group to divide the word into three syllables. • Students may say: sat/el/lite Then, the discussion leader asks students to check the logic of their syllables: "Each syllable has to have exactly one vowel sound. Let's check each one. What vowel do we hear in the first syllable? Second syllable? Last syllable?" "Now that we have checked the syllables and they make sense, let's cut the word apart." (Discussion leader chooses a peer to cut the word into three pieces on the syllable junctures.)	
Assemble It	Discussion leader scrambles the three pieces and chooses a student to put the word back together. Then re-scramble and choose another person to re-assemble one more time.	

Write It	Discussion leader covers up the word card and asks students to write the word satellite from memory on their boards or scratch paper, reminding them to think about the three syllables as they spell it. Discussion leader shows the correct spelling and asks students to compare and self-check their spelling. Repeat if needed and if time permits.
Transform It	Discussion leader pulls out the affix cards (*de-, -ed, -ly, -ness, -er/-or)* and says something like: "Now let's uses the prefixes and suffixes to see if we can transform *satellite* into new words." Discussion leader places each card, one at a time, on the word and asks: "Does this make a new word?" Students answer yes or no. When an affix does create a logical word, the discussion leader asks: "Does this affix add a syllable to satellite?" Students count the syllables in the new word to answer. Then they use or define the new form of the word. Discussion leader quickly goes through all the affixes this way. The teacher then adds (*satellite)* and any new transformed word to the cumulative word deck for future use. [Note: in this case, students should notice that none of the affixes can be added to the noun satellite. This is rare, but happens occasionally in BW for some words]

	Word 2: *wasteful*	**approx. 5 minutes**
Count It	Teacher asks for another volunteer to lead the analysis of this word. "The next word is wasteful. We have learned about the *wasteful* use of old satellites and rockets by leaving them to pollute our atmosphere." Discussion leader asks, "How many syllables are in the word *wasteful*?" Students may say: two*, clapping the syllables to make sure*	
Read It	Discussion leader presents the written word card and asks peers to read the word aloud.	
Use It	Discussion leader chooses two students to use the word in a sentence about space pollution. *Note: Discussion leader can invite peers to use their full linguistic repertoire*	
Divide It	Discussion leader asks: "How would we divide this word to form two syllables?"	

	• Students may say: *waste/ful* *Discussion leader helps students check the syllables to make sure each one has one vowel sound. For each, they ask "What vowel sound do we hear?" and "How is that sound spelled in this written syllable?"* *Then, the discussion leader chooses a peer to cut the word apart.*
Assemble It	Discussion leader scrambles the pieces and asks a student to put the word back together.
Write It	Discussion leader asks students to get out their boards or scratch paper and to write the word wasteful from memory, using the syllables to help them. Then the leader shows the correct spelling so students can compare and self-check.
Transform It	Discussion leader displays the affix cards again. "Now we will see if we can use these prefixes and suffixes to turn *wasteful* into new words." Use each affix, one at a time. For instance, the leader might say: 　"Let's start by adding *-ly* to the end of our word. What word do we have now?" 　"Does adding *- ly* create more syllables?" 　"How could you use *wastefully* in a sentence?" 　"Now I'm going to take off *-ly* from the ending of this word and add *-ness*. What word do we have now?" 　"How many syllables does it have?" 　"How could you use *wastefulness* in a sentence?" 　"How is it different from *wastefully* ?" 　"Do any of our other word parts work for this word? Why or why not?" Teacher will write real words on new cards to add to the warm-up deck *(wasteful, wastefully, wastefulness)*. Students may add a word(s) to the inquiry space to synthesize their knowledge of the module topic.