

## Introduction to Structured Word Inquiry



PRESENTED BY  
**Peter Bowers**



SERIES SESSIONS

| Date             | Time              |
|------------------|-------------------|
| October 11, 2024 | 1:00 PM - 3:00 PM |



LOCATION  
**Online - Via Zoom**

**FEE**

**\$90.00**

**QUESTIONS?**

Contact Us:  
[northwest@aplc.ca](mailto:northwest@aplc.ca)  
[780-882-7988](tel:780-882-7988)

**REGISTER ONLINE**

Visit our website to register:  
[northwest.aplc.ca](http://northwest.aplc.ca)

### Learning Opportunity

Peter will introduce a “big picture” of structured word inquiry as the application of scientific inquiry about how our spelling system works and how to use that as a driving feature of literacy instruction for learners of all abilities and ages. Key to this “big picture” is introducing the linguistic concept of “word families” (morphological and etymological) as words connected in spelling structure and meaning through activities used from the beginning of schooling. By the end of the session, participants have practice and resources for using the same type of activity with students of all ages/abilities. Participants will practice the process spelling-out-loud and writing-out-loud and tapping out of word structure introduced last session. We also look at how these processes and SWI in general reflect the recommendations of cognitive load theory - a major theory of learning in psychology. We also see how these processes are applied to the process of reading instruction.

### Presenters

**Peter Bowers**

Pete Bowers, Ph.D., is a teacher, researcher, author, and founder of WordWorks Literacy Centre. Pete taught Grades 3-6 for 10 years before earning his Ph.D. from the Faculty of Education at Queen's University. His research and practical work with schools and educational groups has been pivotal in transforming how teachers, tutors and students around the world understand English spelling. Instead of putting up with a frustrating system full of exceptions, the structured word inquiry (SWI) community understands that investigating the spelling-meaning connections in words is not only rich literacy instruction -- it is a rich context for leveraging learning about any subject. His teacher resource book, *Teaching How the Written Word Works* expands on the lessons of his vocabulary intervention (Bowers & Kirby, 2010) which found generative vocabulary learning for the experimental group, and introduced the term “structured word inquiry.” His workshops have taken him to Europe, Africa, Asia, Australia, the Middle East, and North America.



Supporting every educator  
in every classroom