

## Word Study Learning Huddle Protocols

This set of learning huddle protocols follow the six-step format described in chapter 4 of *Word Study for Literacy Leaders*. Each huddle agenda includes written reflection prompts and discussion questions that may be refined to meet the needs of your groups. Educators will be best prepared to reflect when they bring data to the huddle. Each huddle suggests data sources, and we encourage coaches to consider additional data sources to support the goal of the huddle conversation. It is helpful to remind teachers between learning huddles the specific data to collect. While the protocols may be implemented in sequential order, we recommend coaches conduct their own observations and coaching sessions to best identify where teachers are in their understanding, what they are challenged by, and what they are ready to talk about. Prior to the first huddle, it is important to establish group norms.

### **Huddle 1:** Group Students by Analyzing Their Spelling

- Data Sources: Scored Qualitative Spelling Inventories, Instructional Grouping Charts

### **Huddle 2:** Prepare and Organize Word Study Materials

- Data Sources: Pictures of Classroom, Samples of Students' Word Study Notebooks/Binders

### **Huddle 3:** Manage and Organize Weekly Word Study Instruction

- Data Sources: Pictures of Classroom, Lesson Plans, Samples of Word Study Routines

### **Huddle 4:** Student Thinking and Discussion

- Data Sources: Questions, records of student responses

### **Huddle 5:** Transfer of Learning about Words to Reading and Writing

- Data Sources: Student writing samples, records of oral reading

## Word Study Learning Huddle Protocol 1: Group Students by Analyzing Their Spelling



### North Star: Develop students' word knowledge for reading and writing

Focal Practices:

- ➡ ❖ Group students by analyzing spelling
- ❖ Prepare and organize word study materials
- ❖ Establish instructional routines for word study
- ❖ Facilitate student discussion and reflection about words
- ❖ Provide opportunities for students to transfer their learning about words

### Agenda

(Total time: 30 mins)

#### 1. Choose Roles: (1 min)

- Facilitator: Leads agenda, guides open discussion
- Timekeeper: Keeps group on time (*\*has a timer at hand\**)
- Note-taker: Captures individual intentions during *Step 7*
- Process observer: Observes how team is working together *during Step 8*

#### 2. Review Norms (2 min)

#### 3. In one word, how are you feeling about how you've grouped students for word study instruction? (2 min)

#### 4. Think and Write Time: Successes and Challenges (2 mins)

##### WRITING PROMPTS:

- How have you grouped students?
- What is working well?
- What has been challenging?

### Questions to Consider

How did you use the assessment results to form groups?

- What is the size of your groups?
- What is the developmental range for each group?
- How do you support all students in the group?

How are students responding to instruction?

- Which students are able to accurately read the words/identify most of the pictures?
- Which students are able to understand the overarching goal and explain their learning?

**5. Round Robin Sharing: Successes and Challenges (2 mins/person)****DISCUSSION PROMPTS:**

- How have you grouped students?
- What is working well?
- What has been challenging?

**6. Open Discussion (8–10 mins):**

- Choose one or two challenges from the round robin *for the group* to focus on.
- Unpack the challenge.

**7. Round Robin Share-Out: What's your next step? (1 min per person)**

*\*Note-taker records next steps, shares at next huddle*

- What will you try next? [*specific, actionable, concrete*]
- What do you hope to accomplish?

**Next Steps: (Add each team member's name and next steps.)**

**8. Debrief Huddle: How did it go?**

- Warm feedback (*one thing that went well*)
- Cool feedback (*one area for refinement*)
- Process observer reflects on how well the team worked together and adhered to norms

## Word Study Learning Huddle Protocol 2: Prepare and Organize Word Study Materials



### North Star: Develop students' word knowledge for reading and writing

Focal Practices:

- ❖ Group students by analyzing their spelling
- ➡ ❖ Prepare and organize word study materials
- ❖ Establish instructional routines for word study
- ❖ Facilitate student discussion and reflection about words
- ❖ Provide opportunities for students to transfer their learning about words

### Agenda

(Total time: 30 mins)

#### 1. Choose Roles: (1 min)

- Facilitator: Leads agenda, guides open discussion
- Timekeeper: Keeps group on time (*\*has a timer at hand\**)
- Note-taker: Captures individual intentions during *Step 7*
- Process observer: Observes how team is working together *during Step 8*

#### 2. Review Norms: (2 min)

**3. In one word, how are you feeling about how you've organized your materials for word study instruction?**

#### 4. Think and Write Time: Successes and Challenges (2 mins)

##### WRITING PROMPTS:

- How are you preparing and organizing word study materials?
- What is working well?
- What has been challenging?

### Questions to Consider

How are you preparing and organizing word study materials?

- What is your routine for students to store and access sorts, word study notebooks, games, and other materials?
- How might you organize your materials to maximize instructional time?
- How do your materials and the organization of them affect your instruction?

**5. Round Robin Sharing: Successes and Challenges (2 mins/person)****DISCUSSION PROMPTS:**

- How have you organized materials?
- What has been effective?
- What has been challenging?

**6. Open Discussion (8–10 mins):**

- Choose one or two challenges from the round robin *for the group* to focus on.
- Unpack the challenge.

**7. Round Robin Share-Out: What's your next step?**

*\*Note-taker records next steps, shares at next huddle*

- What will you try next? [*specific, actionable, concrete*]
- What do you hope to accomplish?

**Next Steps: (Add each team member's name and next steps.)**

**8. Debrief Huddle: How did it go?**

- Warm feedback (*one thing that went well*)
- Cool feedback (*one area for refinement*)
- Process observer reflects on how well the team worked together and adhered to norms

## Word Study Learning Huddle Protocol 3: Establish Instructional Routines



### North Star: Develop students' word knowledge for reading and writing

Focal Practices:

- ❖ Group students by analyzing their spelling
- ❖ Prepare and organize word study materials
- ➔ ❖ Establish instructional routines for word study
- ❖ Facilitate student discussion and reflection about words
- ❖ Provide opportunities for students to transfer their learning about words

### Agenda

(Total time: 30 mins)

#### 1. Choose Roles: (1 min)

- Facilitator: Leads agenda, guides open discussion
- Timekeeper: Keeps group on time (*\*has a timer at hand\**)
- Note-taker: Captures individual intentions during *Step 7*
- Process observer: Observes how team is working together *during Step 8*

#### 3. Review Norms (2 min)

#### 4. In one word, how are you feeling about the routines you've established for weekly word study instruction?

#### 5. Think and Write Time: Successes and Challenges (2 mins)

**WRITING PROMPTS:** How are you managing and organizing your weekly word study instruction?

- What has been effective?
- What has been challenging?

### Questions to Consider

How are you managing and organizing your weekly word study instruction?

- How do you organize your daily and weekly schedule to provide word study instruction?
- How do you vary your students' daily activities to maintain high levels of interest?
- How well are students working independently while you meet with small groups?
- How are you fitting the weekly assessment into your word study routine?

**6. Round Robin Sharing: Successes and Challenges (2 mins/person)**

**DISCUSSION PROMPTS:**

- How are you managing and organizing your weekly word study instruction?
- What has been effective?
- What has been challenging?

**7. Open Discussion (8–10 mins):**

- Choose one or two challenges from the round robin *for the group* to focus on.
- Unpack the challenge. Example challenge: Students have been told the routine but don't always follow it.
  - When are students most engaged and successful in the established routine?
  - What have you noticed about when it doesn't work well?
  - What have others tried?

**8. Round Robin Share-Out: What's your next step?**

*\*Note-taker records next steps, shares at next huddle*

- What will you try next? [*specific, actionable, concrete*]
- What do you hope to accomplish?

**Next Steps: (Add each team member's name and next steps.)**

**9. Debrief Huddle: How did it go?**

- Warm feedback (*one thing that went well*)
- Cool feedback (*one area for refinement*)
- Process observer reflects on how well the team worked together and adhered to norms

## Word Study Learning Huddle Protocol 4: Facilitate Student Discussion and Reflection



### North Star: Develop students' word knowledge for reading and writing

Focal Practices:

- ❖ Group students by analyzing their spelling
- ❖ Prepare and organize word study materials
- ❖ Establish instructional routines for word study
- ➡ ❖ Facilitate student discussion and reflection about word study
- ❖ Provide opportunities for students to transfer their learning about words

### Agenda

(Total time: 30 mins)

#### 1. Choose Roles: (1 min)

- Facilitator: Leads agenda, guides open discussion
- Timekeeper: Keeps group on time (*\*has a timer at hand\**)
- Note-taker: Captures individual intentions
- Process observer: Observes how team is working together *during Step 8*

#### 2. Review Norms: (2 min)

#### 3. In one word, how are you feeling about facilitating student discussion and reflection about word study?

#### 4. Think and Write Time: Successes and Challenges (2 mins)

**WRITING PROMPTS:** How are you helping students develop their thinking and discuss their word learning?

- What has been effective?
- What challenges have you had?

### Questions to Consider

How are you helping students to develop their thinking and discuss their word learning?

- What are you noticing about discussion between students about their word study activities?
- Which open-ended questions encourage student discourse?
- What questions and prompts help to clarify student thinking?



**5. Round Robin Sharing: Successes and Challenges (2 mins/person)****DISCUSSION PROMPTS:**

- How are you helping students develop their thinking and discuss their word learning?
- What has been effective? What challenges have you had?

**6. Open Discussion (8–10 mins):**

- Choose one or two challenges from the round robin *for the group* to focus on.
- Unpack the challenge. Example challenge: I ask open ended questions but only one or two students in the group answer the questions.
  - What have others tried?

**7. Round Robin Share-Out: What's your next step?**

*\*Note-taker records next steps, shares at next huddle*

- What will you try next? [*specific, actionable, concrete*]
- What do you hope to accomplish?

**Next Steps: (Add each team member's name and next steps.)**

**8. Debrief Huddle: How did it go?**

- Warm feedback (*one thing that went well*)
- Cool feedback (*one area for refinement*)
- Process observer reflects on how well the team worked together and adhered to norms

## Word Study Learning Huddle Protocol 5: Transfer of Learning



### North Star: Develop students' word knowledge for reading and writing

Focal Practices:

- ❖ Group students by analyzing their spelling
- ❖ Prepare and organize word study materials
- ❖ Establish instructional routines for word study
- ❖ Facilitate student discussion, reflection, and critical thinking about words
- ➡ ❖ Provide opportunities for students to transfer their learning about words

### Agenda

(Total time: 30 mins)

#### 1. Choose Roles: (1 min)

- Facilitator: Leads agenda, guides open discussion
- Timekeeper: Keeps group on time (*\*has a timer at hand\**)
- Note-taker: Captures individual intentions *during Step 7*
- Process observer: Observes how team is working together *during Step 8*

#### 2. Review Norms: (2 min)

#### 3. In one word, how are you feeling about linking word study to reading and writing?

#### 4. Think and Write Time: Successes and Challenges (~2 mins)

##### WRITING PROMPTS:

- What are you noticing about transference from students' word study lessons to their writing? What about their reading?
- What has been effective?
- What challenges have you had?

##### Questions to Consider

How are you providing opportunities for students to transfer their learning about words to reading and writing?

- What are you noticing about the transference from students' word study lessons to their reading and writing?
- How do you help students apply their learning about words to reading and writing activities?
- How do you make the connections explicit between word study and reading and writing?

**5. Round Robin Sharing: Successes and Challenges (2 mins/person)**

**DISCUSSION PROMPTS:**

- What are you noticing about transference from students' word study lessons to their writing? What about their reading?
- What has been effective?
- What challenges have you had?

**6. Open Discussion (8–10 mins):**

- Choose one or two challenges from the round robin *for the group* to focus on.
- Unpack the challenge. Example challenge: Students have been told the routine but don't always follow it.
  - Where would you like to see extended transference?
  - What have others tried?

**7. Round Robin Share-Out: What's your next step?**

*\*Note-taker records next steps, shares at next huddle*

- What will you try next? [*specific, actionable, concrete*]
- What do you hope to accomplish?

**Next Steps: (Add each team member's name and next steps.)**

**8. Debrief Huddle: How did it go?**

- Warm feedback (*one thing that went well*)
- Cool feedback (*one area for refinement*)
- Process observer reflects on how well the team worked together and adhered to norms