

Generating Questions Related to the Ten Indicators of Effective Word Study

Purpose: This activity is useful for a coach to gather information about participants' level of understanding or questions they might have related to word study in order to plan next steps in coaching.

Directions for the coach:

1. Choose up to four indicators for this activity.
2. Post anchor charts around the room, each with one of the chosen indicators and its description (see the table below for indicators and descriptions).
3. Assign small groups or individuals to each anchor chart to start.
4. Ask teachers at each anchor chart to generate questions related to that indicator. Multiple questions are encouraged. Each question should be written on its own sticky note before added to the anchor chart. Participants are encouraged to generate as many possible questions as they can without judgment. An example of the questions teachers might generate is given for the first indicator in the chart below.
5. Ask groups or individuals to rotate around the room to each anchor chart repeating step 3. Spend no more than five minutes per indicator.
6. Synthesize and analyze the questions to determine next steps. For example, the coach might 1) direct participants to find the section in the word study text being used that addresses that idea, 2) guide a discussion around a particular question, 3) use the information gleaned in upcoming word study sessions, or 4) identify classroom situations where the indicator could be modeled.

The process described above could be adapted for digital use by creating the anchor charts on a platform such as Jamboard.

Indicators and Descriptions for Anchor Charts

Indicator	Description
Grouping	The word study grouping is differentiated and developmentally appropriate. <i>Teacher generated questions might include:</i> <i>How many groups?</i> <i>What if I only have one or two students in a group?</i> <i>How will I manage multiple groups?</i>
Materials	The word study materials are professionally prepared, well organized, and accessible.
Teacher talk	The teacher's talk scaffolds students' thinking, learning, and self-correction.
Student-to-Student Talk	The word study activities facilitate conversation among students working in smaller groups for partnerships
Extension and Transfer	Students extend and transfer their learning about how words work to other reading and writing activities.
Instructional Routines	There is evidence of weekly routines.

Reflection	The teacher helps the students develop and articulate hypotheses about how words work.
Word Study Notebook	Students' thinking about words is evident in their word study folders or notebooks.
Engagement	Students are purposefully engaged in thinking about the sound, spelling, meaning, and use of words in reading and writing contexts.
Teacher Knowledge and Classroom Management	The teacher is knowledgeable about the content of the lesson and manages the lesson well.