

Word Study Teaching Protocol

- Grade K-2

Teachers use the below framework to teach new word study lessons over two days. One day per week teachers use data to determine re-teaching, generative, or new lessons. **Word study lessons are taught daily in grade K-2 for 15 minutes.** Teachers should use the Fountas and Pinnell *Phonics Lessons, Letters, Words, and How They Work* essential lessons to plan weekly lessons.

FOCUS STEPS	LOOK-FORS	OBSERVATIONS
<u>Word Study Lesson #1 or #2</u>		
<u>Step 1:</u> Introduce the Lesson (whole-group session) 1-2 minutes	<ul style="list-style-type: none"> ○ Fountas and Pinnell <i>Phonics Lessons</i> or Vowel Team Lesson from Dorn Continuum. ○ Teacher explicitly states purpose of lesson and principle of the lesson. 	
<u>Step 2:</u> Teacher Models the Principle (whole-group session) 3-7 minutes	<ul style="list-style-type: none"> ○ Teacher explicitly models the strategy. (Listen for explicit, focused language spoken by teacher.) ○ Teacher uses an anchor chart or pocket chart to model the principle. 	
<u>Step 3:</u> Guided Practice (whole or small-group session) Up-5 minutes	<ul style="list-style-type: none"> ○ Teacher provides an opportunity for the students to practice the principle. ○ Teacher circulates to listen, observe, and document students who are applying the principle. ○ Students share process with class or with partners. 	
<u>Word Study Lesson #1 or #2 Continued</u>		
<u>Step 1:</u> Review prior teaching point	<ul style="list-style-type: none"> ○ Teacher explicitly states purpose of lesson and strategy/text feature to be taught/ modeled. 	
<u>Step 2:</u> Guided Practice (whole or small-group session) 3-5 minutes	<ul style="list-style-type: none"> ○ Teacher provides an opportunity for the students to practice the strategy. ○ Teacher circulates to listen, observe, and document students who are applying the strategy. ○ Students share process with class or with partners. 	
<u>Step 3:</u> Independent Practice (Apply Activity) (whole or small-group session) 5-8 minutes	<ul style="list-style-type: none"> ○ Teacher provides students with apply activity to reinforce teaching point. ○ Students practice this strategy while working on the apply activity independently or with a partner. ○ Teacher monitors students' application and scaffolds for transfer. 	
<u>Step 4:</u> Closure (whole-group session) 1-2 minutes	<ul style="list-style-type: none"> ○ Teacher and students review teaching point. ○ Students reflect on learning stating how the lesson helped them as writers and readers. 	

Generative/Repeated/New Lesson

<p>Step 1: Introduce the Lesson (whole-group session) 1 minute</p>	<ul style="list-style-type: none">○ Teacher uses anecdotal notes, running records, writing observations, and the inventory to select lesson.○ Fountas and Pinnell <i>Phonics Lessons</i> or Vowel Team Lesson from Dorn Continuum.○ Teacher explicitly states purpose of lesson and principle of the lesson.	
<p>Step 2: Teacher Models the Principle (whole-group session) Up to 3 minutes</p>	<ul style="list-style-type: none">○ Teacher explicitly models the strategy. (Listen for explicit, focused language spoken by teacher.)○ Teacher uses an anchor chart or pocket chart to model the principle.	
<p>Step 3: Guided Practice (whole or small-group session) Up-5 minutes</p>	<ul style="list-style-type: none">○ Teacher provides an opportunity for the students to practice the principle.○ Teacher circulates to listen, observe, and document students who are applying the principle.○ Students share process with class or with partners.	
<p>Step 4: Independent Practice (Apply Activity) (whole or small-group session) 5 minutes</p>	<ul style="list-style-type: none">○ Teacher provides students with apply activity to reinforce teaching point.○ Students practice this strategy while working on the apply activity independently or with a partner.○ Teacher monitors students' application and scaffolds for transfer.	
<p>Step 5: Closure (whole-group session) 1 minute</p>	<ul style="list-style-type: none">○ Teacher and students review teaching point.○ Students reflect on learning stating how the lesson helped them as writers and readers.	