

## ***Found an interesting word?***

**1. What is the sense and meaning of your word?**

**2. How is it built?**

↕ • *Can you identify any bases or affixes with a word sum?*

**3. What related words can you find?**

• **Morphological relatives:** Look for words that share a **base**.

• **Etymological relatives:** Look for words that share an historical **root**.

**4. What graphemes function coherently here?**

• Check that they represent the phonemes *across the morphological family*.

• Check the influence of word origin on grapheme choice.

• Is what you thought was a grapheme actually an orthographic marker?

### **Two Kinds of Structured Word Inquiry**

#### **Teacher-Led Inquiry**

- The teacher understands and selects the topic or concept to investigate.
- Teacher selects words and or word parts to guide students to make sense of the chosen topic.

#### **Inquiry-Led Teaching**

- A question arises during class, to which the teacher does not have an immediate answer.
- Teacher models established strategies for investigating spelling questions to develop and test a hypothesis.

Both forms of structured word inquiry explicitly draw from the same types of questions (eg., reference chart above) and model use of the same resources (eg., dictionaries, Word Searcher, etc.).

