

Early Steps #2: Roles, Data & The Lesson

Agenda for Today's Training:

1. Discuss ERI for 10 lowest students. What are their Tier II options?
2. Watch & learn ES lesson format & content.

Site Coordinators! The UURC needs a copy of the ERI cover sheet for each student being tutored. Please give that to your UURC liaison. Thanks!

Program Roles

Tutor:

- 30 minutes daily w/each tutee *on task*

Site Coordinator:

- coordinate testing/tutoring logistics
- keep books and materials in order
- assist with data input
- coordinate seminars (n=5)

UURC Liaison & Support Staff:

- observations & feedback

Trainer:

- clinical sessions (n=9) & seminars (n=5)
- direct data collection & troubleshoot

Data Collection, Interpretation & Use

1. Access ERI summary sheets.
2. Which students are candidates for ES? Discuss student needs & options for Tier II intervention. Choose students.

Early Steps Lesson

Note: to improve as a reading intervention tutor, we recommend that you watch our **Early Steps video demonstrations**. Go to

<http://www.uurc.utah.edu/Educators/Resources.php>

1. Access & overview ES lesson plan. Do lesson in

THIS order, ***THIS*** way!

2. Trainer uses ERI to model planning initial ES lesson for 1 child. Participants copycat on lesson plan.

3. Trainer executes ES lesson with that child. Repeat process for additional child with different beginning text & word study levels.

4. Trainer models planning 2nd ES lesson for each child while clarifying each lesson component. Participants copycat on lesson plan.

Working in ES Text Levels 1-3

High expectations for finger pointing!!

“One small touch UNDER each word...”

“Take a ride on my finger...”

Have student “point and read” with ***every new word*** in journal & on strip:

You say “Point & read...” 1,000,000 times.

A child is ready to “bump up” when:

- he is reading the hardest books in a level, &
- he reads *most* (not all) of yesterday’s new book *quite* successfully (not perfectly) without much echo across 3-4 books.

Also, use **ES Singleton Text Features Chart**.
Great “cheat sheet!”

Working in Word Study: 1st Phoneme Sorts

Use the pix the child already has in oral language. This is a phoneme awareness activity primarily; vocabulary development is incidental.

Move through pix sorts ASAP. You may introduce 1, 2, or 3 new consonant phonemes per lesson depending on student ability. Hold trouble phonemes as long as needed.

For an excellent “cheat sheet”, go to <http://www.uurc.utah.edu/Educators/Resources.php> and look for “**Early Steps Word Study Script**” at the bottom of the webpage.

See **ES Singleton Word Study Features Chart!**
Another great “cheat sheet!”

Sentence Writing

= stem + sounds (high frequency word practice + phonemic awareness).

1. Use the UURC scope & sequence.
2. You say the stem; the child adds a word.
3. Child repeats sentence 3 times (use crazy voices) and on last repeat counts words on fingers.
4. Child says each word, writes each word.
5. With each new word, child “read & points” through the sentence.
6. Each word in the stem **must** be correct; assist as needed.
7. The “added word” is phoneme segmentation

practice. It does not have to be correct, but should be phonetically reasonable.

The student needs a total of 3 perfect stems without assistance needed to bump up. These stems do not have to be consecutive---just cumulative.

Keep lesson to 30 minutes! Student on task all 30 minutes. Keep “teacher talk” to a minimum.

For Each Training, Bring:

- binder with ES lesson plans, etc.
- word study kit

Review Practicum Requirements

Tutoring Sessions: minimum of 85

Group Training Sessions: at least 8 of 9

Observations w/certified ES tutor working directly under licensed ES trainer: at least 4 of possible 6 w/2 “satisfactory” scores, 1 satisfactory score earned

during final 2 observations. One self-observation via video.

Observations of a peer during training sessions: at least 4 of possible 6

Watch 5 Video Seminars (in group setting; organized by coordinator)

Note: ES Tutors and/or Site Coordinators are *not* licensed ES trainers. Training without ES license violates UURC service mark rights. Certified ES tutors are allowed to “coach” other individuals in the ES model.

Site Coordinators! Initiate the Take-Home Stories for after the 4th read. Go to - <http://www.uurc.utah.edu/Educators/Resources.php>
Look for *Early Steps Take-Home Books Levels 1-8*.

Questions? Check the ES Complete Binder on-line: <http://www.uurc.utah.edu/Educators/Resources.php>
Still don't know? Call your UURC liaison!!

University Credit

University Credit is available; not mandatory. Cost: \$300 for 3 continuing ed credits. Register with Linda Jensen (801-265-3951 or linda.jensen@utah.edu) by October 31st.

For syllabus, see:

<http://www.uurc.org/UStudents/UCourseSyllabi.php>

EDU 6633-030: Assessment & Intervention for Beginners: Early Steps Practicum

UURC International Opportunity!

English-Speaking Internships in Botswana with *Stepping Stones International* providing orphaned & vulnerable youth with U Steps Intervention (ES, NS, HS and/or Tier I)

For more info go to -

<http://www.uurc.utah.edu/Educators/BotswanaInternship.php>