

Early Steps #5: Take-Home Message

Agenda for Today's Training:

1. How's it going? Debrief & review ES lesson.
2. Clinical observations. Debrief observations.
3. Watch & learn additional ES content.
 - vowel vs. consonant mastery

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>

Working in ES Text: Review

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*.

See **ES Singleton Text Features Chart!** Great “cheat sheet!”

The goal of reading is to ‘construct meaning’ a.k.a comprehend—even in beginning level texts. This comes more easily to some children than to others. So, start at the sentence level.

Use I.T.T.M = I Think That Means...

Beginning in level 4 text, model ITTM on various pages. Gradually, when a page of text seems difficult to understand, ask the student to ITTM.

If the child can’t do it, model. Keep trying and modeling and eventually you will see progress.

This sentence level comprehension work is the prelude to tracking plot in narrative text and main idea information in expository text.

Use a mix of publishers (Wright=easiest; Rigby PM & Handprints=moderate; Ready Readers=difficult).

There is a “range of difficulty” within each level; some are easier than others. Choose books within levels accordingly. The student does NOT have to read every book in a level!!!

If student has read all books in a level, but is struggling, re-read texts from prior lessons or repeat all 4 books twice each before including a new book.

Continue high expectations for finger pointing.

Reading Guidelines:

1. Read what is on the page!! (99.9%)
 “This word tricked you. Start here...”
2. For unfamiliar words, prompt:
 - “Tap!”
 - If word is not blendable, ask for first sound and tell child the word.

When student makes a short vowel error, prompt with: “What do we say for ‘o’?” The student should reply: “o-octopus-/ō/. Then, ask the child to “tap that word.”

Working in Word Study

IMPORTANT! Some students will move increasingly quickly through Onset-Vowel Word Study. Be prepared to take advantage of this!

Move ahead in Onset-Vowels when student can play Memory with good accuracy and reasonable speed.

Then, try Mixed Short Vowels---nothing ventured; nothing gained!

Difference Between Vowels & Consonants

Use the “a-e story,” then write the vowels, then the consonants on the board. Ask student: Name 3 consonants. Name 3 vowels. Review over subsequent days until firm.

Play: Name the Vowels; Name the Consonants

1. Write *cup* on the board.
2. Say, **This word is *cup*. What word?**

3. Say, **Name the vowel.** Pause **Everyone?**
4. Say, **Name the consonants.** Point to each.
5. Repeat with *shrimp, tooth, brake, special.*

Play: Vowel or Consonant?

1. Write *red* on the board.
2. Say, **When I tap a letter, tell me vowel or consonant.**
3. Hover over a letter. Then tap. Students respond. Continue with all letters in the word.
4. Continue with *chant, boat, speed, mountain.*

Use similar activities for most frequent Blends & Digraphs as you encounter them in Mixed Shorts Word Study & put these in Word Bank for drill.

May also use checked spelling words to practice identifying which letters are vowels and which are consonants.

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.

Also, use **ES Singleton Word Study Features Chart**. Another great “cheat sheet!”

Starting level 5? Drop sentence strip. Student continues to write sentence. Push for more difficult, medial sounds in last word.

Reinforce tapping for CVCs (e.g., Ted), CCVCs (e.g., spin), and CVCCs (e.g., best) in text reading.

WORD BANK = measure of progress for levels 3-7
Get 2-4 words per lesson if possible. Flash Word Bank every day.