

Early Steps #6: 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:
 - possible graduation from ES
 - transition lesson content

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>

Criteria for Mid-Year Graduation

- solid level 9 text by end of January
- start transition lesson with level 9 by 2/1
- if transition lesson goes well AND
- if student is VERY strong in classroom, student may “graduate” in mid-Feb

These students' sharp upward progress **MUST** be continued! If that's not likely (e.g., no classroom grouping, lack of home support) continue providing ES!

Transition Lesson (begins with level 9)

Trainers! It may be helpful to model a Transition Lesson for participants.

1. *Assisted Reading w/new book*

- can use pre-1989 primer basal or ES tradebook
- preview → echo read → solo → ask comp ?s

2. *Word Study* (**discontinue** Onset-Vowel work)

- use Mixed Short Vowels (cat, win, mom)

3. *Sentence Stem*

4. *Easy Reading for Fluency*

- re-read recently read text (4 times total)

Goals for Students Who Continue in ES

- automatic vowel-consonant words & more difficult high frequency words
- moving toward automaticity with vowel-consonant-e words
- begin developing fluency (prosody echo as needed)
- advance in text levels as far as possible
- understand & articulate meaning in text (ITTM!)

Working in Text

Starting Level 7?

- keep 3 re-reads as long as possible; then, drop to 2 re-reads & 1 new book
- in level 8, must drop to 2 re-reads
- in level 9, drop to 1 re-read

In levels 7 and 8, conduct accuracy check at least once per week:

1. After student reads new book, count out 50 or 100 words in middle of story.

2. Tomorrow, student reads that section w/out help; you count errors for that section.
3. Goal = 93% or above accuracy & decent fluency.
4. Meets goal 2 out of 3x in difficult books for that level? Move to next text level!

Errors=substitutions, omissions, insertions, help self-corrects = *not* error for G1 text

When a Student Makes a Reading Error:

1. Wait for her to self-correct.
2. No? Point with pencil to error word and say, “This word tricked you.” Then, point to beginning of sentence or phrase, and say, “Start here.”
3. Same error? Ask student to tap, or look at the vowel pattern.
4. Still problems? Point with pencil to first phoneme and ask, “Sound?” When student tells you the sound, tell her the word & move on.

Working in Word Study: New Protocols

For all introductions and early practice use:

Sort → Random Check → Memory → Spelling

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Did you notice I wrote that TWICE? That's because some educators get so excited about using the games, they throw the baby out with the bathwater!

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Sort → Random Check → Memory → Spelling

For review & variety, try any of these protocols:

1. Sort → Random Check → Go Fish → Spelling
2. Black-Out Bingo → Random Check → Spelling
3. Sort → Tap the Deck → Read the Deck → Spelling

Maybe you've heard of Poison Star! or Oops! These games are NOT appropriate for 1st graders!

Word bank goal = 100 words

- keep "shaky words" in a small deck (<25)

Vowels & Consonants: Review

Use the “a-e story,” then write the vowels, then the consonants on the board. Partners ask each other: 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 Blends & Digraphs & put these in Word Bank for drill

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

Coordinators: end-of-year testing books?