Early Steps Quads #2: Roles, Data & Lesson

Agenda for Today's Training:

1. Discuss ERI data & candidates.

2. Learn "Text with Quads" (pointing, pointing, & more pointing to develop Concept of Word)

3. Learn "Sentence Work with Quads" (High Frequency Word Recognition, writing sounds to develop Phoneme Awareness, & more pointing)

4. Choral, choral, & more choral to teach *effective, efficient procedure.*

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:

    - 40 minutes daily; all 4 students ***on task***

Site Coordinator:

    - coordinate testing/tutoring logistics

    - keep books and materials in order

UURC Liaison & Support Staff:

    - observations & feedback

Trainer:

    - clinical sessions (n=9) & seminars (n=5)

    - troubleshoot

    - direct data collection & analysis

Note: ESQ Tutors and/or Site Coordinators are ***not*** licensed ES or ESQ trainers. Training without a license violates UURC service mark rights. Coaching, however, is permitted.

Data Collection, Interpretation & Use

1. Access ERI summary sheets. Project on doc camera.

2. Which students are candidates for ES?
   Note: must be able to i.d. at least 16 lower case letters. Discuss student needs. Choose students.

Early Steps Quads ½ 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 ESQ lesson plan. Do lesson in *THIS* order, *THIS* way!

2. Trainer uses ERI to model planning initial ESQ lesson (just text & sentence stem) for 4 children. Participants follow along.

3. Trainer executes ESQ lesson with those students. If time allows, repeat process for additional quad with different beginning text level.

4. Trainer models planning 2nd ESQ lesson for group while clarifying each lesson component. Participants follow along.

Working in Text Lvls 1-3: Pointing & Choral

Access **ES Quads Text Chart**! Review. Great "cheat sheet!"

Preview:
- Tutor may control 1 book for preview and students do not have books.
  OR
- Each student may use own book for preview.
- Regardless, each student points under previewed word.
- "Find the word ____" (students touch) "What word?" (students say word).

Echo:
- Tutor may control echo by borrowing book: "Watch my finger" (model, return book). "Fingers under _____; voices together" (students echo).
  OR
- Each student may use own book to echo: "Fingers under _____; my turn; you point." Then, "Fingers under ___; voices together."

Rereads:
- No preview, but ELs may need review.
- The newer the book, the more likely that you will need to provide some echo support to get started.
- The older the book, the more likely you can dispense with echo support and start with: "Fingers under _____. Voices together."

Bumping Up:
- When lowest student can point & read in yesterday's new book with very good (not perfect) success-bump up!

Note: keep text reading **choral** during text levels 1-

This means you need to keep the students *together*!

When you move to text level 4, you will introduce "the leader" on certain pages to allow each student to "take the lead."

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

The group does NOT have to read every book in a level!!!

There is a "range of difficulty" within each level; some are easier than others. Choose books within levels accordingly.

<u>Site Coordinators! Initiate the Take-Home Stories for after the 4th read.</u>   Go to www.uurc.org. Click on the *Educators* tab in the left-hand column. Then, click on the *UURC Resources* tab. Look for *Early Steps Take-Home Books Levels 1-8*.

Sentence Work in Quads:

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

1. Use the UURC scope & sequence.
2. You say the stem; focus student adds a word.
3. Students repeat sentence 3-4 times (use crazy voices) and on last repeat count words on fingers.
4. Students chorally say each word, write each word.
5. With each new word, students "read & point" 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.

Each student needs a total of 3 perfect stems without assistance needed to bump up. These stems do not have to be consecutive---just cumulative. File folders to prevent cheating may be helpful!

<u>Strip</u>:
- students dictate to you word-by-word as you write
- you write so that all can see and sound out as you write
- they point & read together word-by-word
- they read while you cut
- give each student 1 piece of sentence
- students re-assemble & read word-by-word
- play "Word Flips"
- student 'author' takes home sentence

Initially, all sentence work is done chorally. Over time you may transition to students working at their own paces, but they still point & read with every new word!

If students are writing and pointing at their own paces, when all are finished, ask students to "point & read" chorally one last time to provide closure for this lesson component.
If she has trouble segmenting, she needs to tap! Use, "What says _____ ?"

Note: "Stretching sounds like bubblegum" is not effective! Stretching is *not* segmenting.

Segmenting implies *__isolating__* sounds. "Tapping" each sound is a better strategy than stretching.

<u>For Each Training, Bring:</u>
- binder with ESQ lesson plans, etc.
- word study kit

<u>Review Practicum Requirements</u>

<u>Tutoring Sessions</u>: minimum of 85, but the more, the better!

<u>Group Training Sessions</u>: 9

<u>Observations w/certified ESQ tutor working directly under licensed ESQ trainer</u>: 6 w/2 "satisfactory" scores; 1 satisfactory score must be earned during final observation. *Review Observation form!*

<u>Self-Observation:</u> Film yourself during 2 ESQ lessons; watch your lessons while completing ESQ observation forms. Submit both completed forms to UURC liaison.

<u>Observations of a peer during training sessions</u>: 6

<u>Watch 5 Video Seminars</u> (preferably in group setting; organized by coordinator)

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

Questions? Check the complete binder on-line: http://www.uurc.utah.edu/Educators/Resources.php If you still don't know the answer, 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.utah.edu/UStudents/UCourseSyllabi.php
EDU 6649-030 - Maintaining the Power of 1:1 Early Intervention in Small Groups: Early Steps Quads 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

UURC 8-29-16 KJB