

## Early Steps Quads #7: Causes & Transition

### Agenda for Today's Training:

1. Debrief & review ESQ lesson format & content.
2. Clinical observations: full lesson.
3. Debrief observations.
4. Trainer leads discussion of causes for continued reading difficulties—despite intervention.
5. Trainer reviews Transition Lesson, Text Pacing and Word Study pacing.

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>

### Why Do Some Students Continue to Struggle?

Research is *very clear* that students with severe reading difficulties usually struggle with fluency. Often, this struggle is based in a lack of *automaticity* for identifying words.

Lack of automaticity is based in lack of success *attacking unfamiliar words*.

These students don't look closely at words. They don't know what to do, so they guess.

Problem: if they continue to guess, how will those words ever become automatic?

### Solutions: Instruction & Practice

1. Word Study + Stop Guessing!
2. Read, Read, **READ** to get enough successful repetitions (practice) to develop word recognition automaticity and to maximize comprehension, vocabulary, and world knowledge.

Note: for students with phonological deficits of the moderate to severe range (i.e., dyslexia), the guessing problem is their main stumbling block.

### Working in Text

#### Criteria for "Bumping Up" in Levels 7&8:

1. **AFTER** students read new text, count out 50 words in middle of story.

2. **TOMORROW**, other students start over chorally from beginning. Focus student reads w/out help; you count errors for that section. Goal = 93% or above accuracy & decent fluency
3. Meets goal 2 out of 3x in most difficult texts for that level? Move to next level!

Criteria for “Bumping Up” in Levels 9 -12:

1. **BEFORE** students read new text, count out 50 words in middle of story.
2. **TODAY**, when you get to that section, other students start over chorally from beginning. As focus student reads w/out help; you count errors for & time that section.
3. Goal = 93% or above accuracy & at least 30wpm in G1March text & 40wpm in G1End text.
4. Meets goal 2 out of 3x in most difficult text for that level? Move to next level!

Errors=substitutions, omissions, insertions, help

Note: self-corrects = *not* error for G1 text

## **Transition Lesson (new lesson plan - level 9)**

1. *Word Bank*
2. *Assisted Reading w/new book*
  - use pre-1989 basal (preferred) or ES tradebook
3. *Word Study finish mixed short vowels*
  - (cat, win, mom)
4. *Sentence Stem - continue*
5. *Easy Reading for Fluency*
  - re-read recently read text (4x total)

### **Goals for Students Who Continue in ESQ**

- increase blending speed for unfamiliar 1 syllable words
- increase automaticity with high frequency words
- develop fluency in text (prosody echo as needed)
- advance in text levels as far as possible
- understand & articulate meaning in text (ITTM!)  
Not fluent even on rereads? Use “prosody echo.” Also use rereads from current and/or previous level as ‘new’ book until fluent.

## Working in Word Study

Word Bank: Vary your pacing to force crisp choral responses and to avoid hitchhiking.

Mixed Shorts & Vowel Patterns (*need 2 decks, or at least 2 sets of bolded anchors*)

### Sort – Only Choral on Day 1

1. Day 1, tell students, “**Now we need to match the vowel pattern.**” Review each vowel pattern & vowel sound in anchor words.
2. Model the sort with group, “**Watch my pencil. My turn...Your turn.**”
3. After Day 1, students sort in pairs. Each pair has its own small deck with **bolded anchors**. You assist students having difficulty.
4. Always use same **bolded** anchors every day.
5. The student who sorts the card reads & points *alone* down that column.
6. When students struggle, ask them to tap that word, then back up a word or so and finish the column.
7. Add blends & digraphs *gradually*, if CVCs are firm.
8. After sort is complete, review vowel pattern – vowel sound.

### Random Check- Only Choral on Day 1

1. After Day 1, students work in pairs and take turns being the leader.
2. Enforce tapping as needed.

### Memory – Choral on Day 1

1. After Day 1, students play in pairs.
2. Must justify match on both cards with pencil:  
“a-consonant says ă.” ... “a-consonant says ă.”

### Bumping Up in Mixed Shorts & Vowel Patterns:

1. Randomize deck of all patterns, including some blends & digraphs.
2. Conduct a Word Study Check individually while other 3 re-read texts.
3. Must be a cold deck.
4. No timer.
5. Sort into 2 piles: ok vs. trouble.
6. Allow 3-5 seconds & tapping.
7. Criterion = 80% (e.g., 32 of 40). Each child must pass!

Students must pass Word Study Checks for mixed short vowels and all core vowel patterns before moving on!

See ES Word Study Scope & Sequence for pacing.

## Reminders

Grade level expectations for G1-March are:

- strong in level 10 text
- working in core vowel patterns (•••)

Continue to set high expectations:

- ‘ready to work’ position at table
- touch under the word in text with “Voices together.”
- use standard letter formation for writing

Put the pedal down now, before Spring Fever sets in!

**Coordinators! End-of-Year Testing Books?**