

Higher Steps #4: Closed/Closed w/Schwa (Module 3) & Open (Module 4) Syllables

The Goal: to provide 1-on-1 reading intervention wherein the student **reads and rereads** as much appropriately **challenging text** as possible and receives **explicit instruction in decoding, phonemic awareness & spelling.**

Agenda:

1. Debrief & Review: How is Fluency Work going?
2. Trainer models AWS Module 3 (closed/closed) & 4 (open) components.
3. Clinic with Peer Observations, followed by Debrief.

Next Training: Clinic with entire HS Lesson!

Note: to improve as a reading interventionist, we recommend that you watch our Higher Steps video demonstrations. Go to <http://www.uurc.utah.edu/Educators/Resources.php>

Please be open to our staff helping you during observations! Immediate feedback is most effective.

Site Coordinators! Initiate Home Word Charts? Go to www.uurc.org. Click on the *For All* tab in the left hand column. Then, click on the *Forms and Charts* tab. Click on the *Home Word Charts* tab.

Materials to Bring to Each Training

- binder with all HS lesson plans, etc.
- word study kit, LPs & inventories - 2 index cards
- AWS General Instructions
- white board, 2 markers, mechanical pencil/pointer
- spelling notebook for student

Working in Word Study

Review: Key Concepts for Closed Syllables

1. MOST IMPORTANT: only 1 vowel!
2. That vowel is “closed in” on the right side by one or more consonants.
3. No onset needed.
4. This orthographic pattern makes the vowel “short.”
5. Tap if helpful. (e.g., *stump*).
6. Question, break, scoop & read (e.g., *comment*).

7. Rule-breakers are closed syllables that use 1 of 5 possible patterns (-old, -olt, -ost, -ind, ild, e.g., *ghost*) with the “long” sound.

Intro: Key Concepts Related to Open Syllables

1. MOST IMPORTANT: only 1 vowel!
2. That vowel is not “closed in” on the right side with consonants.
3. No onset needed.
4. This orthographic pattern makes the vowel “long.”
5. Tap, if helpful; otherwise, scoop and read (e.g., *my pony, cry baby*).

Intro: Key Concepts for Schwa

1. Schwas are found in multi-syllabic words. A multi-syllabic word may have more than 1 schwa!
2. Schwa is a relaxed sound for the vowel in an uninflected syllable.
3. Break, scoop and read, using schwa where needed (e.g., *puppet, wagon*). Do we say _____ or _____?
4. Schwas are easier to read than they are to spell. Sounds like _____; spells like _____.

Pacing in Modules: Word Study ✓:

- See instructions on LP for Word Study ✓.

Trainer Models Planning AWS

1. Access Module 2 Inventory. Trainer uses LP to plan for fail Module 2 Word Study ✓. Participants copycat.
2. Access Module 3 Day 1 LP. Trainer also uses LP to plan for pass Module 2 Word Study ✓. Participants copycat.
3. Access white board, 2 markers, eraser and pointer or mechanical pencil & WBW & Spelling procedures cheat sheets.

Trainer Models AWS

1. Model: Word Study ✓ for Module 2. Assume pass.
 - participants practice Word Study ✓ with peer
2. Assume pass. Model: Module 3 Intro LP: WBW → 2 Activities → Spelling.
 - participants practice each activity with peer
3. Model: Module 4 Intro LP: WBW → Spelling.
 - participants practice each component with peer

Choose Appropriate Words for Students with Low Oral Language/ELLs

- pick “frequent & academic” words

- stay away from nonsense words

Remember: **tap** one syllable words; **scoop** polysyllabic words—even in connected text.

Remember: used forced choice questions rather than questions that could be answered more than 1 way. For example, rather than asking, “What kind of syllable is that,” ask, “Is that a closed or an rule-breaker syllable?”

Remember: help students learn to attribute word success to the skills and strategies they are learning. For example, “When I figure out whether the syllable is closed, I know the vowel sound and then I can get the word right!”

Note: encourage students to attribute decoding and spelling success to knowledge of syllables.

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 6642-030 - Maintaining the Power of Advanced 1:1
Intervention in Small Groups: Higher Steps Triads
Practicum.