

Higher Steps #6: R-Controlled (Module 7) Syllables

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

Agenda

1. Debrief & Review: How is the lesson going?
2. Trainer re-models as needed.
3. Clinic with Peer Observations, followed by Debrief.
4. Trainer intros AWS Module 7 (r-controlled).
5. Trainer models “thick” & “thin” WBW.
6. Participants practice all AWS components.

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.

Review:

Do you know when to tap and when to scoop?

What are some examples of “forced choice” questions for White Board Work?

What are some examples of “high utility words” for your ELLs and low oral language students?

Do you remind your students WHY they are successful with “big words” now?

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.
6. Question, break, scoop & read (e.g., *contrast*, *express*).

Review: 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. Question, break, scoop & read (e.g., *photo*, *cozy*).

Review: Key Concepts Related to V-c-e Syllables

1. Is there V-c-e pattern in the syllable?
2. What should we do to the ‘e’? Make it silent.
3. The silent ‘e’ gives makes the vowel long.
4. No onset needed.
5. Question, break, scoop & read (e.g., *exclude*, *compensate*).

Review: 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., *accommodate*, *manipulate*). Do we say ___ or ___?
4. Schwes are easier to read than they are to spell. Sounds like _____; spells like _____.

Intro: Key Concepts R-Controlled Syllables

1. MOST IMPORTANT: only 1 vowel!
2. That vowel is followed by the letter 'r.'
3. No onset needed.
4. This orthographic pattern lets 'r' be the 'boss' of the vowel—even though it looks like a closed syllable.
5. Tap & read (e.g., *dart*, *worn*, *fir*, *fur*, and *fer*)

Trainer Models Module 7 (R-controlled)

1. Access Module 7 inventory. Trainer models setting up AWS portion of LP. Participants copycat.
 3. Trainer models Module 7: WBW → Activity
→ Spelling
- participants practice each component with peer

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

Deciding to use “thick” or “thin” WBW Questioning:

You ALWAYS write the word & ask questions while student uses a dry erase marker to:

1. ‘x’ vowels,
2. underline consonants,
3. • to break up,
4. scoop syllables  and consolidate the word orally.

As students understand and can articulate the syllable concepts, you can reduce questioning related to syllable type & vowel sound.

Working in Text

Students need to consume as much text as possible. Keep talk to a necessary minimum—especially yours!!! Remember: whenever you are talking, the student is not reading!!!!

Be sure to do some comprehension work after echo and before you leave the assisted reading portion of the lesson.

Focus on narrative text structure (plot) and expository text structure (main idea/details).