

Higher Steps Triads #4: Closed/Closed w/Schwa & Open Syllables

The Goal: to preserve the power of 1-on-1 reading intervention in a small group where students **read and reread** as much appropriately challenging text as possible and receive **explicit instruction in decoding, phonemic awareness & spelling.**

Agenda

1. Debrief & review: How are things going?
2. Trainer re-models as needed.
3. Trainer models Modules 3 (closed/closed & schwa) & 4 (open).
4. Clinic with Peer Observations: Word Bank, Assisted Reading & Word Study. Debrief.

Next Training: Clinic with Word Bank, Assisted Reading & Word Study!

Note: to improve as a reading interventionist, we recommend that you watch our **Next Steps Triads video demonstrations.** Go to <http://www.uurc.utah.edu/Educators/Resources.php>1.

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 notebooks for students

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 syllable, if helpful (e.g., *check, cliff*).
6. Question, break, scoop & read (e.g., *splendid, submit*).
7. Rule-breakers are closed syllables that use 1 of 5 possible patterns (-old, -olt, -ost, -ind -ild, e.g., *blind*) 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 any 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 ✓:

1. See instructions on LP for Word Study ✓.
2. All students in triad must pass Word Study ✓ to proceed to next module. To accomplish this quickly (i.e., within 1 lesson) have students trade off working on repeated readings while you run word study checks with individual students.

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 ✓ with 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?”

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

Working in Text

Remember!

- During Echo & Partner Reading, students read CHORALLY.
- When partners finish a page (or paragraph) the lead reader asks, “What does the author want us to know from this part?”
- Use a post-it to show them where to stop. If they finish before you finish with the focus student, they can switch roles and reread a couple of pages until you catch up.

Pacing in Text:

Each student needs 1 qualifying data point (accuracy & rate) in one of the last 3 sessions. Otherwise move laterally.

If only 1 student fails to qualify, the triad may still “bump up” if that one student has at least 90% accuracy and is no more than 5 wpm below the rate criterion for that level.

To skip stories, each triad member must have 1 data point with at least 95% accuracy and at least 20 wpm above criteria for that level within the last 5 sessions.

Text Structure

- Narrative text - main character, main problem, & resolution. Your questions should track these concepts.
- Expository text - main idea and supporting ideas. This basic structure may manifest as “compare and contrast,” “problem and solution,” and/or “sequence.” Your questions should track these concepts.
- Why re-invent the wheel? Use the UURC bookmarks!

If All Students Are Struggling during Assisted Reading

- Use shorter chunks during echo.
- Repeat the last lesson’s assisted reading (i.e., use the same section twice for assisted reading before moving on).
- If you repeat an assisted reading section, you should still collect Accuracy & Rate data; just indicate that it is “not cold.”
- Use prosody echo more often with your focus student.

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.