

## Higher Steps Triads #5: Fluency Work

**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 is the lesson going?
2. Clinic with Peer Observations: Word Bank, Assisted Reading & Word Study. Debrief.
3. Trainer models intro of Fluency Work and adds to HST lesson.
4. View “everyday” Fluency Work on DVD.

*Next Training: Clinic with entire HS Lesson!*

Note: to improve as a reading interventionist, we recommend that you watch our **Next Steps Triads & Higher Steps** 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.

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Site Coordinators! Initiate Home Word Charts? Go to [www.uurc.org](http://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

### **Sequence for Introducing Fluency Work to Triads**

If you don't want to make hard copies, the students can use page protectors. Slit 2 page protectors down one of the long sides.

1. Look for the last 200 word section in the last focus student's text. Starting with 160, mark the sections in increments (200, 220, 240, 260, 280). Mark the same section in each student's book.
2. Each student will need a chart with his/her name on it. Teach students how to fill out chart (name, title of story, page #s).
3. Scoring: each pair of students will need 1 Vis-à-vis marker. Model for students → guided practice in:
  - using page protector,
  - how to track with Vis-à-vis,
  - types of errors & marking errors with Vis-à-vis,
  - un-marking self-corrects,
  - reviewing errors with partner,
  - complete 2<sup>nd</sup> trial,
  - switching roles,
  - filling out charts (each child does own chart).
4. Familiarize students with timers and 2 minute time units.
5. Practice entire sequence (see below) with timers, giving feedback as needed.

6. Wait to color in chart until **both** timings are completed.

Each student reads each 250+ word section a total of 4 times—either with a partner, or with the tutor; then the section is retired.

### What Fluency Work Should Look Like:

You work with the focus student:

- set timer for 2 minutes,
- student reads, you code errors as they occur,
- note total number of words,
- note total number of errors,
- prepare for next timing by reviewing errors,
- repeat for 2<sup>nd</sup> trial,
- chart both trials.

Partners are primarily on their own, so it may not be very pretty. That is OK as long as they are on task. Set the best possible tone by discouraging careless “racing,” and clarifying that the leader has the last say in whether or not an error occurred.

You and the focus student will finish fluency work before the partners are done. Use this time to work

on a needed area with this student (e.g., word study, word bank, tapping, prosody echo). This is precious, individual time; be sure to use it wisely!!!

## 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., *thumb*)
6. Question, break, scoop & read (e.g., *submit*).
7. Rule-breakers are closed syllables that use 1 of 5 possible patterns (-old, -olt, -ost, -ind -ild, e.g., *cholt*) with the “long” sound.

### Review: 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. Question, break, scoop & read (e.g., *my pony; cry baby*).

### 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. Question, break, scoop and read, using schwa where needed (e.g., *consonant, mittens*). Do we say \_\_\_\_\_ or \_\_\_\_\_?
4. Schwas are easier to read than they are to spell. Sounds like \_\_\_\_\_; spells like \_\_\_\_\_.

### Trainer Re-Models WBW, Activities, or Spelling for Modules 1-4 as Needed

#### Pacing in Word Study: Word Study✓

1. See instructions on LP.
2. All 3 students in triad must pass word study check 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.

### **Working in Text**

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).

Use ‘thumbs ready’ to allow ‘think time’ for all students.

#### **If 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.

## General Guidelines

Your priority is the focus student. This means you need to “let go” of the partners except for re-directing off-task behavior. Yes, they may be making errors, but you will have focus time with each of them in the very near future!

ESPWP: every student participating whenever possible!!! Pose a question and then direct the pair to “tell each other.” Use “thumbs ready” to prevent 1 student from dominating.

Students need to consume as much text as possible. Keep talk to a necessary minimum—especially yours!!!

Remember: whenever you are talking, they are not reading!!!!