

Higher Steps Triads #6: Combinations (Module 5) & V-C-e (Module 6) Syllables

The Goal: to preserve the power of 1-on-1 reading intervention in a small group where students **read and read** 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. Clinic with Peer Observations, followed by Debrief.
4. Trainer intros Module 5 (combinations) & Module 6 (V-C-e).
5. Participants practice all AWS components.

Next Training: Clinic with Full Lesson!

Note: to improve as a reading interventionist, we recommend that you watch our **Higher and Next Steps Triads 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 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 if helpful (e.g., *slink*).
6. Question, break, scoop & read (e.g., *enchant*).
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 by any consonants.
3. No onset needed.
4. This orthographic pattern makes the vowel “long.”
5. Question, break, scoop & read (e.g., *motto*, *handy*).

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

Intro: 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., *chose*, *define*).

Pacing in Modules: Word Study ✓

- See instructions on LP.

Trainer Models Module 5 (Combinations) & 6 (V-C-e):

1. Access Module 5 inventory. Trainer models setting up AWS portion of LP. Participants copycat.
2. Trainer models Module 5: WBW → Activity
→ Spelling

- participants practice each component with peer

3. Model: planning subsequent Module 5 AWS lesson while clarifying each lesson component. Participants copycat.

4. Repeat as above for Module 6.

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

Increasing Independence in WBW:

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

1. 'x' vowels,

2. underline consonants,

3. • to break up,

4. scoops  and consolidates as all students respond chorally. THAT'S IT!!! No breves. No macrons.

Increasing Independence in Spelling:

- focus student runs everything except the dictation

1. Students make quadrant and number 1-4. Focus student makes quadrant on white board.
2. Teacher says word, dictates sentence, asks, “What word?” and students say word.
3. Focus student slaps & writes syllables on white board. Students spell syllables aloud as they write.
4. Focus student says, “Scoop and read.” Students do so.
5. Focus student shows word on white board and says, “Is yours correct?”
6. When all 4 words are written & scooped, Focus Student says, “#1” and students read that word aloud chorally and fluently. Continue for remaining words.

To mark up: Students markup aloud, but at their own paces. Teacher monitors/works with Focus Student.

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.

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!!!!