

## Higher Steps Triads #7: R-Controlled (Module 7) & Consonant-le (Module 8) Syllables

**The Goal:** to preserve the power of 1-on-1 reading intervention in a small group where students **read and re-read** 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. Trainer re-models as needed.
3. Clinic with Peer Observations, followed by Debrief.
4. Trainer intros AWS Module 7 (r-controlled) & Module 8 (consonant-le).
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](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

Review:

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Do you know when to tap and when to scoop?

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

What is the difference between “thick” and “thin” WBW?

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 any consonants.
3. No onset needed.
4. This orthographic pattern makes the vowel “long.”
5. Question, break, scoop & read (e.g., *photo*, *cozy*).

## Review 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. 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., *accommodate*, *manipulate*)

## Intro: Key Concepts R-Controlled Syllables

1. MOST IMPORTANT: only 1 vowel 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 if helpful.
6. Question, break, scoop & read (e.g., *dart*, *worn*, *fir*, *fur*, and *fer*)

### Intro: Key Concepts for Consonant-le Syllables

1. Last syllable in a multi-syllabic word. Also known as “final stable syllable.”
2. This orthographic pattern provides a vowel (e) in final syllable—even though “e” is silent.
3. Question, break, scoop & read (e.g., *rifle*, *riddle*).
4. Watch out for silent “t,” (e.g., *whistle*)

### Trainer Models Module 7 (r-controlled) & 8 (consonant-le)

1. Access Module 7 inventory. Trainer models setting up AWS portion of LP. Participants copycat.
2. Trainer models Module 7: WBW → Activity → Spelling

- participants practice each component with peer

3. Repeat as above with Module 8.

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.

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

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

### 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).

Remember!

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!!!!