Next Steps #7: Comprehension & WS Fluency

Agenda for Today's Training:

1. How's it going? Debrief & review NS lesson.
2. Clinical observations for full lesson
3. Debrief observations.
4. Trainer models Word Study **fluency** options.

Site Coordinator: End-of-Year testing books & materials?

Note: to improve as a tutor, we recommend that you watch our Next Steps video demonstrations. Go to http://www.uurc.utah.edu/Educators/Resources.php.

Working in Text

Bumping Up a Text Level:
- use Rate & Acc. criteria to judge
- must be collected on "cold reading"

When Student Reaches a Strong G2-End Basal Level:
1. Move tradebooks for Assisted Reading.

2. Start with G2-E. Yes! G2-Easy!! Tradebooks are much harder than basals!

3. When students meet criteria for accuracy and rate in 2 different G2-E tradebooks, move to G2-Mid.

4. Repeat as above for G2-D. Then, G3-E trades and continue on as students meet criteria in 2 books at that level.

For ELs & other students who need extra support, educators may continue to use basals for G3 levels, as they offer more vocabulary control than tradebooks.

Comprehension is ALWAYS a Focus!
Remember that the goal of reading is comprehension (i.e., building a model of meaning for what is read). For some children, this comes naturally; for others, comprehension is difficult (e.g., ELs, children from low-literacy homes).

Use ITTM (I Think That Means…) at the sentence and then at the paragraph and then text level.

Ask students about literacy elements for narrative text (i.e., main character, conflict, setting, turning point, and conclusion).

Ask students about main ideas & important details for informational text.

In both cases, ask, "What did you read that makes you think that?"

If students can't answer a question, direct them to the appropriate part of the text and say, "Read this part again, and then tell me..."

When a student quotes verbatim from the text, ask, "What do you think that means?" Then, lead them to answer, "I think that means…" If they still struggle, model the answer and ask them to copycat your words.

Fluency Work:
- repeated readings w/200 words
- every session
- can do double fluency in a session if rate is "stuck"

Push, But Make Sure Student Has Success!
- Ask yourself: is student 85-90% successful in this task?
- If yes, get ready to move forward!
- If no, make the task easier or back up!

<u>Working in Word Study</u>

Be strategic! Know whether the student needs intro/direct teaching, accuracy work, or fluency work.

Focus: Introduction/Direct Teaching
1. **S**ort➔**Random** √➔**Memory**➔**spelling**
These are the "tried and true" procedures that you should use until the student can articulate the "vowel pattern – vowel sound."

Focus: Accuracy
2. Black-out Bingo➔Random √➔spelling
3. Match+1(3x)➔spelling
4. Sort➔Random √➔Go Fish➔spelling
5. Shazam! (3x)➔spelling
6. Sort➔Be a Mind Reader (3x)➔spelling

Focus: **Fluency**
7. Speed(3x)➔Slap➔spelling
8. Tap the Deck (3x)➔Slap!➔spelling
9. Oops (3x)➔spelling
10. Poison Star(3x)➔spelling
11. Lucky Star (3x)➔spelling
12. Matrix (3x))➔spelling

> **Note: Not all games start with a sort. Follow activities as outlined here.**

<u>For Students Who Have Serious Difficulty Passing Word Study ✓s in A-Core Patterns</u>…try this **"reduce and repeat"** approach:

1. Remove blends & digraphs.

2. Do a 2x6 sort with *closed* & *v-c-e* for 'a,' then 'i,' then 'o,' and so on.

3. Gradually re-introduce blends & digraphs.

4. Word study check after each vowel.
5. Proceed as such thru all 5 vowels.

6. Do a 3x4 sort with *closed*, *v-c-e*, and *r-controlled* for 'a,' then 'i,' and so on.

7. Word study check after each vowel.
8. Proceed as such thru all 5 vowels.

9. Continue with a 4x4 sort with *closed*, *v-c-e*, *r-controlled* and the *vowel digraph* as above.