

Next Steps Triads #2: Data, Assisted Reading & Word Bank

The Goal: to preserve the power of 1-on-1 assisted reading intervention in a small group where students read as much instructional level text as possible in the allotted time (22 minutes)

Agenda for Today's Training

1. Discuss RLA for NST candidates. What are their Tier II options?
2. Trainer models introducing Word Bank & Assisted Reading to student triad.
3. Participants view “everyday” Word Bank & Assisted Reading on DVD. Begin applying these components in NST tutoring sessions ASAP!

Site Coordinators! The UURC needs a copy of the RLA cover sheet for each student being tutored. Please give that to your UURC liaison. Thanks!

Program Roles

Tutor:

- 2 lessons of 45 min weekly w/each tutee
- make sure tutee has maximum time on task

Site Coordinator:

- coordinate testing/tutoring logistics
- keep books and materials in order
- coordinate seminar viewing

UURC Liaison:

- periodic observations & feedback

UURC Trainer:

- practicum (n=9) & seminars (n=5)
- troubleshoot
- direct data collection & analysis

Note: NST Tutors and/or Site Coordinators are *not* licensed NST trainers. Training without NST license violates UURC service mark rights. Coaching = OK.

Data Collection, Interpretation & Use

1. Access RLA summary sheets.
2. Which students are candidates for NST? Discuss student needs & options for Tier II intervention. Choose NST students & form groups.

Working in Text: Assisted Reading

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

1. Access & overview NST lesson plan. Do lesson in ***THIS*** order, ***THIS*** way!
2. Trainer uses RLA to model planning initial NST Assisted Reading component. Participants copycat on lesson plan.
3. Trainer executes portions of NST lesson with triad. Repeat process for additional triad with different beginning text level.
4. Trainer models planning 2nd NST lesson for each triad while clarifying. Participants copycat on lesson plan.

Support for Assisted Reading at NS Levels

- tradebooks lack sufficient control (i.e., too many “singleton” words introduced at a rapid pace)

- older basals (pre-1989) use a corpus of words that is repeated within and across texts
- this controlled vocabulary was guided by word frequency.

When in doubt in assigning groups to a level, choose the easier level. Remember, it's not 1:1, it's a group. It will be easier to "speed ahead" than to "back up" if they start to struggle.

Preparing for Assisted Reading (trainer models):

- read the text BEFORE the session
- identify the text structure: narrative or expository?
- identify **preview** content: challenging "show me" words & critical "big ideas"
- note page numbers for challenging words in lesson plan
- BE SELECTIVE!! No more than 5 preview words!!
- identify where you plan to stop for the day & note page number in lesson plan
- count 100/200 word sections for rate & accuracy data & fluency work (allow for echo & solo)
- you do NOT need a book---use your focus student's book.

Text Structure:

- Narrative text: main character, main problem, & resolution. Your questions should track these concepts.
- Informational text: main idea and supporting ideas.
- Why re-invent the wheel? Use the UURC bookmarks!

- When in doubt, good, “all-purpose” comprehension questions are: “What just happened?” or “What does the author want us to know here?”

Preview:

Briefly build/activate students’ background knowledge about *the most important* concepts, & vocabulary for the first few pages of the text—NOT for the entire text.

1. Identify the page number, then direct students to “Find...” specific challenging words in the text. Analyze words as needed. Ask students to say words aloud by asking “What word?”

Echo Reading:

1. Model by reading a small chunk of text aloud. An appropriately-sized chunk would be 2-3 lines (for G1-March) and 4-5 (for G2-End). Students point in their texts. You do *not* point.

2. Say, “Fingers on _____. My turn; you point.”

3. Read deliberately with good prosody. You do not point; the focus student points as you model. Pause at phrase and sentence boundaries to let information sink in (comprehension). Regardless of level, all students point in text as you model aloud.

4. Say, “Fingers under _____. Voices together.” Start out with your strong voice so students read chorally. Then, let your voice fade out. When they start to drift, use your strong voice to bring them

together. When 2 or more students make an error, or if 1 student makes more than 1 error, echo that portion again.

5. Do this for 5 or so chunks.

Solo & Partner Reading:

For students reading G1-End and higher, partners will take turns being the “teacher” and will alternate by page.

1. The student sitting on the left hand page is the “leader” for those pages and the student on the right hand page is the “leader” for right hand pages. Note: The partners should sit closely enough for their books to touch.

2. The leader prompts by saying, “Finger under _____. Voices together.” The goal is: 2 students reading with 1 voice.

3. At the end of each page, the leader asks, “What does the author want us to know from that page?” and the partner provides a *brief* summary.

4. They switch roles for the new page.

5. Be sure partners know procedure by reviewing expectations regularly:

- a. They are to read *together*.
- b. The leader sets a pace satisfactory for *both*.
- c. They should help each other as needed.

6. Use a post-it to designate where the partners should stop reading. If they get there before you and your focus student, the partners should switch roles and reread that page.
7. You work with the focus student while partners read. Tailor your time with the focus student to his/her needs: comprehension, oral language, prosody, fluency, accuracy, and so on.
8. Take rate and accuracy data on focus student. Record data on lesson plan.
9. Do group comprehension work before and after solo reading. Focus comprehension work on text structure (narrative or informational components).

What about G1-March Readers Who Struggle with Partner Reading?

Many readers at this level do not have sufficient sight vocabularies to engage in partner reading successfully in cold text. We recommend:

1. Echo read for most or all assisted reading, except when you take rate and accuracy on your focus student (use 50 words and double errors and time). Comprehension work should proceed in partners as described above.
2. For the following session, ***repeat the same portion of text***, trying to go a little farther. Be sure to note that the rate and accuracy data from that day are “not cold.”

3. Over time, as students increase their sight vocabularies, teach partner reading for the 2nd day.
4. Eventually, they will have sufficient sight vocabulary to execute a “regular” NST lesson.

Pacing in Text:

When you have read the last couple of stories in the basal, each student needs 1 qualifying data point (accuracy & rate) in one of the last 3 sessions for the triad to “bump up” to the next level.

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.

If 2 or 3 students fail to qualify, the triad may not “bump up.” Rather, make a lateral move to another basal series at the same level.

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

Word Bank

- make vowel soundcards

a-apple-/*ă* /i-itch-/*ĩ* /o-octopus-/*õ* /e-ed-/*ě* /u-up-/*ũ* /**letter name → keyword → sound**

Flash these cards in random order every day as part of word bank. When students struggle with high frequency words during reading, add these words to the Word Bank.

General Guidelines

All students always track.

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 focused time with each of them in the very near future! Let our staff help your partners when they observe!

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—even yours!!! Remember: whenever you are talking, they are not reading!!!!

For Each Training, Bring:

- binder with NST lesson plans, etc.
- word study kit

Site Coordinators: Initiate Home Word Charts?

<http://www.uurc.utah.edu/General/HomeWord.php>

Go to www.uurc.org. Click on the *For All* tab in the left-hand column. Then, click on the *Forms & Charts* tab. Click on the *Home Word Charts* tab.

Questions? Check the master binder on-line!!!! If you still don't know the answer, contact your UURC liaison!!

Practicum Requirements

Tutoring Sessions: minimum of 45, but the more, the better!

Group Training Sessions: 9

Observations w/certified NST tutor working directly under licensed NST trainer: 6 w/2 “satisfactory” scores; 1 satisfactory score must be earned during final observation. *Review Observation form!*

Self-Observation: Film yourself during 2 NST lessons; watch your lessons while completing NST observation forms. Submit both completed forms to UURC liaison.

Observations of a peer during training sessions: 6

Watch 5 Video Seminars (preferably in group setting; organized by coordinator)

Note: NS Triad Tutors and/or Site Coordinators are *not* licensed NS Triad trainers. Training without NS Triad license violates UURC service mark rights. Coaching = OK.

Site Coordinators!

Please provide your UURC liaison with:

1. A copy of the RLA cover sheet for each student receiving NST from any educator in training.
2. Educator info sheet.

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:

www.uurc.utah.edu/UStudents/UCourseSyllabi.php

EDU 6640-030 - Maintaining the Power of 1:1 Basic Intervention in Small Groups: Next Steps Triads

UURC International Opportunity!

English-Speaking Internships in Botswana with *Stepping Stones International* providing orphaned & vulnerable youth with UURC intervention and/or coaching local educators.

Tier I Text Certification OR Tier II Certification (Early, Next or Higher Steps) satisfy main pre-requisite!

www.uurc.utah.edu/Educators/BotswanaInternship.php