

Next Steps Triads #3: Word Study & Sentence Stem

The Goal: to preserve the power of 1-on-1 word study intervention in a triad where students read and spell as many isolated words as possible in the allotted time (13 minutes).

Agenda for Today's Training:

1. How's it going? Debrief & review NST lesson.
2. Clinical observations: *Word Bank & Assisted Read*. Debrief observations.
3. Trainer models how to introduce *Word Study & Sentence Stem* to student triad.
4. Participants view "everyday" Word Study on DVD.

After training, add Word Study & Sentence Stem to NST lesson.

For an excellent Word Study "cheat sheet", go to <http://www.uurc.utah.edu/Educators/Resources.php> and look for "**Next Steps Word Study Whole Class Script**" at the bottom of the webpage.

Site Coordinators! The UURC needs all RLA baseline data for each student with a practicum tutor. Please

enter those data on-line in a UURC account. Go to <http://www.uurc.utah.edu/Educators/TeacherLogin.php>

Site Coordinators! Initiate Home Word Charts!

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

Excellent & productive homework option. Requires home support.

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

<http://www.uurc.utah.edu/Educators/Resources.php>

For Each Training, Bring:

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

Working in Text

By the last story in the basal, each student needs 1 qualifying data point (accuracy & rate) in one of the last few sessions for the triad to “bump up” to the next level. Only count data from a “cold read.”

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.

Note: If all students meet or exceed the following criteria you may “accelerate” by skipping 2 basal stories:

- at least 95% accuracy
- at least 20wpm better than that level’s criterion

Continue this way toward instructional level. The student must finish the basal because the most difficult stories are at the end!

Working in Word Study

1. Access & overview NST lesson plan. Do lesson in **THIS** order, **THIS** way!
2. Trainer uses LP to model planning initial NST Word Study component. Participants copycat on lesson plan.
3. Trainer executes NST Word Study with triad.

Preparing for Word Study (trainer models)

- prepare a randomized deck of mixed shorts for partner students
- prepare words in pattern groups for focus student

- have anchors “ready to go” on top of each

Executing Word Study (trainer models)

1. Each student reads anchors.
2. Use sort, random check, memory and spelling as procedure. Execute with focus student in a 1:1 format.
3. Partner Sort = students alternate pulling card from top of deck to sort, then touch & read column. If necessary, they cover the last word in the columns with new words to preserve the 4x4 matrix.
4. Partner Random Check = “teacher” has a few seconds to point to words in sort randomly with pencil while “student” reads. Then, switch roles.
5. Partner Memory = students flip words over and form a grid. They take turns flipping 2 cards to look for a match.
To keep the match, the partner must “justify” each card of the match (e.g., a-consonant says /ă/) while pointing.
The winner DOES NOT get an extra turn. Only the focus student gets an extra turn for a match.
Partners may start another game if they finish early.
6. Tutor executes spelling with all 3 students simultaneously. Dictate 5 words (say word-short

sentence w/word at end, say word), ask, “What word?”
Students answer chorally.

7. Initiate *Say It - Match It - Check It* with focus student. Students pass word cards along so that each can “Say it; match it; check it.” Instruct students that when they make an error, to cross out the error and write the word correctly.

Word Study Check (trainer models)

1. Use a randomized deck of at least 40 words that include samples of all current patterns.
Set timer for 1 minute.
2. Flash cards to student. Sort into 2 piles:
Correct/automatic and Incorrect/>3 second hesitation.
3. Student must achieve at least 35 correct with no more than 3 errors in 1 minute to pass.
4. All 3 students in triad must pass word study check to proceed to next word study portion.

A good way to accomplish this within 1 lesson is to have students reread a familiar text while you run word study checks with individual students.

Sentence Stem (trainer models)

= stem + sounds (high frequency word practice + phonemic awareness).

1. Use the UURC scope & sequence.
2. You say the stem; focus student adds a word.
3. Students repeat sentence 3 times (use crazy voices) and on last repeat count words on fingers.
4. Students chorally say each word, write each word.
5. With each new word, students “read & point” through the sentence.
6. Each word in the stem **must** be correct; assist as needed.
7. The “added word” is phoneme segmentation practice. It does not have to be correct, but should be phonetically reasonable.

Each student needs a total of 3 perfect stems without assistance needed to bump up. These stems do not have to be consecutive---just cumulative.

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

Questions? Check the NS complete binder on-line: <http://www.uurc.utah.edu/Educators/Resources.php>. Still don't know? Call your UURC liaison!!

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:

<http://www.uurc.utah.edu/UStudents/UCourseSyllabi.php>

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