

Next Steps Triads #4: Fluency Work

The Goal: to preserve the power of 1-on-1 fluency intervention in a triad where students re-read familiar text to accuracy and speed (10 minutes).

Agenda for Today's Training:

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

After training, add Repeated Readings to lesson.

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.

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.

Remember! If all students meet or exceed the criteria you may “accelerate” (skip 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!

When Students Reach a Strong G2-End Basal Level:

Move to G2-Easy tradebooks for Assisted Reading. Start with G2-E. When students meet criteria for accuracy and rate in 2 different G2-E books, move to G2-Mid.

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.

Introducing Repeated Readings (RR)

Trainer reviews RR basic procedures on NST LP.

For 1-2 lessons, you may need to shorten other parts of lesson to have time to teach RR ***procedures***.

Procedures are CRITICAL! Teach them!

Choose your method:

- light pencil marks in book? (messy!)
- page protector & Vis A Vis?
- Xerox copy of section?

Preparing for Fluency Work:

1. ***In each student's*** book, mark today's 100 word R&A section as your base and continue marking sections in increments (120, 140, 160, 180, 200, 220).

2. Each student will need a RR chart and a writing tool. Note: the NS binder has 100 & 200 word

charts. G1-Mid and G1-End will do best on the former.

3. We recommend that you use 2 timers—one for you and one for the partners. Each timing lasts 2 minutes.

Introducing Fluency Work to Triads:

1. Teach students how to fill out chart (name, title of story, page #s).
2. You read aloud from text to model for students → guided practice:
 - how to track
 - marking errors
 - un-marking self-corrects
 - filling out charts (each student does own chart).

3. Familiarize students with timers & 2 minute units.
4. Wait to color in chart until both timings are completed.

OK! They've Got the Basic Idea...

Monitor & re-teach procedures as necessary.

Each partners reads for 2 timings in a row and notes words/errors. ***Coloring graph does not happen until all 4 timings have been completed!!!***

Partners are primarily on their own, so it may not be very pretty. That is OK as long as they are on task. Set the best possible tone by discouraging careless

“racing,” and clarifying that the teacher-partner has the last say in whether or not an error occurred.

You and the focus student will finish before the partners. Use this time to work on a needed area with this student (e.g., word study, word bank, tapping, prosody echo). This is precious, individual time; be sure to use it wisely!!

Each student reads each 200 word section a total of 4 times—either with a partner, or with the tutor; then the section is retired.

Working in Word Study

Vowels or Consonants: Gotta Know ‘Em!

- Use the “a-e story,” then write the vowels, then

the consonants on the board. Ask student: *Name 3 consonants. Name 3 vowels.* Review over subsequent days until firm.

- Play: Name the Vowels; Name the Consonants

1. Write **cup** on whiteboard.

2. Say, *This word is cup. What word?*

3. Say, *Name the vowel.* (child puts X under the vowel)

4. Say, *Name the consonants.* (child points to each)

4. Repeat with **shrimp, tooth, brake, special.**

- Play: Vowel or Consonant?

1. Write **red** on whiteboard.

2. Say, *When I tap a letter, tell me “vowel” or “consonant.”*

3. Hover, then tap. (child responds) Continue with all letters in the word.

4. Repeat with **chant, boat, speed, mountain.**

General Guidelines

All students **always** track. Think management & engagement.

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:

<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