<u>Next Steps Triads #7: Comprehension & WS Accuracy</u>

<u>The Goal:</u> to preserve the power of 1-on-1 text & word study intervention in a small group where students are matched on instructional level closely enough to read as much as possible in an accurate and fluent manner.

<u>Agenda for Today's Training:</u>

1. How's it going? Debrief & review NST lesson.
2. Clinical observations for full lesson.
3. Debrief observations.
4. Trainer models/discusses Flash measure, if applicable.
5. Trainer reviews text procedures, especially working in tradebooks.
6. Trainer models/discusses Word Study **<u>accuracy</u>** options.

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

<u>Site Coordinators!</u> Initiate Home Word Charts!
http://www.uurc.utah.edu/General/HomeWord.php.
Excellent & productive homework option. Requires home support.
<u>Note:</u> 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

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.

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.

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).

When a student just reads directly from the text to answer a question, 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.

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 evidence do you have for your ideas?"

Fluency Work:
- repeated readings w/200 words

- every session
- can do double fluency in a session if rate is "stuck"

You have extra time with your focus student as the partners finish repeated readings. Think about where that student struggles & choose activities accordingly.

Working in Word Study

Introduce new games gradually with your focus student. Remember that partners are not supervised as closely and this may reduce effectiveness.

Begin with Accuracy games! No Fluency games, yet!

Be aware that some partners should NOT be allowed to be play Fluency Games. The "speeded" nature of these games allow too much potential for inaccuracy and silliness.

Word Study Protocol Options

Focus: Introduction/Direct Teaching
1. S**ort→Random √→Memory→spelling**
This is the "tried and true" set of 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.

Assessing Word Recognition Automaticity: "The Flash"

- importance of mimicking an eye fixation to assess word recognition automaticity,
- difference between "flash" score and "untimed" score,
- model with student **briefly**, if possible,
- correlation with instructional level in text and spelling = >.80.

Background:
The word lists are "graded" and range from G1-Oct. to G8.

The original and complete word list is found in Harris, A. & Jacobson, M. (1982). *Basic Reading Vocabularies*. New York: Macmillan.

Note: UURC staff member will observe you administer "the flash" to one of your triad students during the fluency portion of your next on-site observation.

If I-Pad:
1. Model procedures.
2. Assign homework: administer with 3 individuals

<u>If manual:</u>
1. Model shutter motion silently→guided, then individual practice.
2. Model shutter motion with "student" reading words correctly→guided practice with partner, no mistakes, no scoring.
3. Model shutter motion with "student" while scoring →guided practice and scoring with partner making mistakes.
4. Assign homework: administer as per #3 with 3 individuals

Criteria:
-instructional level = 60% on the flash presentation
For example, a G4 student who scores 50% on the G3 flash list and 65% on the G2 flash list has a word recognition instructional level of G2.

Pacing:
The goal is to mimic an eye fixation—250 milliseconds (a quarter of a second).
It may be helpful to say to yourself, "Slide—Close—Wait."
DO NOT WAIT FOR THE CHILD'S RESPONSE TO CLOSE THE SHUTTER!!!

Coding:
Correct answer? Leave blank.

Hesitation? Mark 'h' in the flash column.   Put a check in the untimed column.

Incorrect answer on the flash? Put an "X" in the flash column, open the shutter and say, "Take another look." Depending on what child says, put a checkmark (indicating self-correct) or another "X" (indicating a substitution) in the untimed column.

Scoring:
Flash Score – count number of errors in flash column. Multiply by 5. Subtract from 100. The answer is the percentage correct for the flash presentation. Enter this score at the bottom of the flash column.

Untimed Score – Start with the flash percentage. Add 5 points for every self-correction in the untimed column. Record this score at the bottom of the untimed column.
Checking – Add 5 points to the untimed score for each error in the untimed column. If you reach 100, you know you have computed the scores correctly.

Notes:
When a student misses 9 words on a flash list, stop!

Reminders:

Be sure to use the shutter, your arm and your hand to hide the list. If you're lax in this regard, and the student gets a look at the words, you've lost the advantage of the flash.

Be sure that the student is looking at the instrument before you start. It is likely you will have to do this several times, as you "take breaks" to score. A good prompt is, "Eyes on #17," which initiates focus.