#1 Tier 1 Advanced Word Study: Vowels, Consonants & Closed Syllables

Agenda
1. Vowels, Consonants, Digraphs & Blends.
2. Overview: rationale, scope & sequence for AWS
3. Overview: 6 syllable types
4. Intro, Modeling, Practice of Modules 1 & 2 (closed syllable & rule-breakers)
5. Assign AWS module 1 for Tier 1 instruction

Take It To Heart…
- advanced word study requires time, effort, and **consistent** practice on your part with your students!

Materials for Participants to Bring to EACH Training
- AWS General Instructions
- white board, marker & eraser
- word cards for module for that training
- 2 index cards
- pointer or mechanical pencil
- spelling notebook

Advanced Word Study
Struggling readers look at long, imposing words, use the first couple of sounds, and guess at the rest.

This is an unreliable, inefficient strategy that leads nowhere because lack of scrutiny on the word's orthography precludes precise building of the representation.

If they can look at syllables within a big word and use the number of vowels and the consonants that follow, they have a much more effective, reliable strategy.

Remember: The number of vowels and the consonants that follow "drive" the vowel's sound.

Trainer models with *contentment*, *speedometer*, *expedite*.

Successive, successful identifications (accuracy) eventually establishes the word in memory, allowing speedy identification (fluency). Voilá! Automaticity!

Help students to attribute success with words to AWS (e.g., **"Checking the syllable types is smarter than guessing!")**

For more information, see Moats, L.C. (2000). *Speech to Print: Language Essentials for Teachers.* Brookes: Toronto.

Vowels or Consonants, Not to Mention Blends & Digraphs: Gotta Know 'Em!

- even older students aren't sure which is which!

- Use the "a-e story," then write the vowels, then the consonants on the board. Partners ask each other: Name 3 consonants. Name 3 vowels. Review over subsequent days until firm.

- Play: Name the Vowels; Name the Consonants
  1. Write **cup** on the board.
  2. Say, **This word is *cup*. What word?**
  3. Say, **Name the vowel. Think! Everyone?**
  4. Say, **Name the consonants.** Point as they name.
  5. Repeat with *shrimp, tooth, brake, special*.

- Play: Vowel or Consonant?
>   1. Write **red** on the board.
>   2. Say, **When I tap a letter, tell me "vowel" or "consonant."**
>   3. Circle a letter. Then tap. Students respond.   Continue
with all letters in the word.
>   4. Continue with *chant*, *boat*, *speed*, *mountain.*

- use similar activities for Blends & Digraphs & put these in Word Bank for drill

Word Bank
- Begin with Vowel Sound cards (*add to deck & practice*).
- Add digraphs and blends as needed.
- Use physical "think-say" prompts. Vary your pace!
- Sort into 2 piles: ok & needs work. Review "needs work" pile.

AWS Scope and Sequence
>   - 11 modules
>   - number of lessons per module varies
>   - lessons may be repeated, if needed

Closed Syllable

>   1. MOST IMPORTANT: There is only ONE vowel.
>   2. That vowel is "closed in" on the right side by one or more
>   consonants.
>   3. No onset is needed (e.g., and, it).
>   4. This orthographic pattern makes the vowel "short."

A Note About Nonsense Words

Nonsense words (e.g., bime, lut, goshbet) are the "purest" way to measure decoding ability because they cannot already exist in the reader's memory. Therefore, they can only be identified using the reader's knowledge of spelling patterns & syllable types.

Rationale for working with nonsense words:
1. Polysyllabic words are composed of "nonsense syllables" (e.g., in-sur-gent).

2. Most readers whose instructional level is easy 3rd and up will already have memorized many real, closed syllable words (e.g., hop, chat), and fail to see the utility of learning syllable concepts until you show them WHY.

3. **HOWEVER!! *Nonsense words are not useful for ELLs or students with poor oral language*.** For these students, stick with high utility academic words with the goal of expanding their vocabularies as well as helping them to decode and spell.

Word Study Instruction Focus

Choose activities that match your students' phase of development.

Is the concept new? Use ***direct teaching*** to introduce new concepts until students understand, use, and can articulate the concept.

Once students understands the module concept **<u>and</u>** can use related language correctly, select activities that will help students become very, very ***accurate*** (92% or better).

When students can read many words in the module with strong accuracy, select activities that will help them add ***speed*** to accuracy: ***fluency***.

Be aware that ***accuracy ALWAYS trumps speed***!

<u>Modeling & Guided Practice with Closed Syllables</u>

- Review lesson plans, inventory for module 1.
- Model with students:
  - WBW
  - Sort
  - Tap & Read
  - Sort
  - Find, Write & Read
  - Spelling
- Participants practice each activity above with peer.

<u>Expectations: Tier I Advanced Word Study Certification</u>

- Use AWS with whole class **daily** for 20 minutes.
- Weekly LPs (minimum of 25 each required).
- Attend 8 half-day clinical trainings.
- Be observed 1:1 in classroom 6 times (20 min. observation followed by 10 min. debrief).
- Earn "satisfactory scores" on at least 2 observations with 1 satisfactory score earned on the last observation.

- Complete observation forms on 2 self-observation videos

When Your UURC Observer Arrives, Please Have Ready:
- your binder of LPs
- a hard copy of that week's LP
  Note: 1st observation will be "feedback only"

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 6650-030: Tier I Instruction for Improved Word Recognition & Fluency.

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