

**EDU 5649-040 or 6649-040**  
**MAINTAINING THE POWER OF 1-ON-1 EARLY INTERVENTION IN SMALL**  
**GROUPS: EARLY STEPS QUADS PRACTICUM**

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**Logistics:**

- on location in schools
- register fall semester/tutor all year/grade posts spring semester
- clinical sessions - 27 hours
- observations - 6 hours
- seminars - 5 hours
- intervention: Early Steps - approx. 50 hours
- 3 credit hours w/letter grade = \$300
- obtain advisor permission for this course to count toward degree
- presentation of university transcript to USOE earns 54 re-licensure points

**Course Description and Expectations**

This letter-grade continuing education course is designed to help educators execute effective, research-based assessment and intervention for struggling readers of all ages in a group format that preserves much of the power of 1-on-1 tutoring. Intervention components are designed for beginning readers up through end-of-first-grade ability. The course follows a “practicum model,” in which participants build a conceptual framework for reading development and effective intervention through a year-long, mentored intervention experience.

The course is open to any educator, including but not limited to: classroom teachers, reading specialists, special educators, administrators, paraprofessionals, and English-Language-Learner (ELL) personnel.

Through intervention, observations, and attendance at clinical sessions and seminars, participants will be expected to extend their knowledge of the following topics: gradual release of responsibility for text reading and word study, echo work, choral work, partner work, target student work, reading development, phonological awareness, concept of word, word identification, synthetic blending, decoding by analogy, basic English syllable structure, automaticity, fluency, textual scaffolding, oral language development, building/activating background knowledge, comprehension strategies, and motivation.

Most importantly, participants will be expected to use their knowledge of these topics as they provide ongoing assessment and intervention for four struggling readers in a quad format.

**Textbooks & Materials**

Participants must make and assemble all materials for conducting tutoring lessons. A binder of black-line masters is available from the Early Steps coordinator in each school.

**\*\*Recommended\*\***

Tyner, B. (2004). *Small group reading instruction: A differentiated teaching model for beginning and struggling readers*. Newark, DE: IRA.

**Course Schedule**

**Clinical Sessions & Seminar: Topics and Readings**

**Session 1/Baseline Assessment & Forming Quads**

Overview of Early Steps Quads: empirical research base, theoretical framework, issues in beginning reading, overview of intervention model, review of assessments for identifying and leveling struggling readers, using assessment findings to form quads.

Assessment: overview, modeling, and guided practice administering the University of Utah Early Reading Inventory (ERI), using text accuracy & spelling in determining instructional/intervention levels for text and word study.

Reading: Tyner, B. (2004). *Small group reading instruction: A differentiated teaching model for beginning and struggling readers*. Chapter 6: Fledging Reader.

**Session 2/Assisted Reading & Sentence Writing in Quads**

Assisted Familiar & New Reading: building and activating background knowledge prior to reading, frontloading orthographically challenging words, echo reading, solo reading, partner reading, collecting accuracy data as a guide to moving up or moving laterally in text level.

Comprehension Work: narrative & expository text structures, using text structure to drive comprehension work.

Sentence Writing: phonemic awareness, concept of word, high frequency word & spelling instruction via a partially-dictated, partially student-developed sentence.

Reading: Tyner, B. (2004). *Small group reading instruction: A differentiated teaching model for beginning and struggling readers*. Chapter 7: Independent Reader.

**Session 3/Word Study & Sentence Writing in Quads**

Word Study: relationship between word study scope and sequence and development of the ability to read words, high frequency words & word bank, tapping as a means to

synthetic blending, onset-vowel support, closed syllable structure, modeling word study activities, partner work.

Sentence Writing: phonemic awareness, concept of word, high frequency word & spelling instruction via a partially-dictated, partially student-developed sentence.

Clinic: each participant has the opportunity to provide intervention to a quad in front of mentor and peers. Intervention session is followed by discussion of relevant instructional issues (e.g., pacing, book level, high frequency word development) and opportunities for questions, remodeling, clarification.

Reading: Tyner, B. (2004). *Small group reading instruction: A differentiated teaching model for beginning and struggling readers*. Chapter 8: Independent Reader.

#### **Session 4/High Frequency Words & Synthetic Blending**

Word Study: relationship between word study scope and sequence and development of the ability to read words, high frequency words & word bank, tapping as a means to synthetic blending, onset-vowel support, closed syllable structure, modeling word study activities, partner work, using “Make-N-Break” and “Make-A-Word” when difficulty persists with high frequency and short vowel words, respectively.

Assisted Familiar & New Reading: word study to book level correspondence, pacing, moving up a text level, echo reading as support and the transition to independence

Clinic: each participant has the opportunity to tutor a quad in front of supervisor and peers. Intervention sessions are followed by discussion of relevant instructional issues (e.g., pacing, book level, high frequency word development) and opportunities for questions, remodeling, clarification.

#### **Session 5/ Putting It All Together & Working with a Focus Student in Quads**

Assisted Familiar & New Reading: word study to book level correspondence, pacing, moving up a text level, echo reading as support and the transition to independence, focus student & partner reading procedures.

Word Study: focus student & partner word study procedures

Fluency development: rereading books from previous level, echo reading w/prosody, the use of developmental prompts when students struggle with unfamiliar words.

#### **Session 6/Fluency & Word Id Prompts**

Word Identification & Phonological awareness: helping students use blending and chunking, solidifying short vowel foundation with mixed short vowels, closed syllable

structure, reducing “teacher talk” during lesson, providing developmental prompts when students struggle with unfamiliar words.

Fluency: partner reading, rereading books from previous level, echo reading w/expression, prompts and help during guided reading.

Exit students performing at grade level: Who is ready to graduate mid-year? Using the transition lesson as a litmus test.

### **Session 7/Transition Lesson**

Transition Lesson Format: assisted reading, word study, fluency reading.

Word Study: review mixed short vowels, accuracy checks as a means to move to and pace within vowel patterns, “vowel-consonant-e” syllable structure, Bingo, reducing “teacher talk” during lesson, dropping the sentence writing.

Assisted Familiar & New Reading: word study to book level correspondence, pacing, moving up a text level via accuracy check data, coping with longer books in 40 minutes.

Fluency: roadblocks in fluency, removing roadblocks to fluency, trading water in text level, prosody echo, working on fluency with a focus student

Clinic: each participant has the opportunity to provide intervention to a quad in front of supervisor and peers. Intervention session is followed by discussion of relevant instructional issues (e.g., pacing, book level, high frequency word development) and opportunities for questions, remodeling, clarification.

### **Session 8/Shifting Quad Composition When Indicated**

Assisted reading: word study to book level correspondence, pacing, collecting accuracy and rate data as a guide to moving up or moving laterally in text level, using rate and accuracy data to pace quads that are struggling or excelling in a specific text level, echo and partner reading as support, when to shift quad membership.

Comprehension: using questioning during assisted reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling.

Fluency work: rereading texts as a way to build fluency, prosody echo reading, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words.

Clinic: each participant has the opportunity to tutor a quad in front of supervisor and peers. Intervention sessions are followed by discussion of relevant instructional issues

(e.g., pacing, book level, high frequency word development) and opportunities for questions, remodeling, clarification.

### **Session 9/Assessment & Final Thoughts**

Assessment: overview, modeling, and guided practice administering UURC Reading Level Assessment (RLA) assessment (oral reading accuracy, oral reading rate, comprehension). Discussion of criteria for identifying instructional/intervention reading levels.

Clinic: each participant has the opportunity to tutor a quad in front of supervisor and peers. Intervention sessions are followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

### **Course Credit Criteria**

To receive credit for the university course, participants must satisfactorily meet each criterion outlined below:

- completion of at least 5 of 6 possible half-day clinical trainings, conducted by a Licensed Early Steps Quads Trainer,
- complete at least 4 of 6 possible observations conducted by a Licensed Early Steps Quads Trainer or a certified Early Steps Quads Tutor working in a support capacity under a Licensed Early Steps Quads Trainer,
- earn satisfactory ratings for at least 2 of those observations, with 1 of those satisfactory ratings earned within the final 2 observations,
- completion of at least 4 of 6 possible peer observations,
- view 5 hour-long seminar DVDs on reading research/theory,
- completion of at least 85 intervention sessions with an Early Steps Quad, and,
- earn a grade of .7 or better on intervention execution and written case study.

Intervention Execution Grading Rubric: Intervention execution during the practicum will earn pass +, pass -, or fail as UURC staff conduct formal and informal observations as needed.

The criteria are as follows:

Pass + = Satisfactory - strong intervention execution for most of the practicum. Satisfactory to strong ability to analyze and respond to student performance. Satisfactory - strong preparation and management of intervention materials. Satisfactory - strong ability to integrate trainer feedback into intervention execution. Satisfactory - strong contribution to training and debriefing sessions.

Pass - = Less than satisfactory intervention execution for most of practicum. Less than satisfactory ability to analyze and respond to student performance. Less than satisfactory preparation and management of intervention materials. Less than satisfactory ability to integrate trainer feedback into intervention execution. Less than satisfactory contribution to training and debriefing sessions.

It is important to note that failure to meet a majority of the criteria listed above under Pass + constitutes grounds for a score of Pass -.”

Tutoring Grading Conversions: Pass + = 4.0/A

Pass - = 2.0/C

#### Case Study Guidelines: Early Steps Quads

Participants who register for university credit must complete a written assignment, in addition to other practicum requirements

Choose one of the quads you tutored during the Early Steps Quads practicum as the subject for a written case study. The case study should include:

#### 1. Summary and analysis of **each** student’s foundation for reading success at baseline.

This is more than simply “reporting the data.” In addition to describing each student’s baseline instructional level in passage reading, you must discuss his/her reading level in relation to chronological grade level in terms of oral reading accuracy, letter-sound knowledge, phonemic awareness via spelling. Specifically, at baseline, where are these students in relation to where they should be?

#### 2. Summary and analysis of the intervention.

Describe the intervention you provided for these students. Briefly describe each component (assisted reading of new text, re-reading of familiar text, word study, and sentence writing). Did any component seem to offer students more difficulty or ease than others? Why? What, if any, adjustments did you make in the intervention?

#### 3. Summary and analysis of **each** student’s reading abilities at posttest.

After administering the posttest and analyzing the data, describe each student’s reading abilities at the close of the intervention. Discuss his/her instructional level in passage reading and word study in relation to chronological grade level. If indicated, make specific recommendations for future instruction/intervention.

#### 4. Summary and analysis of your own teaching practices.

As an educator, what have you learned about reading development and instruction/intervention from your quad practicum experience? How has this learning informed your practice? Provide specific examples.

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This case study must be typed, double-spaced, and **must** include the following information:

- your full name
- student identification or social security number
- semester and year you registered for the course (e.g., Fall, 2007)
- course name, course number, section number (e.g., Early Steps SPED 6649-040)

- your employing school and district (e.g., Sandy Elementary, Jordan District)  
This information may be placed on page 1; a separate cover page is not necessary.

The case study should be no longer than 7-10 pages in length. It must meet university standards for writing style and mechanics. As such, students are encouraged to have their papers proofread for appropriate grammar, spelling, and punctuation.

Your case study is due by 5pm, June 15th. We encourage you to submit your case study electronically to [kathleen.brown@utah.edu](mailto:kathleen.brown@utah.edu). If electronic submission is not possible, you may bring a hard copy to the UURC (attention: Dr. Kathleen Brown), 5242 South College Drive, Suite 100, Murray, UT 84123. If you want your paper returned, please enclose a self-addressed, stamped envelope when you submit the paper. Papers that do not include a self-addressed, stamped envelope will be discarded.

It is important to note that failure to meet any criterion constitutes grounds for an assignment to earn a lower score. For example, a case report that is satisfactory in meeting three criteria but evidences numerous mechanical errors may earn “pass -.”

Case Study Grading Conversions:

Pass + = 4.0-3.7(A to A-)      Pass = 3.3-2.0(B+ to C)      Pass - = 1.7-.7(C- to D-)

If you miss the deadline for paper submission, you will receive an “I” signifying “incomplete.” After 1 year, the “I” will convert to an “E,” – a final grade of “no credit.”

**Be aware that your grade may not post with the registrar until the semester following your paper submission.** We cannot make “special arrangements” to post individual grades early—regardless of the reason.

Please keep a copy of your case study on file or hard drive until you receive your final grade.