

Early Steps #4: Take-Home Message **Working in Text & Word Study**

Agenda for Today's Training:

1. How's it going? Debrief & review ES lesson.
2. Clinical observations. Debrief observations.
3. Review ES content to date.

Note: to improve as a reading intervention tutor, we recommend that you watch our **Early Steps video demonstrations**. Go to <http://www.uurc.utah.edu/Educators/Resources.php>

Working in ES Text: Review & New Info

Site Coordinators! Initiate the Take-Home Stories for after the 4th read. Go to - <http://www.uurc.utah.edu/Educators/Resources.php>
Look for *Early Steps Take-Home Books Levels 1-8*.

See **ES Singleton Text Features Chart!** Great “cheat sheet!”

The goal of reading is to ‘construct meaning’ a.k.a comprehend—even in beginning level texts. This comes more easily to some children than to others. So, start at the sentence level.

Use I.T.T.M = I Think That Means...

Beginning in level 4 text, model ITTM on various pages.

If the child can’t do it, model. Keep trying and modeling and eventually you will see progress.

This sentence level comprehension work is the prelude to tracking plot in narrative text and main idea information in expository text.

Use a mix of publishers for text (Wright=easiest; Rigby PM & Handprints=moderate; Ready Readers=most difficult).

There is a “range of difficulty” within each level; some are easier than others. Choose books within levels accordingly. The student does NOT have to read every book in a level!!!

If student has read all books in a level, but is struggling, re-read texts from prior lessons or repeat all 4 books twice each before including a new book.

Continue high expectations for finger pointing.

Reading Guidelines:

1. Read what is on the page!! (99.9%)
 “This word tricked you. Start here...”
2. For unfamiliar words, prompt:
 - “Tap!”
 - If word is not blendable, ask for first sound and tell child the word.

When student makes a short vowel error, prompt with: “What do we say for ‘o’?” The student should reply: “o-octopus-/ō/. Then, ask the child to “tap that word.”

Working in Word Study: Review & New Info

Onset-vowel support holds the word “stable” as students learn to move across words & consolidate.

However, some students may pick up blending easily. Move on in Word Study sequence when they can play Memory fairly well.

When you begin Onset-Vowel work, add an ‘a’ vowel sound card to word bank.

Teach vowel name, key word & vowel sound:

short a-apple-/*ă*/ a

Note: vowel type → keyword → sound

As you move thru the onset-vowel sequence, add vowel sound cards. Review vowel-consonant differences as needed.

i short i-itch-/ <i>ĩ</i> / short e-ed-/ <i>ě</i> /	o short o-octopus-/ <i>õ</i> / short u-up-/ <i>ũ</i> /
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Flash sound cards in random order every day as part of word bank.

Use “stretch cards” for students who have trouble hearing/saying vowel sounds clearly.

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

Also, use **ES Singleton Word Study Features Chart**. Another great “cheat sheet!”

Before leaving alphabet work, administer Letter-Sound section of ERI again. Continue firming or drop this activity as indicated.

Drop the sentence **strip** when students reach level 5 text. Continue writing sentence stems.

Word Bank Review

- starts at text level 3
- “harvest” from books, word study & sentences
- use only **easy** high freq words (e.g., the, is)
- use a “flash presentation.” Teach **afterwards!!!**
- some days, you may harvest 2-3 words, other days, none...it’s all ok!

Piles: “good” & “trouble.” Review “trouble” pile.
Ratio = no >1 “trouble” word for 5 “good” words.
When word bank reaches 25, keep the “shakiest 10”
and send 15 home or back to class. Build from 10
back up to 25. Repeat up to 100 words, total.

Record which words go home in student’s Word
Bank Log. Some may have to be resurrected.

FOLLOW the lesson plan! Fill out lesson plan,
book & word study logs!

Questions? Check the complete ES binder on-line:
<http://www.uurc.utah.edu/Educators/Resources.php>
If you still don’t know the answer, call your UURC
liaison!!