

Early Steps #7: Take-Home Message

Agenda for Today's Training:

1. How's it going? Debrief & review ES lesson.
2. Clinical observations.
3. Debrief observations.
4. Learn additional ES content:
 - treatment resistant students

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>

Why Do Some Students Continue to Struggle?

Research is *very clear* that students with severe reading difficulties usually struggle with fluency. Often, this struggle is based in a lack of *automaticity* for identifying words.

Lack of automaticity is based in difficulty *attacking unfamiliar words*. This difficulty can stem from environmental causes (e.g., poor instruction) or from genetic causes (e.g., dyslexia) or a combo of both.

These students tend not to look closely at words. They don't know what to do, so they guess.

Problem: if they continue to guess, how will those words ever become automatic?

Solutions: Instruction & Practice

1. Word Study + Stop Guessing!
2. Read, Read, **READ** to get enough successful repetitions (practice) to develop word recognition automaticity and to maximize comprehension, vocabulary, and world knowledge.

Criteria for Mid-Year Graduation

- solid level 9 text by end of January
- start transition lesson with level 9 by 2/1
- if transition lesson goes well AND

- if student is VERY strong in classroom, student may “graduate” in mid-Feb

Transition Lesson (new lesson plan - level 9)

Trainers! It may be helpful to model a Transition Lesson for participants.

1. *Word Bank* (every day!)
2. *Assisted Reading w/new book*
 - use pre-1989 basal (preferred) or ES tradebook
3. *Word Study*
 - finish mixed short vowels (cat, win, mom and move to Vowel Patterns (hat, cake)
4. *Sentence Stem - continue*
5. *Easy Reading for Fluency* (4x total)

Working in Text

Books in upper levels have more “meat.” It’s not enough to decode accurately. Students need to construct meaning for text.

For Narrative Text: Ask questions related to the main character, the problem & the resolution. When in doubt, ask, “What just happened?”

For Informational Text: Ask questions related to the main ideas and important details. When in doubt, ask, “What are we learning here?”

When a good opportunity arises, you can ask students for a prediction, “What do you think is going to happen?”

But! Be sure to follow up predictions by confirming or disconfirming info *from the text*!!!!

Use follow-up probes to get more info from students (e.g., “What did you read that makes you think that?”

“Why did that character do such-&-such?”)

If students can't answer a question, direct them to the appropriate part of the text and say, "Read this part again, and then tell me..."

When students just read directly from the text as an answer, 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.

In levels 7 and 8, conduct accuracy checks at least once per week.

Increased Focus on Fluency

If your student needs help with words more than 1-2x every 10 words, the text is too hard...

1. Try echo reading, partner reading, or prosody reading. No better?
2. Re-read old books on that level. No better?
3. Then, drop back to previous level and re-read old books on that level.
4. When fluency improves, try higher level again by re-reading familiar books.
5. Fluency better? Try new books at that level.

Criteria for “Bumping Up” in Levels 7&8:

1. **AFTER** students reads new text, count out 50 words in middle of story.
2. **TOMORROW**, focus student reads w/out help; you count errors for that section.
3. Goal = 93% or above accuracy & decent fluency
4. Meets goal 2 out of 3x in most difficult texts for that level? Move to next level!

Criteria for “Bumping Up” in Levels 9 -12:

1. **BEFORE** students reads new text, count out 50 words in middle of story.
2. **TODAY**, as student reads new text w/out help; you count errors for & time that section.
5. Goal = 93% or above accuracy & at least 30wpm in primer & 40wpm in 1-2.
6. Meets goal 2 out of 3x in most difficult text for that level? Move to next level!

Errors=substitutions, omissions, insertions, help

Note: self-corrects = **not** error for G1 text

Working in Word Study

(see ES sequence for *when* to conduct Word Study Checks)

1. Randomize 40 cards representative of that section of word study.
2. Hold cards in one hand. Student reads from the deck. With other hand, you sort words into 2 piles.
3. Yes pile = automatic, a quick blend, or a quick self-correct
4. No pile = wrong, >5 second hesitation, or don't know.
5. No phonics lessons! After a silent, 5 second count, say the word & put it in 'no pile.'
6. Are there 8 or fewer in the 'no pile?' Bump up to next part of word study sequence!
7. More than 8 in 'no pile?' Review!

Students must pass Word Study Checks for mixed short vowels and all core vowel patterns before moving on!

See ES Word Study Scope & Sequence for pacing!

Push, But Make Sure Student Has Success!

- Ask yourself: is student 85-90% successful in this task?
- If yes, get ready to move forward!
- If no, make the task easier or back up!

Coordinators: End-of-Year Testing Books?