

## Early Steps Quads #4: Take-Home Message

### Agenda for Today's Training:

1. Debrief & review ESQ lesson format & content.  
*How many lessons do you have to date?*
2. Clinical observations: Full Lesson.
3. Debrief observations.
4. Trainer models Onset-Vowel Word Study.

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>

Site Coordinators! Initiate the Take-Home Stories for after the 4<sup>th</sup> read. Go to -

<http://www.uurc.utah.edu/Educators/Resources.php> Look for *Early Steps Take-Home Books Levels 1-8*.

### For Each Training, Bring:

- binder with ES lesson plans, etc.
- word study kit

## Working in Word Study (trainer models)

All students must be facing the cards head-on rather than trying to read sideways. Options: sit close together or stand facing the table.

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

Also, use **ES Quads Text Features Chart**. Same webpage. Another great “cheat sheet!”

### Onset-Vowel Word Study

Onset-Vowel work hold words ‘stable’ as students learn to move across an entire word. As such, you should listen for their abilities to be correct on the *last sound*.

### Onset Vowel Sort – Always Choral!

1. Say, “Watch my pencil.” Read down the column sliding your pencil along the top of the word and tapping the pencil on the last

consonant. Use your voice to emphasize the last consonant as you tap it.

2. Then, say, “Your turn.” You read the anchor word aloud to get them started, but then you only say the 1<sup>st</sup> phoneme aloud for the words in the column.
3. You are listening carefully to them as they finish each word in the column. Get them to hit the last sound clearly.
4. If 2 or more students struggle, re-model and re-do.
5. ***No tapping in the Onset-Vowel Sort—ever!***

If coming down the column is difficult, use 2x1 for a while, and then gradually increase the size of sort to reach 3x4 at the maximum.

Once the group is doing at least a 2x2 Sort, add Random Check and Memory. Now, it’s time to

teach tapping (see ES Word Study script for instructions).

### Onset-Vowel Random Check – Always Choral!

1. Day 1, teach tapping *without* words, then teach tapping *with* words.
2. Initially do *lots* of choral tapping here.
3. As students learn words, use tapping only as needed.

### Onset-Vowel Memory – Only Choral on Day 1!

1. Day 1, students play vs. you as a team.
2. After Day 1, students play in pairs.
3. No need to justify a match for Onset-Vowel Work.

### Spelling:

1. Keep an Alphabet strip handy for e-z referral.
2. 4 words, total.
3. Choose words on the cutting edge of learning.
4. For “Say it. Match it. Check it” hand each student a card. They complete tasks & then pass to their left. You help out as needed.
5. Handle errors immediately.

6. High expectations for proper letter formation without devolving into a handwriting lesson.

### Bumping Up in Onset-Vowels:

Students are ready to move to the next line in Onset-Vowels *when all of them can move across the word and consolidate quite accurately during Memory.*

Tapping during Memory is acceptable and even encouraged.

Drop the Sentence Strip when you reach Level 5 text. Keep doing the Sentence Stems in the journals.

### Working in Text: New Info & Review

#### Leader on the Page:

Beginning with text level 4, allow individual students to be “the leader” on various pages.

Teach student leaders to say, “Fingers under ‘the.’ Voices together.” Leader starts reading and the others join in. This gives you an opportunity to get a sense of individual student ability.

Note that students will need practice with feedback for this procedure. Be thoughtful about which students you ask to read certain pages (easy vs. hard).

### Comprehension

The goal of all 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. Gradually, when a page of text seems difficult to understand, ask the student to ITTM.

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.

## Choosing Text

Use a mix of publishers for text (Rigby PM, Reading Reading & 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. Students do NOT have to read every book in a level!!!

If a group has read all books in a level, but is struggling, try holding the books constant for 2 lessons before adding a new book.

Also, you may re-read books from prior lessons, treating them as new books.

Continue high expectations for finger pointing.

## Bumping Up in Text Levels 4-6:

When your lowest reader is ‘the leader’ and can handle a couple of the hardest pages in 2-3 of yesterday’s new books, BUMP UP!

### Difficulties on the Page:

Students need to read what is on the page!! (98% of the time)

Error occurs (>1 student)

*“Wait. Look at this word (points in each text). What word? Everyone? Back to \_\_\_\_\_. Voices together.”*

Still error? Offer appropriate strategy (e.g., blendable words: *“Tap!” What word? Everyone? Back to \_\_\_\_\_. Voices together.”*

If word is not blendable, ask for first sound and tell group the word. *What word? Everyone? Back to \_\_\_\_\_. Voices together.”*

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



## Word Bank Review

Note: remember to harvest for word bank from texts and sentence stems every day, beginning with level 3. You might not be able to add any words on some days; just keep trying on subsequent days.

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 Word Bank Log. Some may have to be resurrected.

As you move thru Onset-Vowels, add individual vowel sound cards to Word Bank. Emphasize vowel phoneme differences—especially for ELLs.

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 |                              | o |
| short i-itch-/ <i>ĩ</i> / |   | short o-octopus-/ <i>õ</i> / |   |
| short e-ed-/ <i>ě</i> /   |   | short u-up-/ <i>ů</i> /      |   |

Flash vowel sound cards in random order every day as part of word bank.

Use vowel stretch cards only when students struggle hearing/saying vowel sounds clearly.

Questions? Check the complete binder on-line:

<http://www.uurc.utah.edu/Educators/Resources.php>

If you still don't know the answer, email your UURC liaison!!