

Early Steps Quads #5: 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 Mixed Short Vowel Word Study, Comprehension Work & Accuracy Checks.

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 4th read. Go to -

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

NOTE: if your students are below Text Level 7 at this point, they may need additional sessions to make adequate progress (e.g., twice daily intervention).

For Each Training, Bring:

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

Working in Word Study (trainer models)

Remember: All students must be facing the cards head-on rather than trying to read sideways!

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 page.

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

Mixed Short Vowel Word Study (*need 2 decks, or at least 2 sets of bolded anchors*)

More difficult than onset-vowels! Why?

- All letters change with every word vs. only 1 letter changing.

- 3 vowels per sort vs. 1 vowel per sort.
- Introduce blends & digraphs.
- At this point, and from now on, **you'll need to use 2 decks of word study cards.**

Mixed Shorts Sort – Only Choral on Day 1

1. Day 1, tell students, “**Now we need to just match the short vowel.**” Review each short vowel sound in anchor words.
2. Model the sort with group, “**Watch my pencil. My turn...Your turn.**”
3. After Day 1, students sort in pairs. Each pair has its own small deck with **bolded anchors**. You assist students having difficulty. Encourage tapping!
4. Always use same **bolded** anchors every day.
5. The student who sorts the card reads & points *alone* down that column.
6. Add blends & digraphs *gradually, after* CVCs are firm.
7. After sort is complete, review vowel pattern – vowel sound.

Mixed Shorts Random Check – Only Choral on Day 1

1. After Day 1, students work in pairs and take turns

being the leader.

2. Enforce tapping as needed.

Mixed Shorts Memory – Only Choral on Day 1

1. After Day 1, students play in pairs.
2. Must justify match on both cards with pencil:
“ a-consonant says ă” ... “a-consonant says ă”

Bumping Up in Mixed Shorts:

1. Randomize deck of all 5 vowels, including some blends & digraphs.
2. Conduct a Word Study Check individually while other 3 re-read texts.
3. Must be a cold deck.
4. No timer.
5. Sort into 2 piles: ok vs. trouble.
6. Allow 3-5 seconds per card. Tapping = allowed.
7. Criterion = 80% (e.g., 32 of 40).

Students must pass Word Study Check for Mixed Short Vowels before moving on to Vowel Patterns!

See ES Word Study Scope & Sequence for pacing.

Word Bank: Vary your pacing to force crisp choral responses and to avoid hitchhiking.

Working in Text

Re-Reads:

- starting Level 7? Drop to 2 re-reads!
- Starting Level 9? Start Transition Lesson!

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 which pages (easy vs. hard).

Comprehension:

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

Beginning in level 4 text, model ITTM on a couple of pages where it seems appropriate. Gradually, when a phrase or sentence seems potentially difficult to understand, ask a student to ITTM.

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

This sentence/text event level comprehension work is the prelude to being able to track plot events in narrative text and main idea information in expository text.

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.”

Fluency Trouble Even on Rereads?

If your students need 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.

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!

Bumping Up in Levels 7 & 8: Accuracy Checks

1. Before lesson, count 50 words in **yesterday’s new book**. Allow for echo.
2. Focus student reads while others return to beginning of text and read chorally.
3. The only help you provide focus student is to “give the word” after a 3-second pause.
4. Count errors for that section.
5. Goal = 93% or above accuracy & decent fluency.
6. Most struggling student meets goal 2x in most difficult texts for that level? Move to next level!

Errors=substitutions, omissions, insertions, help

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

Reminders

Grade level expectations for G1-Jan are:

- level 8 text

- getting solid in mixed short vowel patterns (••)

Continue to set high expectations:

- pointing *under* the word
- 'ready to work' position at table
- use standard letter formation for writing

Push, But Make Sure Students Have Success!

Ask yourself: are students 85-90% successful in this task?

If yes, get ready to move forward!

If no, make the task easier or back up!