

## Early Steps Quads #6: Take-Home Message

### Agenda for Today's Training:

1. Debrief & review ESQ lesson format & content.
2. Clinical observations: Full Lesson.
3. Debrief observations.
4. Trainer models Transition Lesson, if appropriate.
5. Trainer reviews Mixed Short Vowel Word Study, Comprehension & 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>

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

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

These students’ sharp upward progress MUST be continued! If that’s not likely (e.g., no classroom grouping, lack of home support) continue providing ES!

### **Transition Lesson (new lesson plan - level 9)**

1. *Word Bank*
2. *Assisted Reading w/new book*
  - use pre-1989 basal (preferred) or ES tradebook
3. *Word Study finish mixed short vowels*

- (cat, win, mom)

#### 4. *Sentence Stem - continue*

#### 5. *Easy Reading for Fluency*

- re-read recently read text (3 times; 4x total)

### **Goals for Students Who Continue in ESQ**

- increase blending speed for unfamiliar 1 syllable words
- increase automaticity with high frequency words
- develop fluency in text (prosody echo as needed)
- advance in text levels as far as possible
- understand & articulate meaning in text (ITTM!)

### **Working in Text**

#### **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 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. Meets goal 2 out of 3x in most difficult texts for that level? Move to next level!
7. Self-corrects are not errors in G1text.

### Bumping Up in Levels 9 -12: Accuracy & Rate √

1. Before lesson, count 50 words **in TODAY's new book**. Allow for echo.
2. Focus student reads while others return to beginning & read chorally.

3. Only help = “give word” after 3-second pause.
  4. Count errors & time that section.
  3. Goal = 93% or above accuracy & at least 30wpm in G1-March text & 40wpm in G1-End text.
  4. 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

### Working in Word Study

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

Vowel Patterns (*need 2 decks, or at least 2 sets of bolded anchors*)

Sort – Only Choral on Day 1

1. Day 1, tell students, “**Now we need to match the vowel pattern.**” Review each vowel pattern & 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.
4. Always use same **bolded** anchors every day.
5. The student who sorts the card reads & points *alone* down that column.
6. When students struggle, ask them to tap that word, then back up a word or so and finish the column.
7. Add blends & digraphs *gradually, after* CVCs are firm.
8. After sort is complete, review vowel pattern – vowel sound.

### 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.

### 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 Vowel Patterns:

1. Randomize deck of both vowel patterns, 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 & tapping.
7. Criterion = 80% (e.g., 32 of 40). Each child must pass!

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.

## Reminders

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!

**Coordinators: End-of-Year Testing Books?**