

Early Steps Quads #7: Causes & Transition

Agenda for Today's Training:

1. Debrief & review ESQ lesson format & content.
2. Clinical observations: full lesson.
3. Debrief observations.
4. Trainer leads discussion of causes for continued reading difficulties—despite intervention.
5. Trainer reviews Transition Lesson, Text Pacing and Word Study pacing.
6. Site Coordinator: End-of-Year testing books & materials?

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?

G1 students should be reading Level 8 text in January, Level 9 text in February, and Level 10 text in March. They should also be transitioning from Mixed Shorts to Vowel

Patterns in Word Study. However, some students lag well behind these expectations. Why?

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 lack of success *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.

Problem: slowness and inaccuracy may negatively impact comprehension, vocabulary & background knowledge.

These students don't 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?

Note: Dyslexia is **not** a visual problem. It is a deficit in the phonological component of language that impedes the melding of correct speech sounds to letter names. The

deficit may range from mild to severe. No empirical evidence for colored lenses, marching, etc.

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.
3. Specific Tier III Intervention to focus on decoding & encoding (e.g., Wilson, Slingerlands, etc.).

Working in Text

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

1. **AFTER** students read new text, count out 50 words in middle of story.
2. **TOMORROW**, other students start over chorally from beginning. Focus student reads w/out help; you count errors for that section. Goal = 93% or above accuracy & decent fluency
3. 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 read new text, count out 50 words in middle of story.
2. **TODAY**, when you get to that section, other students start over chorally from beginning. As focus student reads w/out help; you count errors for & time that section.
3. Goal = 93% or above accuracy & at least 30wpm in G1March text & 40wpm in G1End text.
4. 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

Transition Lesson (new lesson plan - level 9)

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

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 (4x total)

Working in Word Study

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

Mixed Shorts & 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*, if 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 Mixed Shorts & Vowel Patterns:

1. Randomize deck of all patterns, including some blends & digraphs.
2. Conduct a Word Study ✓ individually while other 3 re-read texts.
3. Must be a cold deck. No timer.
4. Sort into 2 piles: ok vs. trouble.
5. Allow 3-5 seconds & tapping.

6. Criterion = 80% (e.g., 32/40). 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.

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!)

Not fluent even on rereads? Use “prosody echo.” Also use rereads from current and/or previous level as ‘new’ book until fluent.

Reminders

Continue to set high expectations:

- ‘ready to work’ position at table
- touch under the word in text with “Voices together.”
- use standard letter formation for writing

Put the pedal down now, before Spring Fever sets in!