

## Higher Steps #2: Roles, Data, Closed (Module 1) & Rule-Breakers (Module 2)

**The Goal:** to provide 1-on-1 reading intervention wherein the student **reads and rereads** as much appropriately **challenging text** as possible and receives **explicit instruction in decoding, phonemic awareness & spelling.**

### Agenda

1. Trainer reviews program roles.
2. Discuss RLA data for HS candidates & select HS students.
3. Trainer re-models Word Bank; participants practice.
4. Trainer reviews Assisted Reading procedures & answers questions.
5. Trainer provides overview of AWS, models AWS Modules 1 & 2, and adds to HS Lesson.
6. Participants practice all AWS components.
7. Trainer reviews AWS Resources in binder (*LPs, Inventory, General Guidelines*).

*Next Training: Clinic with Word Bank, Assisted Reading & AWS!*

Site Coordinators! The UURC needs a copy of the RLA cover sheet for each student being tutored. Please fax or give those to your UURC liaison. Thanks!

Note: to improve as a reading interventionist, we recommend that you watch our **Higher & Next Steps video demonstrations**. Go to <http://www.uurc.utah.edu/Educators/Resources.php>

Please be open to our staff helping you during observations! Immediate feedback is most effective.

## Program Roles

Educator:

- minimum 2 lessons of 45 min weekly w/each tutee
- make sure tutee has maximum time on task

Site Coordinator:

- coordinate testing/tutoring logistics
- keep books and materials in order
- coordinate seminar viewing

Program-Site Liaison:

- periodic observations & feedback

Program Trainer:

- practicum (n=9)
- troubleshoot
- direct data collection & analysis

Note: HS Tutors and/or Site Coordinators are **not** licensed HS trainers. Training without HS license violates UURC service mark rights. Coaching = OK.

### **Who to Select for Higher Steps?**

Any student who is reading at least at G2-End level with 90% accuracy at 80wpm, but who is below grade level.

### **Data Collection, Interpretation, and Use**

1. Access RLA summary sheets or login to UURC data account.
2. Which students are candidates for HS? Discuss student needs & options for Tier II Intervention.
3. Choose/confirm HS students.

## Materials to Bring to Each Training

- binder with all HS lesson plans, etc.
- word study kit, LPs & inventories - 2 index cards
- AWS General Instructions
- white board, 2 markers, mechanical pencil/pointer
- spelling notebooks for students

## Working in Text: Review Assisted Reading

Trainer models planning Assisted Reading Lesson on HS LP. Then reviews components with educators, referencing concepts below.

Students need to consume as much text as possible. Keep “teacher talk” to a minimum. Remember: if you are talking, they aren’t reading.

### Review: Preview

Build/Activate student’s background knowledge about **the most important** concepts & vocab in the first few pages. **BE SELECTIVE!! No >5 words!!**

1. Direct student to point to specific words and repeat the word after you say it.

### Review: Echo Reading

1. Model reading a small chunk of text aloud while your student tracks w/finger. *You do not track!*
2. Read slowly and deliberately, but with good expression. Pause at phrase and sentence boundaries to let the info sink in.
3. Student “echo” reads after you while tracking. Do this for 4-6 chunks of text.

### Review: Solo Reading

1. Collect rate and accuracy data. Record data.
2. Do comprehension work at relevant story events and at end of day’s reading.
3. Prosody echo as needed.

### Review: Pacing in Text

Student needs at least 2 out of 3 qualifying data points (accuracy & rate) in most difficult text for that level. If not, move laterally.

To skip stories, student must be at least 95% accurate and at least 20 wpm above criteria for that level for 3 consecutive sessions.

## Comprehension via Text Structure:

- Narrative text - main character, main problem, & resolution. Your questions should track these concepts.
- Informational text - main idea and supporting ideas. This basic structure may manifest more specifically as “compare and contrast,” “problem and solution,” and/or “sequence.” Your questions should track these concepts.
- Why re-invent the wheel? Use the UURC bookmarks!
- When in doubt, good, “all-purpose” comprehension questions are: “What just happened?” or “What does the author want us to know?”

## Pacing in Text

Student needs at least 2 out of 3 qualifying data points (accuracy & rate) in difficult text for that level. If not, move laterally.

## Working in Advanced Word Study

Struggling readers tend to guess at unfamiliar words. They sample a couple of sounds and wing it. This strategy only works 25% of the time for **good** readers!

This is an unreliable, efficient strategy misses opportunities to scrutinize the word's orthography and establish the word in memory.

We need to STOP encouraging this useless guessing strategy!

For more info, see Moats, L.C. (2000). *Speech to Print: Language Essentials for Teachers*. Brookes: Toronto

### Research-Based Word Study

ES and NS Word Study focus on becoming automatic with single syllables by focusing on vowel patterns.

Advanced Word Study (AWS) does the same for multi-syllabic words by focusing on syllable patterns.

AWS is appropriate for any student who can read G2-End text with at least 90% accuracy and a rate of at least 80wpm.

Vowel **sounds** in written English primarily are determined by the number of vowels and the consonants that follow them within syllables.

There are 6 basic syllable types:

- **closed** (e.g., *sun, it, chat, shrimp*)
- **open** (e.g., *no, she, flu*)
- **vowel-consonant-silent ‘e’** (e.g., *lake, stripe*)
- **r-controlled** (e.g., *corn, shark*)
- **vowel team** (e.g., *toil, stream, raw*)
- **consonant-le** (e.g., *gentle, quibble*)

Understanding these different syllable types gives readers a valuable strategy for successfully identifying unfamiliar words.

When students successfully identify unfamiliar words many times (**accuracy**) the word’s spelling is established better and better in memory, allowing increasingly speedy, and eventually, **automatic** identification (**fluency**).

Trainer models with *contentment, speedometer, expedite*.

Note: **Tapping** is the “go-to” strategy within syllables.  
**Scooping** is the “go-to” strategy across syllables.

### Intro: Key Concepts for Closed Syllables and Rule-Breakers

1. MOST IMPORTANT: only 1 vowel!
2. That vowel is “closed in” on the right side by one or more consonants.
3. No onset needed.
4. This orthographic pattern makes the vowel “short.”
5. Tap syllable, if helpful (e.g., *mask, crunch*).
6. Rule-breakers are closed syllables that use 1 of 5 possible patterns (-old, -olt, -ost, -ind, -ild, e.g., *scold*) with the “long” sound.

### Trainer Models AWS Preparation

1. Access Module 1 LP. Review.
2. Complete the WS portion of the HS Lesson Plan.  
Participants copycat.
3. Access white board, 2 markers, eraser and pointer or mechanical pencil.

## Trainer Models AWS

1. Access HS lesson plan. Do lesson in **THIS** order, **THIS** way!
2. Model: WBW → 2 Activities → Spelling.
3. Introduce WBW and Spelling procedures cheat sheets.
4. Participants practice each activity with peer.
5. Model: planning 2<sup>nd</sup> AWS lesson while clarifying each lesson component. Participants copycat.

## Choose Appropriate Words for Students with Low Oral Language/ELLs

- access Module 1 Inventory
- pick “frequent & academic” words
- stay away from nonsense words for these students

## Pacing in Modules: Word Study ✓

1. See Instructions on LP.
2. Use a randomized deck of at least 40 words that include samples of all current patterns.
3. Set timer for 1 minute.
4. Flash cards to student. Sort into 2 piles: correct/automatic and Incorrect/>3 second hesitation.

5. For single syllable modules, student must achieve at least 35 correct with no more than 3 errors in 1 minute to pass. For multi-syllable words, at least 30 correct with no more than 3 errors.

### Review: Word Bank Procedures

- Write each **vowel** on its own index card. Vowel cards stay in the Word Bank forever.
- Also, collect high frequency words that present difficulty during reading and/or on the Fry List. Write each word on its own index card.
- Use flash presentation. Sort into 2 piles: correct & automatic OR trouble. Re-do trouble deck.
- Remove words when student is firm in text reading.
- Add long vowel chants at module 4 – Open Syllables.

## Certification Requirements

Tutoring Sessions: minimum of 45, but the more, the better!

Group Training Sessions: 9

Observations w/certified HS tutor working directly under licensed HS trainer: 6 w/2 “satisfactory” scores; 1 satisfactory score must be earned during final observation. *Review observation form!*

Self-Observation: Film yourself during 2 HS lessons; watch your lessons while completing HS observation forms. Submit both completed forms to UURC liaison.

Observations of a peer during training sessions: 6

Watch 5 Video Seminars (preferably in group setting; organized by coordinator)

Note: HS Tutors and/or Site Coordinators are not licensed HS trainers. Training without HS license violates UURC service mark rights. Certified HS tutors

are allowed to “coach” other individuals in the HS model. Proceed with lowered expectations!

Questions? Check the master binder on-line!!!! If you still don't know the answer, contact your UURC liaison!!

### **University Credit**

University Credit is available; not mandatory. Cost: \$300 for 3 continuing ed credits. Register with Linda Jensen (801-265-3951 or linda.jensen@utah.edu) by October 31st.

For syllabus, see:

<http://www.uurc.utah.edu/UStudents/UCourseSyllabi.php>

EDU 6641-030 - Advanced Assessment & Intervention for Struggling Readers: Higher Steps Practicum

### **UURC International Opportunity!**

English-Speaking Internships in Botswana with Stepping Stones International providing orphaned & vulnerable youth with UURC intervention and/or coaching local educators.

Tier I Text Certification OR Tier II Certification (Early, Next or Higher Steps) satisfy main pre-requisite!

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