

## Higher Steps #3: Fluency Work

**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. Debrief & Review: How are Word Bank, Assisted Reading & AWS going?
2. Trainer re-models AWS Module 1 & 2 as needed.
3. Clinic with Peer Observations, followed by Debrief.
4. Trainer models Fluency Work with small group and adds to HS Lesson.

*Next Training: Clinic with entire HS Lesson!*

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

Note: to improve as a reading interventionist, we recommend that you watch our **Next Steps Triads &**

**Higher 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.

Site Coordinators! Initiate Home Word Charts? Go to [www.uurc.org](http://www.uurc.org). Click on the *For All* tab in the left hand column. Then, click on the *Forms and Charts* tab. Click on the *Home Word Charts* tab.

### **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: Fluency Work**

1. Count 250 (or more) word section from section of recently read, assisted reading text. Use the 100 word accuracy and rate section.

2. Mark the sections in increments (160, 180, 200, and so on.). If you wish, you may make a photocopy and place it in a page protector that can be “tracked” with a Vis-à-vis. These can even be saved for future students.
3. Repeated Reading Trials #1 and #2 are conducted after Word Study.
4. Set timer 2 min. Count errors. Sloppy? Send him back to beginning of paragraph!
5. Student graphs on chart, but does not “color in” until all 4 timings have been completed.

Review errors with prosody echo. Trials 1 & 2 same day; trial 3 & 4 at beginning of next session (before assisted reading). Then, after a total of 5 readings (including Assisted), the section is retired.

## Working in AWS: Review Closed & Rule-Breakers

### Review: Key Concepts for Closed Syllables

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, if helpful (e.g., *check*, *cliff*).
6. Question, break, scoop & read (e.g., *splendid*, *submit*).
7. Rule-breakers are closed syllables that use 1 of 5 possible patterns (-old, -olt, -ost, -ind -ild, e.g., *blind*) with the “long” sound.

### Trainer Models AWS Planning

1. Access Module 1 Inventory. Trainer uses LP to plan for fail Module 1 Word Study ✓. Participants copycat.
2. Access Module 2 Day 1 LP. Trainer also uses LP to plan for pass Module 1 Word Study ✓. Participants copycat.
3. Access white board, 2 markers, eraser and pointer or mechanical pencil, WBW & Spelling procedures cheat sheets.

## Trainer Models AWS

1. Model: Word Study ✓ for Module 1. Assume fail.
  - participants practice Word Study ✓ with peer
2. Assume pass. Model: Module 2 WBW → 2 Activities  
→ Spelling
  - participants practice each activity with peer

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

- pick “frequent & academic” words
- stay away from nonsense words

Remember: **tap** one syllable words; **scoop** polysyllabic words—even in connected text.

Remember: used forced choice questions rather than questions that could be answered more than 1 way. For example, rather than asking, “What kind of syllable is that,” ask, “Is that a closed or an rule-breaker syllable?”

Note: encourage students to attribute decoding and spelling success to knowledge of syllables.

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.

## **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 for 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.

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:

[www.uurc.utah.edu/UStudents/UCourseSyllabi.php](http://www.uurc.utah.edu/UStudents/UCourseSyllabi.php)

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

### **Fabulous 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!

[www.uurc.utah.edu/Educators/BotswanaInternship.php](http://www.uurc.utah.edu/Educators/BotswanaInternship.php)