Higher Steps #7: Consonant-le (Module 8) & Vowel Team (Module 9) Syllables

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 is the lesson going?
2. Trainer re-models as needs.
3. Clinic with Peer Observations, followed by Debrief.
4. Trainer models AWS Modules 8 (consonant-le) & 9 (common vowel teams).
5. Participants practice all AWS components.

Next Training: Clinic with entire HS Lesson!

Note: to improve as a reading interventionist, we recommend that you watch our 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. 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.

Working in Word Study

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.
6. Question, break, scoop & read (e.g., *domestic, magnificent*).

Review: Key Concepts Related to Open Syllables

1. MOST IMPORTANT: only 1 vowel!
2. That vowel is not "closed in" on the right side with consonants.
3. No onset needed.

4. This orthographic pattern makes the vowel "long."
5. Question, break, scoop & read (e.g., *profile, retire*).

Review: Key Concepts for Schwa
1. Schwas are found in multi-syllabic words. A multi-syllabic word may have more than 1 schwa!
2. Schwa is a relaxed sound for the vowel in an uninflected syllable.
3. Schwas are easier to read than they are to spell. Do we say _____ or _____? Sounds like _____; spells like _____.
4. Question, break, scoop & read, using schwa where needed (e.g., *facilitate, abandon*)

Review: Key Concepts Related to V-c-e Syllables
1. Is there V-c-e pattern in the syllable?
2. What should we do to the 'e'? Make it silent.
3. The silent 'e' gives makes the vowel long.
4. No onset needed.
5. Tap if helpful.
6. Question, break, scoop & read using schwa where needed (e.g., *translate, compile*).

Review: Key Concepts R-Controlled Syllables
1. MOST IMPORTANT: only 1 vowel!

2. That vowel is followed by the letter 'r.'

3. No onset needed.

4. This orthographic pattern lets 'r' be the 'boss' of the vowel—even though it looks like a closed syllable.

5. Tap if helpful.

6. Question, break, scoop & read (e.g., *margin, export, birth, burst,* and *nerve*)

Intro: Key Concepts Consonant-le Syllables

1. Last syllable in a multi-syllabic word. Also known as "final stable syllable."

2. This orthographic pattern provides a vowel (e) in final syllable—even though "e" is silent.

3. Question, break, scoop & read *rifle, riddle.*

4. Watch out for silent "t," (e.g., *whistle*)

Intro: Key Concepts Related to Vowel Team Syllables

1. Is there a vowel team in the syllable?

2. Spell the vowel team. What sound does that vowel team make?

4. Tap syllable, if helpful.

5. Question, break, scoop & read (e.g., *waist, delay, cheek, valley, choice, royal*).

More About Vowel Teams

Sometimes, 2 vowels together use the long sound of the first vowel, and the second vowel is silent (boat).

Sometimes 2 vowels together make a sound that is not like **either** vowel, but more like its own, unique sound (e.g., boil).

Basically, a reader just needs to know all of the vowel teams and which vowels follow #1 above, or #2 above, or vary (e.g., bread).

"Eat bread and steak" is a nice mnemonic that follows the order of frequency of occurrence for this annoying vowel team.

Trainer Models Module 8 (Consonant-le)
1. Access Module 8 inventory. Trainer models setting up AWS portion of LP. Participants copycat.

2. Model Module 8: WBW → Activity →Spelling
- participants practice each component with peer

3. Model: planning subsequent Module 8 AWS lesson while clarifying each lesson component. Participants copycat.

Trainer Models Module 9 (Vowel Teams)
1. Access Module 9 inventory. Trainer models setting up AWS portion of LP. Participants copycat.

2. Model Module 9: WBW → Activity →Spelling
- participants practice each component with peer

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

Deciding to use "thick" or "thin" WBW Questioning:
You ALWAYS you write the word & ask questions while student uses a dry erase marker to:
1. 'x' vowels,
2. underline consonants,
3. • to break up,
4. scoop syllables ‿‿‿‿ and consolidate the word orally.

As students understand and can articulate the syllable concepts, you can reduce questioning related to syllable type & vowel sound.

Working in Text

Students need to consume as much text as possible. Keep talk to a necessary minimum—especially yours!!! Remember: whenever you are talking, they are not reading!!!!!

Be sure to do some comprehension work after echo and before you leave the assisted reading portion of the lesson.

Focus on narrative text structure (plot) and expository text structure (main idea/details).