

Higher Steps Triads #2: **Roles, Data & Assisted Reading**

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 HST candidates & form groups.
3. Trainer re-models Word Bank; participants practice.
4. Trainer models Assisted Reading with Triad and assigns Assisted Reading to lesson.

Next Training: Clinic with Word Bank & Assisted Reading!

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**

Triads 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:

- 2 lessons of 45 min weekly w/group
- make sure students have 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: HST Tutors and/or Site Coordinators are **not** licensed HST trainers. Training without HST 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 & Use

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

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

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.

Working in Text: Assisted Reading:

Candidates for HS (review criteria) have reached a level of reading development that allows them to work in challenging text productively.

In contrast, students below this level are beginning readers who cannot work in challenging text

productively because they lack sight word vocabulary and phonics skills for decoding unfamiliar words.

This means that students who are reading between G1-January and G2-End need **Next Steps** intervention. Students reading below G1 January need **Early Steps** intervention.

When in doubt in assigning groups to a level, choose the easier level. Remember, it's not a 1:1 tutorial, it's a group. It will be easier to "speed ahead" than to "back up" if they start to struggle.

Trainer models planning Assisted Reading Lesson on HST LP. Then models with group. Debrief and reference the following 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.

Text Structure

- Narrative text - main character, main problem, & resolution. Your questions 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 here?”**

Preparing for Assisted Reading:

1. Read the text BEFORE the session.
2. Identify text structure: narrative or informational?
3. Identify preview content: challenging vocab & critical “big ideas.”
4. Note page numbers for challenging words in lesson plan. *BE SELECTIVE!! No >5 words!!*
5. Identify where to stop for the day & sticky that page in partner texts.
6. Count sections for data (allow for echo & choral)

Preview: (no >3-4 minutes)

1. Identify the page number, then direct students to “Find...” specific vocab that you identify in the text. Analyze words as needed. Ask “**What word?**” so that students say word aloud.
2. Build/Activate students’ background knowledge about the most important vocab & concepts in the first few pages.

Echo Reading:

1. You don’t need a book; share a student’s book.
2. Say, “**Fingers on ____ . My turn; you point.**”
3. Read a small chunk of text deliberately, but with prosody. You do not point; the focus student points, as do the other students. Pause at phrase and sentence boundaries to let info sink in (comprehension).
4. Say, “**Fingers on ____ . Voices together.**” Start strong w/ your voice to start students echoing chorally. Then, let your voice fade out. When they start to fray, bring your voice back strong to pull them together.
5. Do this for 4-6 chunks of text.
6. When 2 or more students make an error, or if 1 student makes more than 1 error, repeat that section.

Choral Reading:

1. Assign roles: the partner sitting on the same side of the 1st page is the “leader” for that page and prompts by saying, “**Fingers under ____ . Voices together.**” They switch roles for each new page. Note: Partners should sit closely enough for their books to touch.
2. Review expectations. They are to read **together**. At the end of a page or paragraph, the “leader” asks, “**What does the author want us to know?**” and the partner provides **brief** info.
3. Partners should help each other with tough words or when they make mistakes.
4. Place a post-it to show the partners where to stop reading. If they get there before you, they are to switch roles again and reread that page.
5. Students may use a transparency bookmark. **All** students **always** finger point during echo reading.

6. You work with the focus student while partners read. Tailor your work with the focus student to his/her needs: comprehension, vocabulary, prosody, fluency, accuracy, etc.
7. Take rate and accuracy data on focus student. Record data on lesson plan.
8. Do group comprehension work before and after solo reading. Focus comprehension work on text structure (narrative or expository components).

Pacing in Text:

Each student needs 1 qualifying data point (accuracy & rate) in one of the last 3 sessions in difficult text for that level. Otherwise move laterally.

If only 1 student fails to qualify, the triad may still “bump up” if that one student has at least 90% accuracy and is no more than 5 wpm below the rate criterion for that level.

Certification Requirements

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

Group Training Sessions: 9

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

Self-Observation: Film yourself during 2 Triad lessons; watch your lessons while completing HST 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)

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are allowed to “coach” other individuals in the HST 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 6642-030 - Maintaining the Power of Advanced 1:1 Intervention in Small Groups: Higher Steps Triads 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!

www.uurc.utah.edu/Educators/BotswanaInternship.php