Higher Steps Triads #3: Advanced Word Study – Closed & Rule-Breakers

The Goal: to preserve the power of 1-on-1 reading intervention in a small group wherein students **read and reread** as much appropriately **challenging text** as possible and receive **explicit instruction in decoding, phonemic awareness & spelling**.

Agenda

1. Debrief: How are Word Bank & Assisted Reading going?
2. Trainer provides overview of AWS, models Modules 1 & 2, and adds AWS to the HST lesson.
3. Participants practice all AWS components.
4. Trainer reviews AWS Resources (*LPs, Inventories, General Guidelines*).
5. Clinic with Peer Observations, followed by Debrief.

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 give that to your UURC liaison. Thanks!

Note: to improve as a reading interventionist, we recommend that you watch our **Next Steps Triads video demonstrations.** Go to http://www.uurc.utah.edu/Educators/Resources.php1.

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.

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 Advanced Word Study

Struggling readers tend to guess 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, inefficient strategy that 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 core 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 no less than 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 how these different syllable types operate 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 & 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, 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 HST Lesson Plan. Participants copycat.

2. Access white board, markers, eraser, 2 index cards, pointer or mechanical pencil.

Trainer Models AWS

1. Use HST lesson plan. Do lesson in **THIS** order, **THIS** way!

2. Model: WBW →2 Activities →Spelling

3. Participants practice each activity with peer.

4. Model: planning 2nd 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.

All 3 students in triad must pass WS✓ to proceed to next module. To accomplish this quickly (i.e., within 1 lesson) have students partner read familiar text while you run WS✓s with individual students.

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.

<u>Observations of a peer during training sessions</u>: 6

<u>Watch 5 Video Seminars</u> (preferably in group setting; organized by coordinator)

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

<u>General Guidelines:</u>

Your priority is the focus student. This means you need to "let go" of the partners except for re-directing off-task behavior. Yes, they may be making errors, but you will have focused time with each of them in the

very near future! Let our staff help your students when they observe!

ESPWP: every student participating whenever possible!!! Pose a question and then direct the pair to "tell each other." Use "thumbs ready" to prevent 1 student from dominating.
Students need to consume as much text as possible.
Keep talk to a necessary minimum—even yours!!!
Remember: whenever you are talking, they are not reading!!!!!

Remember to help students learn to attribute reading progress to Higher Steps skills/strategies. For example, "When I check the syllable type on tough words, I get it right more often than when I just guess."

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
EDU 6642-030 - Maintaining the Power of Advanced 1:1 Intervention in Small Groups: Higher Steps Triads Practicum.