

Higher Steps Triads #8: Vowel Teams (Modules 9, 10 & 11)

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

Agenda:

1. Debrief & review: How is the lesson going?
2. Trainer re-models as needed.
3. Clinic with Peer Observations, followed by Debrief.
4. Trainer reviews/intros Modules 9-11 (vowel teams).
5. Participants practice all AWS components.

Next Training: Post-Assessment & Tx-Resistant Students

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

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 syllable, if helpful.
6. 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 any consonants.
3. No onset needed.

4. This orthographic pattern makes the vowel “long.”
5. 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 syllable, if helpful.
6. Break, scoop & read (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 syllable, if helpful.
6. Question, break, scoop & read (e.g., *margin, export, birth, burst, and nerve*)

Review: 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 *crumple, stifle*.
4. Watch out for silent “t,” (e.g., *castle*)

Intro: Key Concepts Related to Vowel Team Syllables

1. Is there a vowel team in the syllable?
2. What sound does that vowel team make?
3. Tap syllable, if helpful.
4. 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 9 (vowel teams)

1. Access Module 9 inventory. Trainer models setting up AWS portion of LP. Participants copycat.

2. Trainer models Module 9: WBW → Activity
→ Spelling

- participants practice each component with peer

3. Model: planning subsequent Module 9 AWS lesson while clarifying each lesson component. Participants copycat.

4. Repeat as above with more difficult Vowel Teams from Modules 10 & 11.

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

Increasing Independence in WBW:

- **You ALWAYS** write the word & ask questions while the focus student uses a dry erase marker to:

1. 'x' vowels,
2. underline consonants,
3. • to break up,
4. scoops  and consolidates as all students respond chorally. THAT'S IT!!! No breves. No macrons.

Deciding to use “thick” or “thin” WBW Questioning:

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

Increasing Independence in Spelling:

- focus student runs everything except the dictation

1. Students make quadrant and number 1-4. Focus student makes quadrant on white board.
2. Teacher says word, dictates sentence, asks, “What word?” and students say word.
3. Focus student slaps & writes syllables on white board. Students spell syllables aloud as they write.
4. Focus student says, “Scoop and read.” Students do so.
5. Focus student shows word on white board and says, “Is yours correct?”
6. When all 4 words are written & scooped, Focus Student says, “#1” and students read that word aloud chorally and fluently. Continue for remaining words.

To mark up: Students mark up aloud, but at their own paces. Teacher monitors/works with Focus Student.

Working in Text

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).

Use ‘thumbs ready’ to allow ‘think time’ for all students.

For Next Year

1. Conduct passage reading assessment.
2. Determine each student’s print- processing instructional level from oral reading accuracy and rate. Find the highest text level that the student meets 90% accuracy and p/b rate.
3. Match level, accuracy and rate as closely as possible to form groups of 3. Try to stay within 5 wpm and 5 %points of accuracy in matching.

Note: a strong 4D reader may be able to work with shaky 5Es, and so on.

Note: use an odd number format—odd numbers of students allows student to work in partnership while you work with a focus student. You may want to expand to “Quints” (5) or even “Seps” (7).

Pacing in Text:

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

If only 1 student does not 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.

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

General Guidelines

When students read in partnership, all students must track at all times.

All students **always** track during echo reading.

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 focus time with each of them in the very near future!

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!!!!