

## Next Steps #2: Roles, Data & the Lesson

### Agenda for Today's Training

1. Discuss RLA data for NS candidates.
2. Watch & learn NS lesson format & content.

Research suggests: classroom teachers and para-educators were able to move a group of 2<sup>nd</sup> through 6<sup>th</sup> graders from "G1-March" to "almost G2-End" reading level (approximately 1 year growth).

The controls moved from "G1-March" to "G2-Early"

(approximately ½ year growth).

These results were replicated with English Language Learners.

To meet, or hopefully to exceed these results, you must complete ***AT LEAST 45 SESSIONS*** with your students!!!

## Program Roles

### Tutor:

- 2 lessons of 45 min weekly w/each tutee
- make sure tutee has maximum time on task

### Site Coordinator:

- coordinate testing/tutoring logistics
- keep books and materials in order
- coordinate seminar viewing

### UURC Site Liaison:

- periodic observations & feedback

UURC Trainer:

- practicum (n=9) & seminars (n=5)
- troubleshoot
- direct data collection & analysis

## **Data Collection, Interpretation & Use**

1. Access RLA summary sheets or login to UURC data account.
2. Which students are candidates for NS? Discuss student needs & options for Tier II intervention. Choose NS students.

## Who to select for Next Steps?

NS students are between “shaky G1-March” and G2-End. Students below “shaky G1-March” need ES.

G2 students who score at a strong G1-End or better, probably do not need intervention now.

G3 and up students who score better than a strong G2-End are beyond Next Steps and need Higher Steps.

Start NS students at their instructional level for assisted reading. This is the highest place where they meet accuracy AND rate criteria.

If a student looks ***exceptionally*** strong for this level,

start midway through the instructional level basal.

## Next Steps Lesson

Note: to improve as a reading intervention tutor, we recommend that you watch our **Next Steps video**

**demonstrations.** Go to

<http://www.uurc.utah.edu/Educators/Resources.php>.

1. Access & overview NS lesson plan. Do lesson in ***THIS*** order, ***THIS*** way!

2. Trainer uses RLA to model planning initial NS lesson for 1 child. Participants copycat on a lesson plan.

3. Trainer executes NS lesson with that child. Repeat process for additional child with different beginning text & word study levels.
  
4. Trainer models planning 2<sup>nd</sup> NS lesson for each child while clarifying each lesson component. Participants copycat on another lesson plan.

## Word Bank

- make vowel soundcards

a-apple- /ă / a

i-itch- /i/ i

o-octopus- /ō /

e-ed- /ě /

u-up- /ŭ /

**letter name → keyword → sound**

Flash these cards in random order every day as part of word bank.

### Working in NS Text: Assisted Reading

Start with **basals**. Collect rate & accuracy data every session.

1. Before lesson, allow enough new text for echo & solo, then, mark a 100 word passage.
2. Begin the lesson w/preview & echo reading.



3. Time how long it takes the student to read the 100 word portion. Count errors.
4. Calculate wpm. Calculate accuracy. Self corrections **are not** errors for G1 text, but **are** errors for G2 text and up.
5. Enter accuracy & rate data on lesson plan.

### Comprehension Is **Critical!!!**

For **narrative** text, ask questions that help the student discern the plot. Stop at opportune moments and ask: "Who do you think is the main character? What problem does this character have?"

For **expository** text, ask questions that help the student discern important information. Stop at opportune moments and ask: "What do you think the

author wants us to know about \_\_\_\_?"

Watch for tricky high frequency words for Word Bank.

### Working in Word Study: Mixed Shorts

Start *mixed short vowels*.

cat••

Spend at least 3 sessions in mixed short vowels.

For an excellent "cheat sheet", go to

<http://www.uurc.utah.edu/Educators/Resources.php>

and look for "**Next Steps Word Study Script**" at the bottom of the webpage.

Help students **attribute** reading progress to Next Steps

skills/strategies: “When I tap the sounds instead of guessing, I get the words right more often!”

Once you have covered all 5 short vowels and the student is doing well at Memory, conduct a Word Study Check (see lesson plan).

### **Sentence Writing**

= stem + sounds (high frequency word practice + phonemic awareness).

1. Use the UURC scope & sequence.
2. You say the stem; the child adds a word.
3. Child repeats sentence 3 times (use crazy voices) and on last repeat counts words on fingers.
4. Child says each word, writes each word.
5. With each new word, child “read & points” through

the sentence.

6. Each word in the stem **must** be correct; assist as needed.

7. The “added word” is phoneme segmentation practice. It does not have to be correct, but should be phonetically reasonable.

The student needs a total of 3 perfect stems without assistance needed to bump up. These stems do not have to be consecutive---just cumulative.

Fluency work: wait for future training.

**For Each Training, Bring:**

- binder with NS lesson plans, etc.

- word study kit

## **Practicum Requirements**

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

Group Training Sessions: 9

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

Self-Observation: Film yourself during 2 NS lessons; watch your lessons while completing NS 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: NS Tutors and/or Site Coordinators are ***not*** licensed NS trainers. Training without NS license violates UURC service mark rights. Certified NS tutors are allowed to “coach” other individuals in the NS model.

### **Site Coordinators!**

Please provide your UURC liaison with:

1. A copy of the RLA cover sheet for each student receiving NS from any educator in training.
2. Educator info sheet from beginning and end of year.

Site Coordinators: Initiate Home Word Charts?

<http://www.uurc.utah.edu/General/HomeWord.php>

Excellent & productive homework option. Requires home support.

Questions? Check the master binder on-line!!!! If you still don't know the answer, call 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](mailto:linda.jensen@utah.edu)) by

*October 31st.*

For syllabus, see:

<http://www.uurc.utah.edu/UStudents/UCourseSyllabi.php>

EDU 6634-030: Basis Assessment & Intervention for Struggling Readers: Next 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!

<http://www.uurc.utah.edu/Educators/BotswanaInternship.php>