<u>Next Steps #3: Fast Follow-up & Fluency</u>

<u>Agenda for Today's Training:</u>

1. How's it going? Debrief & review.

2. Clinical observations.

3. Debrief observations.

4. Trainer models NS Fluency Work.

After training, add Fluency Work to NS lesson.

<u>Site Coordinators!</u> The UURC needs all RLA baseline data for each student with a practicum tutor. Please enter those data on-line in a UURC account. Go to http://www.uurc.utah.edu/Educators/TeacherLogin.php

<u>Note:</u> to improve as a reading interventionist, we

recommend that you watch our **Next Steps video demonstrations.** Go to http://www.uurc.utah.edu/Educators/Resources.php

Site Coordinators! Initiate Home Word Charts!
http://www.uurc.utah.edu/General/HomeWord.php
Excellent & productive homework option. Requires home support.

For Each Training, Bring:

– binder with NS lesson plans, etc.

– word study kit

Add Fluency Work/Repeated Rdgs
(trainer models)

1. Count 200 word section from section of recently read, assisted reading text. Use the 100 word R&A section!

2. Set timer 2 min. Count errors. Sloppy? Send him back to beginning of paragraph!

3. Graph # of words read & errors on chart.

4. Review errors. Repeat.

Conduct trials 1 & 2 during same lesson; trials 3 & 4 next session. Celebrate success!

<u>Working in Text: Review</u>

<u>Collecting Accuracy & Rate Data:</u>

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. Allow for some Solo Reading and Comprehension work.

4. Time how long it takes the student to read the 100 word portion. Count errors.

5. Calculate wpm. Calculate accuracy. Self corrections ***are not*** errors for G1 text, but ***are*** errors for 2–1 and up.

6. Enter Accuracy & Rate data on lesson plan daily!

Must meet criteria on at least 2-3 trials on sections from **end** of basal:

- 93% or better accuracy & minimum rate:

G1-March = 30wpm   G1-End = 40wpm;

G2-Mid = 60wpm   G2-End = 80wpm;

G3E = 80 wpm

OK? Bump up!   No? Go lateral.

If a student meets or exceeds the following criteria you may "accelerate" by skipping 2 basal stories:

- at least 95% accuracy

- at least 20wpm better than that level's criterion

Continue this way toward instructional level. The student must finish the basal because the most difficult stories are at the end!

Working in Word Study: Review

For an excellent NS Word Study "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.

-use a 4 x 4 matrix for the sort
-check your binder for scope & sequence

1. If text level is G1-March or G1-End, start with mixed short vowels.

   cat••
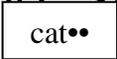
2. Teach tapping as a blending strategy. Each sound = one tap; thumb is home base.

3. If text level is G2-Mid or higher, do a Word Study ✓ on Mixed Shorts.

   cat••
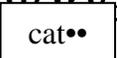
4. Pass? Move to Core Vowel Patterns .

   cat•••
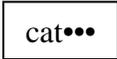
   No pass? Stay with Mixed Shorts.

5. Doing well in Mixed Shorts? Do a Word Study ✓ to move to vowel patterns (see lesson plan).

6. Use Word Study ✓s to move from "core a"

patterns to "core i" patterns, and so on.

7. During Memory, when a match is made, players

must justify that match.

8. Make sure student knows difference between

consonants and vowels.   See below.

Vowels or Consonants: Gotta Know 'Em!

– even older students aren't strong here!

– Use the "a–e story," then write the vowels, then the consonants on the board. Ask student: *Name 3 consonants. Name 3 vowels.* Review over subsequent days until firm.

– Play: Name the Vowels; Name the Consonants

    1. Write **cup** on whiteboard.

    2. Say, *This word is cup. What word?*

    3. Say, *Name the vowel.* (child puts X under the vowel)

    4. Say, *Name the consonants.* (child points to each)

    4. Repeat with **shrimp**, **tooth**, **brake**,   **special**.

– Play: <u>Vowel or Consonant?</u>

1. Write **red** on whiteboard.

2. Say, *When I tap a letter, tell me "vowel" or "consonant."*

3. Hover, then tap. (child responds) Continue with all letters in the word.

4. Repeat with **chant**, **boat**, **speed**,   **mountain.**

Be sure there are Vowel Sound Cards in Word Bank.

a		i

short a–apple–/ă /   short i–itch–/ĭ/

short o–octopus–/ŏ/   short e–ed–/ĕ /

short u–up–/ŭ/

letter name→keyword→sound

Flash these cards in random order every day.

Use "stretch cards" for students who have trouble hearing/saying vowel sounds clearly (see complete NS binder on-line:

http://www.uurc.utah.edu/Educators/Resources.php)

<u>Word Bank Review</u>

- harvest "trouble" high frequency words from reading in text

– no more than 25 in deck

– may "retire" words when firm during assisted reading and fluency work.

<u>Sentence Writing Review</u>

= 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.
   FOLLOW the lesson plan! Fill out lesson plan, book & word study logs!

Questions? Check the NS complete binder on-line: http://www.uurc.utah.edu/Educators/Resources.php 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) 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