

## Next Steps #4: Bumping Up - Word Study & Text

### Agenda for Today's Training:

1. How's it going? Debrief & review.
2. Clinical observations for full lesson.
3. Debrief observations.
4. Trainer models/discusses "bumping up" in Assisted Reading & Word Study

Site Coordinators! The UURC needs your RLA baseline data for each student with a practicum tutor. You may enter it on-line, or give a hard copy of the RLA cover sheets to your UURC liaison.

Thanks!

Site Coordinators! Initiate Home Word Charts!

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

Excellent & productive homework option. Requires home support.

Note: 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>.

## **For Each Training, Bring:**

- binder with NS lesson plans, etc.
- word study kit

## **Working in Text: Review and New Info**

The goal of reading is to ‘construct meaning’ a.k.a comprehend—even in simple texts. This comes more easily to some children than to others. So, if necessary, start at the sentence level.

Use I.T.T.M = I Think That Means...

Model ITTM on when you encounter an important event or phrase.

If the child can't do it, model. Keep modeling and asking them to I.T.T.M. and eventually you will see progress.

This sentence level comprehension work is the prelude to tracking plot in narrative text and main idea information in expository text.

***What do I do when she makes a mistake or gets stuck on a word during oral reading?***

1. Wait to see if she self-corrects. If not, say, "This word tricked you." Point to the beginning of the phrase/sentence to give her a running start and let her try again.
2. Same mistake? Point directly to the word and mentally compare it with the student's knowledge about words.
3. Ask the student to "tap" or ask, "What is the vowel pattern?" --whichever is most appropriate. If it was a vowel error, ask, "What do we say for 'o'?" If word is too difficult, or student stalls out, ask for "first sound" and tell her the word.

4. Do not get caught up in extensive phonics lessons when the student is reading in text!

The Balancing Act: Make sure that they read what is on the page, but make sure to keep the ball rolling.

### Working in Word Study: New Info & Review

*She's doing well in these patterns. How do I decide whether or not to "bump up" in Word Study?*

#### Conduct a Word Study Check

1. Randomize all cards in that section into a deck.  
Set timer for 1 minute.

2. You hold the deck for a “flash presentation.” Be sure to have the student “read off the deck.”
  
3. Sort into 2 piles:  
Automatic / Incorrect or Hesitation
  
4. Must meet criteria:
  - 35 or more automatic; no > 3 errors

### Vowel Work:

When you intro a new vowel pattern, add to the chant they use for vowel sound cards during Word Bank:

short a-apple- /ă/

long a-cake- /ā/

short i-itch- /ĭ/

long i-bike- /ī/

short o-octopus- /ŏ/

long o-rope- /ō/

short e-ed- /ĕ /

long e-feet- /ē /

short u-up- /ŭ /

long u-cute-dude- /ū /

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>)

### Vowels or Consonants: Gotta Know ‘Em!

- 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: Vowel or Consonant?

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.**

### Justify Matches during Memory

*For mixed shorts:* Tell the student: "Justify that, please." The student replies, "a-consonant says a,"

while touching appropriate letters on both cards with pencil point, **NOT** finger.

*For vowel patterns:* Tell the student, "Justify that, please." The student replies, "a-consonant-e says a," while touching appropriate letters on both cards with pencil point, **NOT** finger.

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

## 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: Basic Assessment & Intervention for Struggling Readers: Next Steps Practicum