

Next Steps #5: Whole Lesson Review

Agenda for Today's Training:

1. How's it going? Debrief & review NS lesson.
2. Clinical observations for full lesson
3. Debrief observations.
4. Trainer models Word Study **accuracy** options.
5. Next training: "-ed" Endings.

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

Comprehension Goal: students will make sense of text and keep track of important information.

What is important in narrative text/fiction?

- main character, problem, resolution

What is important in expository text/nonfiction?

- main ideas, supporting details

Ask questions about the “problem” or the “main idea.”
When in doubt, ask, “What just happened?” or “What does the author want us to know?”

If the student quotes verbatim from the text, say, “Use my words: I think that means...” to help with paraphrasing. If they still struggle, model the answer and ask them to copycat your words.

Why re-invent the wheel? Use UURC book mark.
Continue to collect data during assisted reading.

Using Data to Bump Up or Move Laterally

Bump up when student meets criteria on at least 2 trials on text from **end** of basal:

- 93% or better accuracy w/ good rate:
- G1-March = 30wpm - G1-End = 40wpm
- G2-Mid = 60wpm - G2-End = 80wpm
- G3E = 80wpm - G3M = 90wpm - G3D = 100wpm

Fluency Work

Use repeated readings for fluency work.

- count 200 word section; set timer 2 min.
- count errors (sloppy? Go back!)
- Graph info on chart Do every day!!!
- do “double fluency” if needed (see alternative lesson plan)

Remember to help students attribute reading progress to Next Steps skills/strategies:

“When reading doesn’t make sense and I back up and reread carefully, I can usually find the problem and fix it. This is better than just plowing ahead.”

Working in Word Study: Options

Be strategic! Does the student need intro/direct teaching, accuracy work, or fluency work?

Focus: Introduction/Direct Teaching

1. **Sort**→**Random** √→**Memory**→**spelling**

These are the “tried and true” procedures that you should use until the student can articulate the “vowel pattern – vowel sound.”

Focus: **Accuracy**

2. Black-out Bingo→Random √→spelling
3. Match+1(3x)→spelling
4. Sort→Random √→Go Fish→spelling
5. Shazam! (3x)→spelling
6. Sort→Be a Mind Reader (3x)→spelling

Focus: Fluency

7. Speed(3x)→Slap→spelling
8. Tap the Deck (3x)→Slap!→spelling
9. Oops (3x)→spelling
10. Poison Star(3x)→spelling
11. Lucky Star (3x)→spelling
12. Matrix (3x))→spelling

Note: Not all games start with a sort. Follow activities as outlined here.

For Students Who Have Serious Difficulty Passing Word Study Checks for A-Core Patterns...try this “reduce and repeat” approach:

1. Remove blends & digraphs.
2. Do a 2x6 sort with *closed* & *v-c-e* for ‘a,’ then ‘i,’ then ‘o,’ and so on.
3. Gradually re-introduce blends & digraphs.
4. Word study check after each vowel.
5. Proceed as such thru all 5 vowels.
6. Do a 3x4 sort with *closed*, *v-c-e*, and *r-controlled* for ‘a,’ then ‘i,’ and so on.
7. Word study check after each vowel.
8. Proceed as such thru all 5 vowels.
9. Continue with a 4x4 sort with *closed*, *v-c-e*, *r-controlled* and the *vowel digraph* as above.

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.**