Next Steps Triads #3: Word Study & Sentence Stem

The Goal: to preserve the power of 1-on-1 word study intervention in a triad where students read and spell as many isolated words as possible in the allotted time (13 minutes).

Agenda for Today's Training:

1. How's it going? Debrief & review NST lesson.
2. Clinical observations: *Word Bank & Assisted Read.* Debrief observations.
3. Trainer models how to introduce *Word Study & Sentence Stem* to student triad.
4. Participants view "everyday" Word Study on DVD.

After training, add Word Study & Sentence Stem to NST lesson.

For an excellent Word Study "cheat sheet", go to http://www.uurc.utah.edu/Educators/Resources.php and look for **"Next Steps Word Study Whole Class Script"** at the bottom of the webpage.

Site Coordinators! 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

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 Triads
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

By the last story in the basal, each student needs 1
qualifying data point (accuracy & rate) in one of the
last few sessions for the triad to "bump up" to the
next level. Only count data from a "cold read."

If only 1 student fails to 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.

If 2 or 3 students fail to qualify, the triad may not "bump up." Rather, make a lateral move to another basal series at the same level.

<u>Note</u>: If all students meet or exceed 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!

<u>Working in Word Study</u>

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

2. Trainer uses LP to model planning initial NST Word Study component. Participants copycat on lesson plan.

3. Trainer executes NST Word Study with triad.

<u>Preparing for Word Study (trainer models)</u>
- prepare a randomized deck of mixed shorts for partner students
- prepare words in pattern groups for focus student
- have anchors "ready to go" on top of each

<u>Executing Word Study (trainer models)</u>
1. Each student reads anchors.

2. Use sort, random check, memory and spelling as procedure. Execute with focus student in a 1:1 format.

3. Partner Sort = students alternate pulling card from top of deck to sort, then touch & read column. If necessary, they cover the last word in the columns with new words to preserve the 4x4 matrix.

4. Partner Random Check = "teacher" has a few seconds to point to words in sort randomly with pencil while "student" reads. Then, switch roles.

5. Partner Memory = students flip words over and form a grid. They take turns flipping 2 cards to look for a match.

To keep the match, the partner must "justify" each card of the match (e.g., a-consonant says /ă/) while

pointing. The winner DOES NOT get an extra turn. Only the focus student gets an extra turn for a match.
Partners may start another game if they finish early.

6. Tutor executes spelling with all 3 students simultaneously. Dictate 5 words (say word-short sentence w/word at end, say word), ask, "What word?" Students answer chorally.

7. Initiate *Say It - Match It - Check It* with focus student. Students pass word cards along so that each can "Say it; match it; check it." Instruct students that when they make an error, to cross out the error and write the word correctly.

Word Study Check (trainer models)
1. Use a randomized deck of at least 40 words that include samples of all current patterns.
Set timer for 1 minute.
2. Flash cards to student. Sort into 2 piles: Correct/automatic and Incorrect/>3 second hesitation.
3. Student must achieve at least 35 correct with no more than 3 errors in 1 minute to pass.
4. All 3 students in triad must pass word study check to proceed to next word study portion.

A good way to accomplish this within 1 lesson is to have students reread a familiar text while you run word study checks with individual students.

Sentence Stem (trainer models)
= stem + sounds (high frequency word practice + phonemic awareness).

1. Use the UURC scope & sequence.
2. You say the stem; focus student adds a word.
3. Students repeat sentence 3 times (use crazy voices) and on last repeat count words on fingers.
4. Students chorally say each word, write each word.
5. With each new word, students "read & point" 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.

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

General Guidelines

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!!!!!

Questions? Check the NS complete binder on-line: http://www.uurc.utah.edu/Educators/Resources.php. Still don't know? 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 6640-030 - Maintaining the Power of 1:1 Basic Intervention in Small Groups: Next Steps Triads