

Next Steps Triads #4: Fluency Work

The Goal: to preserve the power of 1-on-1 fluency intervention in a triad where students re-read familiar text to accuracy and speed (10 minutes).

Agenda for Today's Training:

1. How's it going? Debrief & review NST lesson.
2. Clinical observations: *Word Bank, Assisted Read, Word Study & Sentence Stem.*
3. Debrief observations.
4. Trainer models how to introduce Repeated Readings to student triad.
5. After training, add Repeated Readings to lesson.

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Please be open to our staff helping you during observations! Immediate feedback is most effective.

Site Coordinators: Initiate Home Word Charts?
<http://www.uurc.utah.edu/General/HomeWord.php>

Go to www.uurc.org. Click on the *For All* tab in the left-hand column. Then, click on the *Forms & Charts* tab. Click on the *Home Word Charts* tab.

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.

Remember! If all students meet or exceed the criteria you may “accelerate” (skip 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!

When Students Reach a Strong G2-End Basal Level: Move to G2-Medium tradebooks for Assisted Reading. Start there. When students meet criteria for accuracy and rate in 2 different G2-M books, move to G2-Difficult.

Repeat as above for G2-D. Then, G3-E trades and continue on as students meet criteria in 2 books at that level.

For ELs & other students who need extra support, educators may continue to use basals for G3 levels, as they offer more vocabulary control than tradebooks.

Introducing Repeated Readings (RR)

Trainer reviews RR basic procedures on NST LP.

For 1-2 lessons, you may need to shorten other parts of lesson to have time to teach RR *procedures*.

Procedures are CRITICAL! Teach them and set high expectations!

Choose your method:

- light pencil marks for #s in book? (messy!)
- photocopy of section? (recommended!)

Preparing for Fluency Work:

In each student's text, mark today's 100 word R&A section as your base and continue marking sections in increments (120, 140, 160, 180, 200, 220).

Each student will need a RR chart and a writing tool. Note: the NS binder has 100 and 200 word charts. G1-Mid and G1-End will do best on the former.

We recommend that each student has a timer. Each timing lasts 2 minutes.

Introducing Fluency Work to Triads:

1. Teach students how to fill out chart (name, title of story, page #s).
2. You read aloud from text to model for students → guided practice:
 - filling out charts (each student does own chart).
 - familiarize students with timers & 2minute settings.
 - wait to color in chart until both timings are completed.

OK! They've Got the Basic Idea...

Monitor & re-teach procedures as necessary.

Each student reads for 2 timings in a row and notes # of words read. ***Coloring graph does not happen until both timings have been completed!!!***

Students are on their own, so it may not be very pretty. That is OK as long as they are on task. Set the best possible tone by discouraging careless "racing."

Each student reads that section a total of 4 times over two lessons—either alone, or with the tutor; then the section is retired.

Fluency Work w/Focus Student:

- set timer for 2 minutes,
- student reads, you code errors as they occur,
- note total number of words,
- note total number of errors,
- prepare for next timing by reviewing errors,
- repeat for 2nd trial,
- chart both trials.

Working in Word Study

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.*

General Guidelines

All students **always** track. Think management & engagement.

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:
<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