

Next Steps Triads #5: Full Lesson

The Goal: to preserve the power of 1-on-1 text & word study intervention in a small group where students are matched on instructional level closely enough to read as much as possible in an accurate and fluent manner.

Agenda for Today's Training:

1. How's it going? Debrief & review NST lesson.
2. Clinical observations for full lesson.
3. Debrief observations.
3. Trainer reviews key aspects of lesson.
4. Next training will focus on -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 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 Bump Up 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 with G2-M. 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.

Comprehension is ALWAYS a Focus!

Never forget that the goal of reading is comprehension (i.e., building a model of meaning for what is read). For some children, this comes naturally; for others, comprehension is difficult (e.g., ELs, children from low-literacy homes).

Use ITTM (I Think That Means...) at the sentence and then at the paragraph and then text level.

Ask students about literacy elements for narrative text (i.e., main character, conflict, setting, turning point, and conclusion).

Ask students about main ideas & important details for informational text.

In both cases, ask, “What evidence do you have to support your idea?”

If students can’t answer a question, direct them to the appropriate part of the text and say, “Read this part again, and then tell me...”

When a student just reads directly from the text to answer a question, ask, “What do you think that means?” Then, lead them to answer, “I think that means...” If they still struggle, model the answer and ask them to copycat your words.

Fluency Work:

- repeated readings w/200 words
- every session
- can do double fluency in a session if rate is “stuck”

Working in Word Study

Increase your efficiency! This means having both types of decks ready with anchors on top!

For triads who have serious difficulty passing Word Study Checks for a-core patterns, there may be “too much orthography” coming at them.

Try this “**reduce and review**” 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.**

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 focused time with each of them in the very near future! Let our staff help your students when they observe!

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!!!!!!