#1 Tier 1 Advanced Word Study: Vowels & Consonants & Closed Syllables

Agenda
1. Vowels, Consonants
2. Overview: rationale, scope & sequence for AWS
3. Intro, Modeling, Practice of Module 1 - Closed Syllable
4. Assign AWS Module 1 for Tier 1 instruction

Take It To Heart…
- advanced word study requires time, effort, and **consistent** practice on your part with your students!

Materials for Participants to Bring to EACH Training
- AWS General Instructions
- white board, marker & eraser
- word cards for module for that training
- 2 index cards
- pointer or mechanical pencil
- spelling notebook

Advanced Word Study
Struggling readers look at long, imposing words, use the first couple of sounds, and guess at the rest.

This is an unreliable, inefficient strategy that leads nowhere because lack of scrutiny on the word's orthography precludes precise building of the representation.

Let's explore this concept. Think of a word you have difficulty spelling correctly (e.g., relevant).

The reason you struggle is because your orthographic representation for that word is "fuzzy" in some places. Now, write the word and identify the fuzzy sections (e.g., relxvxnt).

Because you have misspelled this word so many times, and guessed even when you spell it right, the representation stays fuzzy. Now imagine having that problem with dozens, maybe hundreds of words! That is the life of a struggling reader.

HOWEVER, if a struggling reader can look at syllables within a big word and use the number of vowels and the consonants that follow, they have a much more effective, reliable strategy. And, if those readers accumulate enough "correct hits" the fuzzy parts of the representations will fill in and become precise.

Remember: The number of vowels and the consonants that follow "drive" the vowel's sound.

Trainer models with *contentment, speedometer, expedite.*

Successive, successful identifications (accuracy) eventually establishes the word in memory, allowing speedy identification (fluency). Voilá! Automaticity!

Help students to attribute success with words to AWS (e.g., **"Checking the syllable types is smarter than guessing!")**

Note: some students need 1500 correct hits to become automatic.

For more information, see Moats, L.C. (2000). *Speech to Print: Language Essentials for Teachers.* Brookes: Toronto.

<u>Vowels or Consonants, Not to Mention Blends & Digraphs:</u> <u>Gotta Know 'Em!</u>

- even older students aren't sure which is which!

- Use the "a-e story," then write the vowels, then the consonants on the board. Partners ask each other: Name 3 consonants. Name 3 vowels. Review over subsequent days until firm.

- Play: Name the Vowels; Name the Consonants
    1. Write **cup** on the board.
    2. Say, **This word is *cup*. What word?**
    3. Say, **Name the vowel. Think! Everyone?**
    4. Say, **Name the consonants.** Point as they name.
    5. Repeat with *shrimp*, *tooth*, *brake*, *special*.

- Play: Vowel or Consonant?
    1. Write **red** on the board.
    2. Say, **When I tap a letter, tell me "vowel" or "consonant."**
    3. Circle a letter. Then tap. Students respond.   Continue with all letters in the word.
    4. Continue with **ch**ant, *boat*, **sp**eed, *mountain.*

- use similar activities for Blends & Digraphs & put these in Word Bank for drill

<u>Word Bank</u>
- Begin with Vowel Sound cards (*add to deck & practice*).
- Add digraphs and blends as needed.
- Use physical "think-say" prompts. Vary your pace!
- Sort into 2 piles: ok & needs work. Review "needs work" pile.

AWS Scope and Sequence
- 11 modules
- number of lessons per module varies
- lessons may be repeated, if needed
- hi tech options = SMART notebooks, Powerpoints, (http://www.uurc.utah.edu/Educators/Resources-Tier1.php)
- lo tech options = Word Study Kit
http://www.uurc.utah.edu/Registration/WordStudyKitFlyer.pdf

Module 1: Closed Syllable

1. MOST IMPORTANT: There is only ONE vowel.
2. That vowel is "closed in" on the right side by one or more consonants.
3. No onset is needed (e.g., and, it).
4. This orthographic pattern makes the vowel "short."

A Note About Nonsense Words

Nonsense words (e.g., bime, lut, goshbet) are the "purest" way to measure decoding ability because they cannot already exist in the reader's memory. Therefore, they can only be identified using the reader's knowledge of spelling patterns & syllable types.

Rationale for working with nonsense words:
1. Polysyllabic words are composed of "nonsense syllables" (e.g., in-sur-gent).

2. Most readers whose instructional level is easy 3rd and up will already have memorized many real, closed syllable words (e.g., hop, chat), and fail to see the utility of learning syllable concepts until you show them WHY.

3. **HOWEVER!!** *Nonsense words are not useful for ELLs or students with poor oral language*. For these students, stick with high utility academic words with the goal of expanding their vocabularies as well as helping them to decode and spell.

Word Study Instruction Focus

Choose activities that match your students' phase of development.

Is the concept new? Use *direct teaching* to introduce new concepts until students understand, use, and can articulate the concept.

Once students understands the module concept **and** can use related language correctly, select activities that will help students become very, very *accurate* (92% or better).

When students can read many words in the module with strong accuracy, select activities that will help them add *speed* to accuracy: *fluency*.

Be aware that *accuracy ALWAYS trumps speed*!

You should stay in a module until a few of your "mid-low" students pass off on a Word Study ✓. More on this later!

Trainer: Give participants 5 or so minutes to peruse Word Study Binders. Then, move to:

Modeling & Guided Practice with Closed Syllables – Module 1
- Review lesson plans, inventory for Module 1.
- Model with students.

- Participants practice each activity with peer.

Expectations: Tier I Advanced Word Study Certification
- Use AWS with whole class **daily** for 20 minutes.
- Complete at least 85 Sessions and note in Log.
- Attend 8 half-day clinical trainings.
- Be observed 1:1 in classroom 6 times (20 min. observation followed by 10 min. debrief).
- Earn "satisfactory scores" on at least 2 observations with 1 satisfactory score earned on the last observation.
- Complete observation forms on 2 self-observation videos

When Your UURC Observer Arrives, Please Have Ready:
- your binder of Sessions
  Note: 1st observation will be "feedback only"

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/Syllabi/EDU5650-6650-030.pdf
EDU 6650-030: Tier I Instruction for Improved Word Recognition & Fluency.

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