2020 (Summer)

SRC Sound Partners Training for New SRC Teachers

Kristen D. Beach

Note: These training materials are a partial adaptation of the Sound Partners Implementation Manual (Vadasy et al., 2004). Original content is also included.

Trainer

Kristen D. Beach, Ph.D

- **Assistant Professor of Special Education at UNC- Charlotte**
  - Literacy Specialist
  - Former special education teacher (middle school)
  - Former diagnostician (4mo. to 3 years old)
  - Former reading interventionist (Grades K-8)
  - 11 years experience with Sound Partners, including past 4 summers UNCC SRC

- **Research**
  - Designing and evaluating reading instruction and programs
  - Methods of early identification of learning disability

- **University Teaching**
  - Pre-service and lateral entry courses on teaching reading, assessment, and writing.
  - Doctoral-level courses on research methodology

Training Purpose and Goals

Purpose: Prepare teachers, tutors, and literacy facilitators to use the Sound Partners tutoring program

Goals
- Expand literacy toolkit
- Learn/Practice strong literacy instruction, as it is embedded within a published program.
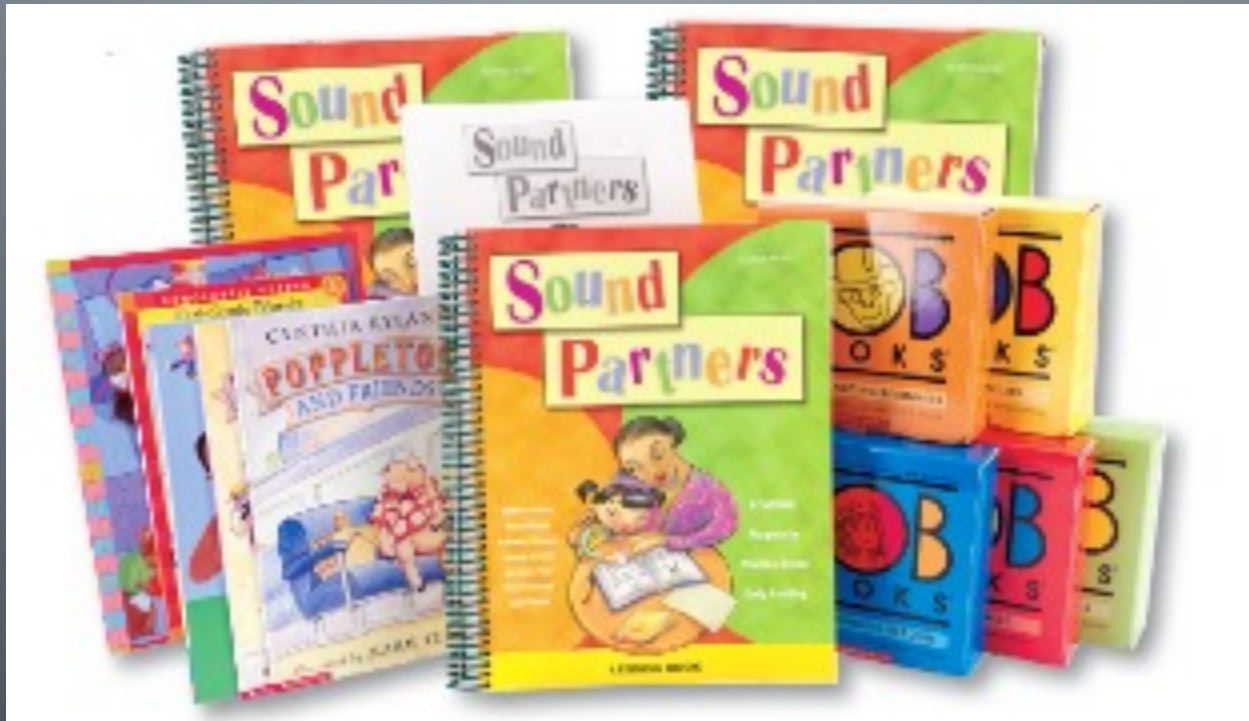- Learn new tips for teaching reading from trainer and each other.

Overview of Today

Hour 1 Intro to Sound Partners and components

Hour 2-3 In depth review of each major component with practice

Sound Partners

Vadasy et al. 2004

Sound Partners Scavenger Hunt

How many total lessons are there?	**108**
How many mastery tests are there?	**10**
How does every lesson start? (What activity)?	**Say the Sounds**
How does every lesson end? (From lesson 6 on)?	**Book reading**
What other activities did you notice in the lessons?	**Sight words; word reading; spelling; runes (magic –e); word endings; pair practice; reading long words**
Where is the tutor script located for each lesson?	**Right hand side of page**
When do the mastery tests take place?	**After every 10 lessons (approximately)**

6

Day 1 Mastery Testing

- **General Rule of Thumb:**
  - Rising 2nd graders: Start on Mastery Test 2 (p. 52)
  - Rising 3rd graders: Start on Mastery Test 4 (p. 121)

Fluency to Mastery Test (guidelines only for <u>initial</u> testing)

Rising 3rd Graders		
	SP Mastery Test Start	SPRING ORF Range
	3	<20 WCPM
	4	20-25 WCPM
	5	26-39 WCPM
	6	40-55
	7	56-65
	8	66 +
Rising 2nd Graders		
	SP Mastery Test Start	ORF Range
	1	<10 WCPM
	2	11-21
	3	21-29
	4	30-39
	5	40-49

Core Instructional Methodology

Core Instructional Methodology

- **Systematic Instruction**
  - Introduce new sounds and skills **gradually** (about one new sound per 15-20 minute lesson)
    - Not random
    - Move through lessons in order

  - Provide **cumulative practice** and **review** (based on student need)
    - Embedded and tutor added

  - Teacher letter-sound correspondences and decoding/encoding of letters/sounds, words, sentences, and connected text (paragraphs, etc.)
    - **Instruction builds**

Core Instructional Methodology

- **Explicit Instruction**
  - **<u>ALWAYS</u> use the tutor script!** Script on right hand side tells you what to say/do. Fidelity is essential to program success.

  - **Model (directly show/tell)**
    - Students focus should be on the book, letter sound cards, and the tutor.
    - **Support and provide students information if struggling**; **<u>don't ask to guess.</u>**
      - This word/sound is _____. What word/sound?

  - **Scaffold**
    - Provide needed help in small steps so that the students can have success and move toward independent mastery.

  - **Practice with corrective feedback**
    - **Provide error correction immediately** (don't wait until end of *anything*).
    - Give **<u>specific</u>** praise (e.g., "I like how you're using your finger to track.")
    - Avoid negative comments
    - Provide extra practice for trouble areas
      - Do section or line 2x, add more words for reading or spelling

Turn to lesson 34 (p. 98)

Core Instructional Methodology

Consistent

- The lesson format is **predictable**.
  - Boxes = new sounds (requires a model first)
  - Underline = letter names
  - /Slashes/ = letter sounds
  - Read from left to right, top to bottom
  - If error, reread line (1x)

Core Instructional Methodology

Consistent

- The lesson format is **predictable**.
  - Components/activities demarcated by line
  - Tutor script on right hand side in " "
  - **~25 minute lesson:** 10-15 min sound/word work; 10-15 min of book reading.

Core Instructional Methodology

Consistent

- Outline clear expectations for student behavior on Day 1.
  - Finger pointing (reduces errors, helps maintain attention, can point with tools).
  - Rereading after errors
- Partner Expectations
  - Partner work (trading off reading lines or word by word)
  - Partners looking at text at all times, keep spot
  - Partners refrain from helping other students too quickly

Pacing

- Brisk pace with little down time
  - **Quick scaffolds** and error correction progression
  - Error correction and scaffolding is from **least to most support**.
  - **About 1 lesson every 25 minutes** (for 1:1 implementation)
  - Later lessons take longer

Pacing

- Student responding at **90% correct** (1 error every 10 words)
  - Keep moving
  - Embed review for errors

- Student responding **71-89% correct** (~ 2 errors every 10 words)
  - Move slower, embed more practice

- Student responding **<71% correct** (~3 errors every 10 words)
  - Consider reviewing earlier lessons OR ask to be observed.

- If single activity/component is difficult, move through but embed extra practice.
  - **<u>DO NOT linger</u>** on a lesson component for longer than a few minutes. Embed review later if student is struggling.
    - If student is overly frustrated and if you're frustrated, you're lingering too long!

Check for Understanding

- **About how long should lessons take in 1:1 groups?**
a) 10-15 minutes
b) 15-20 minutes
c) 20- 25 minutes
d) As long as the students need

Check for Understanding

- **When should errors be corrected during a lesson?**

a) After the student finishes the section

b) After the student finishes the lesson

c) As soon as the student makes the error

d) After the student finishes the sentence where s/he made the error

Check for Understanding

- **If a student is having trouble decoding the word *not*, what should you do?**

a) Ask her/him to guess

b) Provide structured support, and then tell them the word if needed

c) Give a rhyming word, and ask her/him to guess ("It's like hot")

d) Wait until the student decodes the word, even if it takes a while

# Materials and Components

Sound Partners

- Materials Online in Google Drive
  - Mastery Tests
  - Lessons
  - Bob Books
  - Letter sound cards
  - Digital Whiteboards
  - Activity Logs (UNCC designed)
  - Student Behavior Tracking
  - Attendance Tracking

Sound Cards – Sound Practice

- Short sounds
- Long Vowels
- Vowel Teams
- R-controlled vowels
- L – controlled vowels
- Consonant digraphs (2+ letters, 1 sound)
- Consonant blends (2 letters, 2 sounds)
- Silent consonants (2 letters, 1 sound)

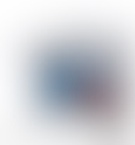Eliminate use of schwa sounds
(i.e., the "uh" on the end of sounds)
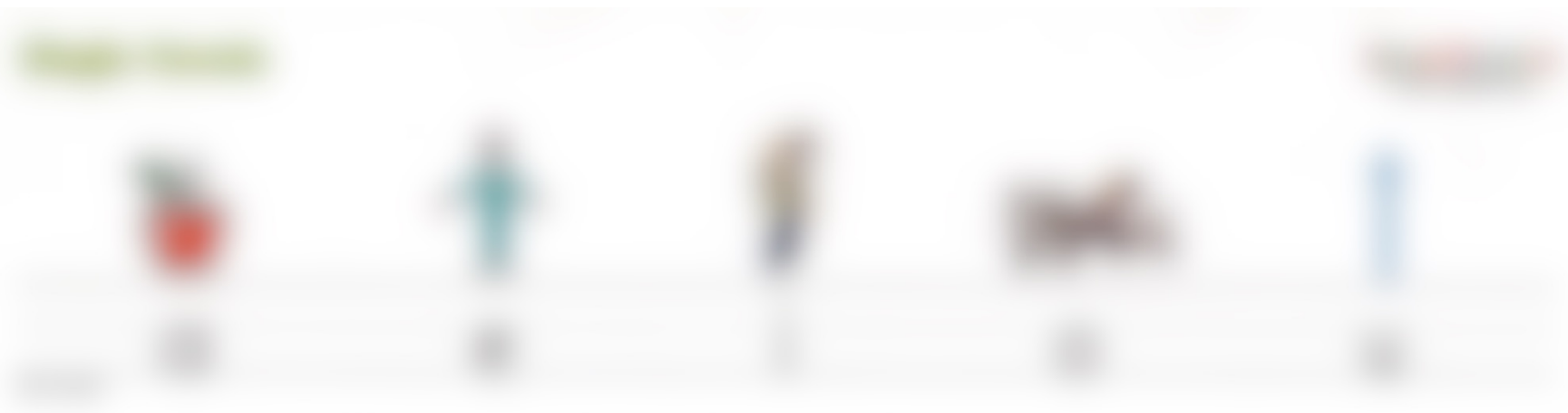
Core Sound Partners Activities

- Say the Sounds
- Segmenting (lessons 1-37)
- Word Reading
- Sight Words
- Sentence Reading
- Book Reading (begins lesson 6)

- Magic-e (begins lesson 46)
- Word Endings (begins lesson 21)
- Pair Practice (begins lesson 43)
- Reading Long Words (begins lesson 61)

Say the Sounds

Say the Sounds

- Purpose: Students practice reading sounds **with automaticity**

- Task: Students read a list of sounds left to right and top to bottom

- Boxed sound is **always** modeled (you provide it)

- Words under the sounds are to cue the tutor

  - The student **should not attempt** reading these words

Modeling Script is NOT provided

Say the Sounds

- If student makes an error, **<u>correct immediately</u>** using error correction procedures

  - Have student reread same line if error (only do this once)

Say the Sounds

- Error Correction scaffolds (from least to most support):

  - Point to sound in book. Ask "what sound?"

  If student does not know or makes error…

  - Use sound card. Point to sound and ask "what sound?"

  If student does not know or makes error…

  - Use sound card. Point to sound. Say letter name, picture name, and give sound. Ask for sound.

  If student does not know or makes error…

  - Use sound card. Point to sound. Say sound. Student repeats.

Say the sounds

- Spelling sounds (at least 3)
  - Follow script "write the letter or letter pair that makes the _____ sound"
    - Start with the **new item**
    - **Review a sound** that has been troublesome
    - End with a sound that the student has **mastered**

    New
    Review
    Mastered

  - Remember: <u>**ALWAYS**</u> Have students go back and read the sounds they wrote.
    - Can read them immediately and/or after writing all sounds.
    - Check for errors after EACH sound. Have student correct errors <u>immediately</u>.
    - Have students read back sounds after they finish writing all 3 sounds.

32

Say the Sounds (3 min)

Sound Partners
Say the Sounds
Lesson 34
p. 98

Say the Sounds Example

Additional video example to watch at home
(Lesson 25 (p. 69))
https://vimeo.com/channels/soundpartners

Say the sounds practice (4 min)

- In pairs, practice Say the Sounds
  - Teacher: Follow the script
  - Student: **Do not make errors (yet)**
  - Practice for 2 minutes, then switch.

- Each should practice <u>one</u> lesson in any of the following sets:
  - Lessons 1-10
  - Lessons 40-49
  - Lessons 50-59
  - Lessons 80-89

Say the Sounds Practice

- Questions? Observations?

Segmenting

Segmenting (Lessons 1 to 37 only)

- Purpose: Develop phonemic awareness

- Task: Students break a spoken word into its individual phonemes

- **Model** segmenting for the boxed word
  - Point and segment word for student as example

- Provide extra practice as needed (only use words in book)

- **Auditory Skill**
  - **Do not write/show words** during segmenting.

Segmenting

Bat

- Complete segmentation expected ("b-a-t")
  - Student points to each individual box as s/he segments.
- Errors
  - Whole word ("bat")
  - Onset-rime ("b– at")
  - Bigram blending ("ba-t")

Segmenting

- Error Correction Scaffolds
  - Point to Elkonin boxes with student and say with student
    - "Let's say these together"
  - (You can use fingers or other tools, but always return to Elkonin Boxes).

  If student still struggles...
  - Model for student, student repeats

  - Note: Give student 2 tries to correct error (after model). If student still struggles, take note of difficulty on activity log for future practice, **and move on.**
    - Rule – if you feel frustrated, likely the student does too. Keep the session positive!

Segmenting (3 min)

Sound Partners
Segmenting
Lesson 34
p. 98

Segmenting – Additional Examples

https://vimeo.com/channels/soundpartners
Lessons 25 (page 69) and 26 (page 72)

Segmenting Practice (4 min)

- In pairs, practice Segmenting
  - Teacher: Follow the script
  - Student: Do not make errors (yet)
  - Practice once, then switch.

- Practice <u>one</u> lesson in either of the following sets:
  - Lessons 1-25
  - Lessons 26-37

Segmenting Practice

- Questions? Observations?

Word Reading

Word Reading

- <u>Purpose:</u> Students apply sound knowledge to decode words containing taught sounds

- <u>Task:</u> Students decode a list of words. Goal is to read fluently.

- Model decoding boxed word. Student repeats. Then student reads list of words.

Word Reading

- After reading all words, complete auditory task (lessons 1-52)

  - Students identify first, last, and middle sound of words

    - Pick **3 different words for each** (more for practice if needed)
      - So you will practice with **9 words total** (3 first, 3 last, 3 middle)

    - Have student look at you (**not the book/words**).

    - Then ask questions using script ("what sound does _____ start with").

Word Reading

- Vowels can be tricky
  - Overemphasize vowel sounds, especially /e/ and /i/

- Error Correction for hesitations (3 sec)
  - Ask for first sound
    - If silent, tell letter, give sound card cue, then ask for sound
    - If still silent, provide sound
  - Confirm, then ask for next sound.
  - Continue until word is decoded.
  - Ask for whole word.

Word Reading

- Error Correction:

  - Cover word to reveal only part with error. Ask student for sound. Reveal whole word. Ask student for word. (Model if needed).

  If student still struggles…

  - Cover word to reveal only part with error. Give sound. Ask student to repeat. Then model blending. Student repeats.

Word Reading

- **Spelling (3+ words)**
  - Pick word with **new** sound
  - Pick word with **troublesome sound for review**
  - Pick word that the student **mastered**
  - **Always have the student say the sounds as s/he writes**

  New
  Review
  Mastered

- **Remember:**
  - Require students to segment to spell (see next slide).
  - Check for errors **after student spells each word.** Error correct as needed.
  - Always have students go back and read the words they spelled after they spelled all three words correctly.

- **Underlining known patterns (Lessons 52+; see pg. 183)**
  - After spelling each word, student **underlines taught patterns** in the word.
  - Guide student to underline patterns reviewed in "say the sounds."
  - Discourage underlining groups of letters that are not letter patterns.

Word Reading – Segment to Spell

- **Tip: Use segmenting to scaffold spelling.**
  - E.g., Write "men."
    - "What's the first sound in 'men?' What letter makes that sound? Write it."
    - "Read the sound, what sound comes next?"
  - Segment with student before or during spelling
  - Encourage students to segment aloud while they spell
- **Error Correction**
  - Ask student to repeat word slowly (segmenting). For each part, ask student what letter(s) make the sound (as above for "men").

  If student still struggles…

  - Do above, but allow student to look at word.

  If student still struggles…

  - Give correct response. Use sound cards to point out the letters that make the troublesome sounds. Ask student to segment and spell with you (or model).

  Do not let student simply copy the word.

Word Reading (5 min)

Sound Partners
Word Reading
Lesson 34
p. 99

Word Reading – Additional Example

https://vimeo.com/channels/soundpartners/page:2
Lesson 25 (page 70)

Word Reading

- Observations?
- Questions?

Word Reading Practice (6 min)

- In pairs, practice word reading
  - Teacher: Follow the script
  - Student: Do not make errors (yet)
  - Practice, then switch.

- Practice <u>one</u> lesson in either of the following sets:
  - Lessons 1-51
  - Lessons 52-108

Check for Understanding

- **What do tutors do with sounds/words that are boxed in lessons?**
a) Test students to see if they know it
b) Model reading the boxed sound/word for students first
c) Ask students to spell the boxed sound/word before reading
d) Always spend extra time on the boxed sounds/words

Check for Understanding

- **During spelling tasks, when should the tutor check for and correct errors?**

a) Immediately after the student spells each word

b) After the student has spelled all words for the lesson

c) Only when the student hesitates or asks for help

Check for Understanding

- **How does the tutor select sounds/words for spelling?**

a) Items are selected at random

b) Items that are difficult for the student are selected

c) Items that include the new sound, a review sound, and a mastered sound are selected

d) Items are selected from the Sound Card

Check for Understanding

- **Which of the following is TRUE about (phonemic) segmenting?**
a) The student does <u>not</u> need to use the Elkonin boxes for segmenting
b) The student should look at the word when segmenting
c) The student should write the word when segmenting
d) Segmenting is auditory; the student should only hear the word

Sight Words

Sight Words

- Purpose: Students read high-frequency words automatically.

- Task: Students read, spell, and read a list of sight words.

- Remember, sight words typically **can not** be sounded out.

- Sight words should be read **with automaticity**. **Discourage sounding out**. Do not ask the student to sound out or segment sight words.
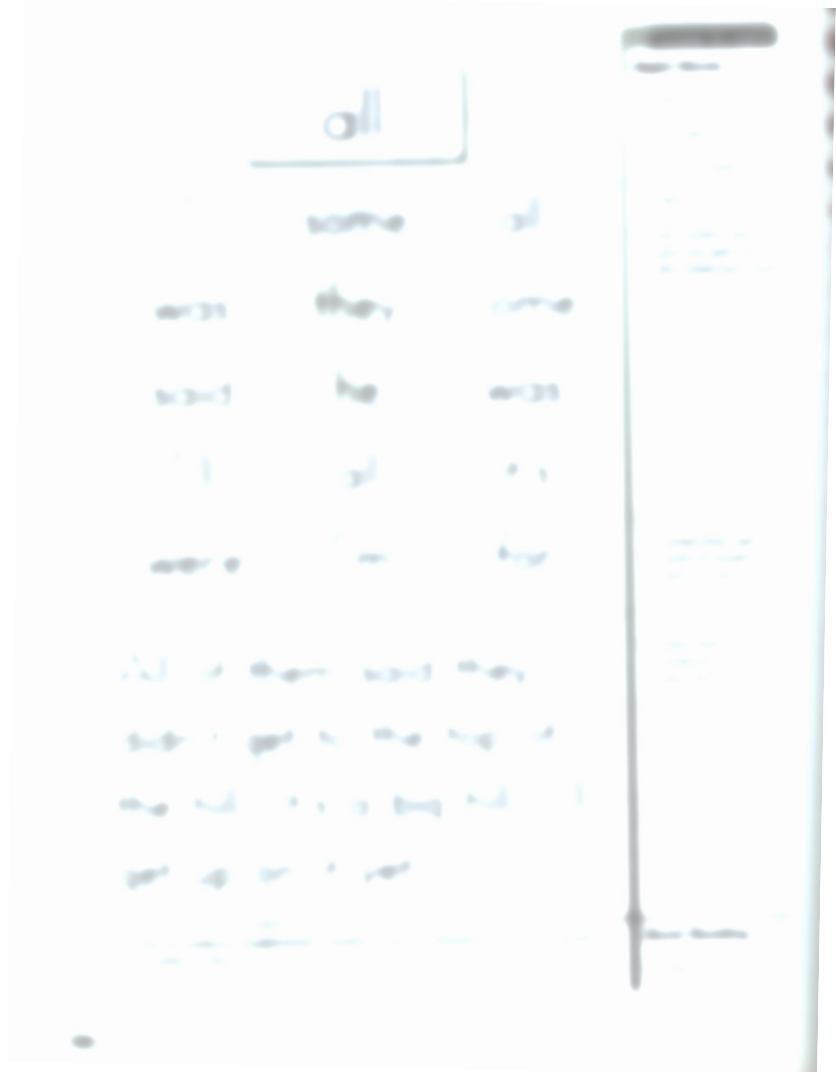
Sight Words

- Boxed words are modeled

- Follow script:
  - Say word
  - Spell word (aloud)
  - Say word

- Student then reads each word, spells it, reads it again.

- Exception:
  - Limit spelling of mastered words.

- Error Correction
  - Provide word ("This word is _____"). Student repeats, spells aloud then reads again.

Sight Words

- **Written Spelling**
  - Students spell at least 3 words
  - <u>Tip:</u> Tell students to say the letters as they are spelling (not sounds, letters).
  - **Error Correction:**
- If students use phonetic sounds to spell a word (e.g., starts spelling "come" with "C u-," (or gets stuck)
  - Stop student. Remind that sight words can't be sounded out.
  - Show student correct spelling in book and have student read, spell aloud, read
  - Cover the word and ask students to spell word aloud without looking. Then, have student write word without looking.
    - Student should write new attempt under first attempt. Do not erase first attempt.
    - Have student examine difference between all attempts and confirm correct spelling on last attempt.

New
Review
Mastered

63

Sight Words

- **Contractions (introduced lesson 17)**
  - Follow the script about contractions.
    - Tell students that the word is a **contraction,** which is a shorter way to say two words.
    - Teach the student the word **apostrophe** so that they use it when spelling aloud.
  - Do not go into extended explanation about contractions.
  - Require that the student reads the word as written.
    - Use error correction procedure if the student reads "can't" as "can not"

Sight Words (4 min)

Sound Partners
Sight Words
Lesson 34
p.100

Sight Words

- Observations? Questions?

Sight Words – Additional Example

https://vimeo.com/channels/soundpartners/page:2
Lesson 25 (page 71)

Sight Words Practice (4 min)

- In pairs, practice Sight Words
  - Teacher: Follow the script
  - Student: Do not make errors (yet)
  - Practice once, then switch.

- Practice <u>one</u> lesson in either of the following sets:
  - Lesson 17
  - Lessons 30-108

Sentence Reading

Sentence Reading

- <u>Purpose:</u> Apply all word-level practice within the context of a sentence

- <u>Task:</u> Student reads 1-2 sentences 2x.

    - Encourage student to <u>apply all practiced skills</u> to sentences.
        - Do not allow student to slip to "old habits" or to guess

    - Scaffold
        - Hesitation – ask for first sound (except sight words)
        - Error –follow error correction procedure for error type
        - Use sound cards as needed

    - Immediate error correction + <u>reread sentence</u>.
        - Extra practice
        - Habit of good readers

Sentence Reading

- Error Correction:

  - Stop student immediately. Point to word. Ask "what word?" Ask student to reread sentence.

  - Follow error correction procedures for word reading or sight words (depending on error). Student rereads sentence.

  - Model. Student rereads sentence.

Sentence Reading

- Complete sentence reading section two consecutive times.

  - First attempt – practice skills
    - Student reads with support

  - Second attempt- fluency
    - Student rereads
    - Reading variations – echo, choral/partner

Sentence Reading (2 min)

Sound Partners
Sentence Reading
Lesson 34
p. 100

Sentence Reading

https://vimeo.com/channels/soundpartners/page:2
Lesson 25 (page 71)

Sentence Reading

- Observations?
- Examples of scaffolding?

Sentence Reading Practice (4 min)

- In pairs, practice Sentence Reading
  - Teacher: Follow the script
  - Student: Do not make errors (yet)
  - Practice once or twice, then switch.

- Practice <u>one</u> lesson in either of the following sets:
  - Lesson 3-50
  - Lesson 51-108

Sentence Reading

- Questions? Observations?

Check for Understanding

- **During tutoring, your student struggles to read the sight word "what." How should you respond?**
a) Encourage the student to guess
b) Remind the student that you practiced this word and s/he should know it
c) Ask the student to sound it out
d) Model read, spell, read for the student; student repeats

Check for Understanding

- **When should tutors correct decoding errors during sentence reading?**

a)   After the student finishes the sentence.

b)   Immediately after the error is made.

c)   Only when the student hesitates or asks for help.

d)   As soon as the tutor notices the student is struggling to read the word (even mid-word).

Book Reading

Book Reading

- Purpose: Provide contextualized practice of word level skills and promote fluency
  - At every lesson starting with Lesson 6
  - Lesson tells you the book you should read

- Task: After ~10 minutes of word work, student reads book, working toward fluency

- Lessons 6 to 49 = allot ~10 minutes

- Lesson 50+ = ~15 minutes

- Pull book **before** lesson so it's ready.

- **If it's time for book reading before finishing the lesson, do not read the new book for that lesson.**
  - **Read the book from the prior lesson instead.**

Book Reading

- If this is the very first time you're reading the book:
  - Read it twice for fluency practice

- If you've read the book before:
  - Read it once, and then choose a different book to read:
    - One with which they have had success
    - One they really like, or
    - One with sounds they need to practice

- You should be able to read 2+ or so books during the 10-15 minutes of book reading.

- You can always choose to reread same book if fluency is poor.

Book Reading

- <u>Option:</u> after students read assigned book, offer two more as additional reading choices and let student pick.

- **Reminder:**
  - Encourage student to <u>finger point</u>
  - Require student to decode words (no guessing or using context clues for word reading)
    - Use sound cards as needed
  - Use appropriate <u>sight word</u> correction or <u>word reading</u> correction.
  - Student always rereads sentence <u>from beginning</u> after error.

Book Reading

- Discuss the book before, during, and after for comprehension
  - Only a few minutes per book

Sample Book Reading Questions

- Before:
  - (after reading the title), what do you think this book will be about?
  - What do you already know about (topic)?

- During
  - What happened so far?
  - What were the most important ideas on that page?
  - What do you think will happen next?

- After
  - Did your prediction happen? What happened?
  - Briefly, tell me the story in your own words.

Book Reading (4 min)

Sound Partners
Book Reading
Lesson 34
p.100
"The Vet"

Book Reading – Additional Example

https://vimeo.com/channels/soundpartners/page:2
Lesson 25 (page 71)
Book: 10 cut ups

Book Reading

- Observations?
- Scaffolding?
- Questions?

Book Reading Practice (6 min)

- In pairs, practice Book Reading
  - Teacher: Follow the script
  - Student: Do not make errors (yet)
  - Practice once or twice, then switch.

  ** NOTE – Voyager no longer provides a few of the titles. If this happens, read two review books or choose another book that contains the sounds for practice.

Debrief

- Questions and Observations?

Check for Understanding

- **You are ½ way through a lesson with your student and it has been 15 minutes. What should you do?**

a) <u>Stop </u>and read the book from the <u>prior lesson </u>to practice fluency

b) <u>Stop</u> and read the book for the <u>current lesson</u> to practice fluency

c) <u>Finish the lesson</u>, then read the book for the <u>current lesson</u>

d) <u>Ask the student </u>if she/he wants to continue, or stop and read a book

Check for Understanding

- **When do you read a book twice in a row?**

a) Never

b) When it is the first time encountering the book

c) Anytime you decide it makes sense to reread for fluency

d) Every book should be reread for fluency

Review (5 minutes)

- Review the lesson components on which you need extra practice
- Ask/answer questions with your group
- Practice error correction procedures

Mastery Tests

Mastery Tests

- Used to **place students into <u>initial set of lessons</u> and to <u>track mastery</u>**
  - Day 1: Administer 2 mastery tests to identify placement
  - Thereafter: ~1 test every 2 weeks if teaching 5x week to monitor progress

- **Occur before instruction (placement) and after every 10 lessons (mastery).**
  - After instruction, tests students on <u>taught</u> skills

- **Students must be tested in 1:1 format.**

- **No assistance allowed**
  - "We've been practicing the sounds and words a lot together; now I want to show me everything you can do without my help."

Fluency to Mastery Test (guidelines only for <u>initial</u> testing)

MT Starting Point

- General Rule of Thumb:

  - Rising 1st graders: Start on MT 1 (p. 21)

  - Rising 2nd graders: Start on MT 2 (p. 52)

  - Rising 3rd graders: Start on MT 4 (p. 121)

  - Rising 4th graders: Start on MT 5 (p. 175)

- More specific criteria? See table examples.

Fluency to Mastery Test (guidelines only for <u>initial</u> testing)

Rising 3rd Graders	
SP Mastery Test Start	ORF Range
3	<20 WCPM
4	20-25 WCPM
5	26-39 WCPM
6	40-55 WCPM
7	56-65 WCPM
8	66 + WCPM
Rising 2nd Graders	
SP Mastery Test Start	ORF Range
1	<10 WCPM
2	11-21 WCPM
3	21-29 WCPM
4	30-39 WCPM
5	40-49 WCPM

Mastery Tests

- **Four sections:** Sounds, Word Reading, Spelling, and Sight Word Reading.

- **Materials include:**

  - Mastery Test embedded in the lesson book

  - Tester recording sheet

  - Student writing sheet

Mastery Test 5

See Example Mastery Test 5

- Pg. 85 in Tutor Handbook

    - Examiner copy

- Pg. 175 in Lesson Book

    - Student View

Mastery Tests

- Scoring procedures
  - Slash through errors, write miscue
  - 3 second hesitation – mark as error and say "try the next one"
  - Self-correction within 3 seconds – not an error
  - Remind student to write clearly
  - Do not penalize for pronunciation due to dialect, articulation, or second language issues
    - Use your prior knowledge and experience with student to determine if errors are due to above

Mastery Tests

- **<u>Decision Suggestions:</u>**

  - Embedded within the mastery tests.

  - For any error, note the errors the student made and embed review in next lessons.

Mastery Tests

- Notes section of Tester Recording Sheet:
  - Identify student strengths
  - weaknesses
  - activities for review moving forward;
  - any student reading behavior that is sticking out
    - b/d reversals;
    - adding sounds;
    - omitting sounds;
    - goals for the student.

Scoring Summary

Section	Score	Embedded Decisions
Sounds	21/24	Review missed items, then move forward
Word Reading	14/15	Move forward
Word Spelling	10/12	Review missed items, then move forward
Sight Words	8/8	Move forward

Mastery Test Decision Rules

Placement Test

Goal: Find Mastery Between 83% and 90% (total score)

- If >90% Administer next harder test
- If <83% Administer next easier test

Ongoing Test

- **Follow embedded decision recommendations**

Scoring Summary

Placement Test

Goal: Find Mastery Between 83% and 90% (total score)

- If >90% Administer next harder test
- If <83% Administer next easier test

Ongoing Test

- **Follow embedded decision recommendations**

Section	Score	Embedded Decisions
Sounds	21/24	Review missed items, then move forward
Word Reading	14/15	Move forward
Word Spelling	10/12	Review missed items, then move forward
Sight Words	8/8	Move forward
Total Score	53/59 89.8%	**Placement Test:** Start with this set of lessons **Ongoing:** Review all missed items, and move forward

Practice Case #1: Jose Began MT 5

Placement Test

Goal: Find Mastery Between 83% and 90% (total score)

- If >90% Administer next harder test
- If <83% Administer next easier test

Ongoing Test

- **Follow embedded decision recommendations**

Section	Score	Embedded Decisions
Sounds	16/24	Review this set of letter sounds
Word Reading	13/15	Review missed items, then move forward
Word Spelling	9/12	Review this set of lessons. Give more practice spelling words with missed sounds.
Sight Words	8/8	Move forward
Total Score	46/59 **77.9%**	**Placement Test:** Administer MT 4 **Ongoing:** Review the set of lessons. Embed extra practice with missed letter sounds, words, and spelling patterns. Option to skip Sight Word Reading section.

Case #2 Valerie: Began MT2

Placement Test

Goal: Find Mastery Between 83% and 90% (total score)

- If >90% Administer next harder test
- If <83% Administer next easier test

Ongoing Test

- **Follow embedded decision recommendations**

Section	Score	Embedded Decisions
Sounds	18/18	Move forward
Word Reading	12/12	Move forward
Word Spelling	10/12	Review missed patterns, then move forward
Sight Words	7/8	Move forward
Total Score	47/50 **94%**	**Placement Test:** Administer MT 3 **Ongoing:** Move forward and embed extra practice with missed spelling patterns. Be sure to use segment-to-spell consistently

Case #3: Charles Began MT5

Placement Test
Goal: Find Mastery Between 83% and 90% (total score)

- If >90% Administer next harder test
- If <83% Administer next easier test

Ongoing Test
- **Follow embedded decision recommendations**

Section	Score	Embedded Decisions
Sounds	21/24	Review missed items, then move forward
Word Reading	10/12	Review this set of lessons. Give more practice reading words with missed letter sounds.
Word Spelling	10/12	Review missed items, then move forward
Sight Words	7/8	Move forward
Total Score	48/56 **85.7%**	**Placement Test:** _____ **Ongoing:** _____

Activity Logs

Week Dates_____

Tutor: _____

Student: _____

Sound Partners Activity Log									
Monday Lesson # _____			**Tuesday** Lesson # _____			**Wednesday** Lesson # _____		**Thursday** Lesson # _____	**Friday** Lesson # _____
Absent Students:			Absent Students:			Absent Students:		Absent Students:	Absent Students:
Review:			Review:			Review:		Review:	Review:
	SS		Magic-e		SS		Magic-e	SS	Magic-e	SS	Magic-e	SS	Magic-e
	Seg		WE		Seg		WE	Seg	WE	Seg	WE	Seg	WE
	WR		PP		WR		PP	WR	PP	WR	PP	WR	PP
	SW		BR		SW		BR	SW	BR	SW	BR	SW	BR
	SR				SR			SR		SR		SR	
Book(s) Read:									
Notes:									

Activity Logs

- <u>Purpose:</u> Track student progression through lessons.
  - Identify strengths and needs
  - Identify additional practice
  - Specify basic information
    - Students present
    - Lesson #
    - Time spent learning/teaching

Activity Logs

- Complete during and after each lesson
  - DO NOT WAIT until next day to complete. You will forget!
- Can indicate 2 lessons in 1 day by writing lesson # in component boxes.
- Review components
  - Blank activity spaces
  - Books Read
  - Notes
    - Behavior
    - Strengths
    - Weakness
    - Extra practice needed

Review

- Questions?
- Comments?
- Insights?

Embedding extra practice

Sounds

- Write down sounds for extra practice on the activity log.

- Before each lesson, use sound card to review sounds.

Sight words

- Use index cards to write down sight words that the student frequently misses.

  - Review at beginning/end of each lesson.
  - Include in the pack a ration of 2 mastered words to 1 difficult word.
    - DO NOT have a pack of all difficult words. This reduces student motivation and performance.

Within components

- Add words or sounds for students to read and spell for extra practice as needed.
  - Use words within other activities in same lesson
  - Use words from *prior* lessons
  - DO NOT pull words from the Sound Cards for practice – these words may not be appropriate depending on your student's performance
  - DO NOT use words from later lessons– the student has not had practice on those yet!

Vocabulary

- Extended vocabulary instruction not embedded

- Provide incidental instruction, especially with students with low levels of oral language.
  - maximum of 1-2 words per book
    - (for other words, provide the simple definition only, as needed):

Praise

- Do it OFTEN. Several times per lesson. At least once per section.

- Keep **effort** based
  - "I can tell you're working very hard"
  - "Look how hard you worked on that! Nice job!"

  - Reduces judgement

- Be **specific**
  - That's right! The <u>a</u> says its name because 'game' has a magic-e on the end.
  - Nice work finger pointing! That helps you read accurately.
  - Excellent job rereading that sentence. It's always good to reread when you make a mistake.

For Practice at Home

Recommendation: Read and study the next set of slides and online videos before beginning instruction.

- Magic – e
- Letter Pairs
- Word Endings
- Reading Long Words

Wrap up

- Read and rely on the tutor script!
- Individualize instruction based on student response.
- Insist that students practice learned skills (no guessing or bad habits).
- Provide supports and model as needed.
- Embed extra practice.
- Stay positive, praise, and have fun!

Magic -e

Magic-e (Begins Lesson 46)

- <u>Purpose:</u> Students learn magic-e rule and apply to read words

- <u>Task:</u> Students respond to tutor prompts and read words

- **Magic-e/silent-e:** Use vocabulary that students know.

- Lessons embed **extra instruction** on vowels (1 min. as needed).
  - Vowel warm up. Show sound card. Ask student for vowel names, then sounds.
  - Ask either name or sound for all vowels in random order.

- Repeat (or ask for) rule **<u>every time</u>** you teach magic-e.

Magic-e

- Initial instruction **requires** that every practice word is broken down.
  - Point to word.
  - Ask "Is there are <u>e</u> at the end of this word?"
  - "So, is the middle vowel going to say its name or its sound?"
  - ["What is the name/sound of this vowel"]
  - Sound out the word

- Error Correction:
  - Repeat the same script that you used to originally teach the rule. (i.e., the script above/in the book)

Magic-e

- https://vimeo.com/channels/soundpartners/page:2
  - Lesson 46 (p. 152)
  - 3:24 Magic e intro
  - 6:30 Vowel Warm up

Letter Pairs

Letter Pairs

- <u>Purpose:</u> Students learn to recognize pairs of letters that make one sound.

- <u>Task:</u> Students read a list of letter pairs

- Introduce as "Letter pairs are two letters that come together and make **one** sound."
  - Lesson 27 → /th/
  - Lesson 35 → /sh/
  - Lesson 43 (p.136): Extra pair practice
    - Writing activity

- **Potential confusion:** Consonant blends are two letters that come together, but can be individually sound out. Goal is for students to blend.

Letter Pairs

- Letter pairs include vowel teams, digraphs, consonant blends, r-controlled vowels.
  - Vowel Teams and pairs: ue, ew, oo, ai, ay, ou, ow
  - Digraphs: sh, th, ch
  - Blends: bl, tr, sk
  - R controlled vowels: er, or, ar, ir, ur

- Use sound cards and pictures to help student distinguish sounds

Letter Pairs

- Error Correction:
  - Remind student to look for letter pairs in words.
  - Use letter sound cards. Point to sound and ask "what sound?"
  - Point out letter pair within word and ask for sound. Ask for whole word.
  - Point to letter pair and give sound. Student repeats. Give word. Student repeats.

Pair Practice – Lesson 43+

- Writing letter pairs

- Word Reading and spelling

- Non-word Reading and spelling
  - Accept any correct phonemic version of non-word spelling
    - Example: sker, skur, skir

New
Review
Mastered

Letter Pairs

- https://vimeo.com/channels/soundpartners/page:3

  - Lessons 45 (page 148) & 49 (page 168)
    - Note huge schwa violation – avoid that
    - Middle sounds (make sure there's only one!)

Word Endings

Word Endings

- Purpose: Students recognize endings and read within context of words.

- Lesson 21: /s/
- Lesson 42: "ed" = /t/
- Lesson 43: "ed" = /d/
- Lesson 44: "ed" = /ed/
- Lesson 45: all sounds for "ed"
- Others: -y, -ing

Word Endings

- Tasks:
  - Oral Exercise
    - Students point to ending, say word with ending
  - Word Reading and spelling
    - Students read words with and without word endings

- Extra practice:
  - If students struggle, use some of the word reading words in the auditory exercise

Word Endings

- **Error Correction:**

    - Model ending as part of word (not in isolation). Student repeats.

        - Sound depends on word context.

            - E.g., cap<u>s</u> vs. bag<u>s</u>
            - E.g., jump<u>ed</u> vs. rubb<u>ed</u> vs. jagg<u>ed</u>

Word Endings

- https://vimeo.com/channels/soundpartners/page:3
- Lesson:
  - 21 */s/ (pg. 56)*
  - 46 */-y/ (pg. 152)*
  - 55 */-ing/ (pg. 200)*
- 4:25
- ** Note – you would not teach all in a row. Video is only to illustrate how to teach each**

Reading Long Words

AKA Multisyllabic Words

Reading Long Words

- Purpose: Students learn to break large words into smaller parts, then blend to read

- Begin Lesson 61

- Huge step!

- Initial instruction requires refresher on syllables.
  - Every syllable as a vowel.
  - Every time you say syllable, your mouth opens.
  - Practice listening, clapping, and counting syllables for words.

Reading Long Words

- If students add too many syllables (or add sounds), may be confusing with segmenting.

- Model back what the student says.

- Example Basketball
  - B,a,s,k,e,t, ball
  - Repeat "is that how we say basketball?"
  - Model "clap with me – bask – et- ball"

Reading Long Words

- Tasks:

- Tutor models boxed word

- Students read words already divided

- Students read long words
  - Will need support at first.
  - Student uses finger to cover part of word
    - Teacher may need to model.

  - Encourage breaking into syllables.

Reading Long Words

- Error Correction:
  - Remind to break into syllables – each syllable has one vowel (teams count as one).

  If student still struggles...

  - Student covers part of word. Reads part by part, then blends.

  If student still struggles...

  - Teacher covers part of word. Moves finger and reads part by part with student. Then blends.

  If student still struggles...

  - Teacher models covering word, reading parts, reading whole word. Student repeats.

Reading Long Words (1.5 min)

Reading Long Words
(Review)
Lesson 107
p. 365

Reading Long Words – Additional Example

https://vimeo.com/channels/soundpartners/page:3
Lesson 69 (pg. 255)
Lesson 92 (pg. 313)

Check for Understanding

- **The tutor should read/ask student to recite the magic-e script <u>every time</u> the magic-e component is practiced.**
  a) True
  b) False

- **The tutor should walk students through decoding magic-e words for <u>every word</u> during initial instruction.**
  a) True
  b) False

Check for Understanding

- **During reading word endings, your student reads the word "jumped" as "jump-ed." What should you do?**
a) Model the sound ending. Then model the word.
b) Ask student to read the sound ending. Then to read the word.
c) Model reading the whole word, including the sound ending. Ask student to repeat.
d) Model reading the base only, then ask student for the sound ending.

Mini Components

Mini Components

- Show up for 2-4 lessons at a time
- Not in every SP lesson

- Lesson 43-46: Inside sounds (m/n sounds)
- Lesson 49-51: Spelling similar sounds (ch/tr)
- Lesson 57-59: Useful word chunks (igh, ight, review)
- Lesson 53-56: Long <u>u</u> sounds
- Lesson 72-74: Double consonants
- Lesson 95, 99: Contractions

Mini Components

- Follow script.
- Provide extra practice as needed.
- Annunciate sounds clearly.
- Use the letter card.
- Scaffold spelling
  - Ask for letters that make sound before student spells.
- Example: **Lesson 53-56: Long <u>u</u> sounds (pg. 191)**

Mini Components

- https://vimeo.com/channels/soundpartners/page:3
- Lesson 49: /ch/ vs. /tr/ (pg. 168)
- 5:56

References

Vadasy, P., Wayne, S., O'Connor, R., Jenkins, J., Pool, K., Firebaugh, M., & Peyton, J. (2005). *Sound partners: A tutoring program in phonics-based early reading*. Sopris West Educational Services.