



WE WILL GET STARTED IN 5 MINUTES.

# STR Test Prep Seminar

Welcome to Session 3

Shared Reading, Interactive Writing, Intervention, ELL

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# TEACHERS *of* TOMORROW

## TEACHER CERTIFICATION<sup>®</sup>

Shared Reading, Interactive Writing, Intervention, ELL

Presented by Deborah Kelly

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# STR Breakdown

- 90 Selected Response Questions
- 1 Constructed Response Question
- 5 Hours to Complete

## Exam Framework & Weighting

		Approximate % of Test Form
<b>Dom 1</b>	<b>Reading Pedagogy</b>	13%
001	Foundations of the Science of Teaching Reading	
002	Foundations of Reading Assessment	
<b>Dom 2</b>	<b>Reading Development: Foundational Skills</b>	43%
003	Oral Language Foundations of Reading Development	
004	Phonological and Phonemic Awareness	
005	Print Concepts and Alphabet Knowledge	
006	Phonics and Other Word Identification Skills	
007	Syllabication and Morphemic Analysis Skills	
008	Reading Fluency	
<b>Dom 3</b>	<b>Reading Development: Comprehension</b>	24%
009	Vocabulary Development	
010	Comprehension Development	
011	Comprehension of Literary Texts	
012	Comprehension of Informational Texts	
<b>Dom 4</b>	<b>Analysis and Response</b>	20%
013	Analysis and Response (written assignment)	
<b>Total</b>		100%

# Course Handout

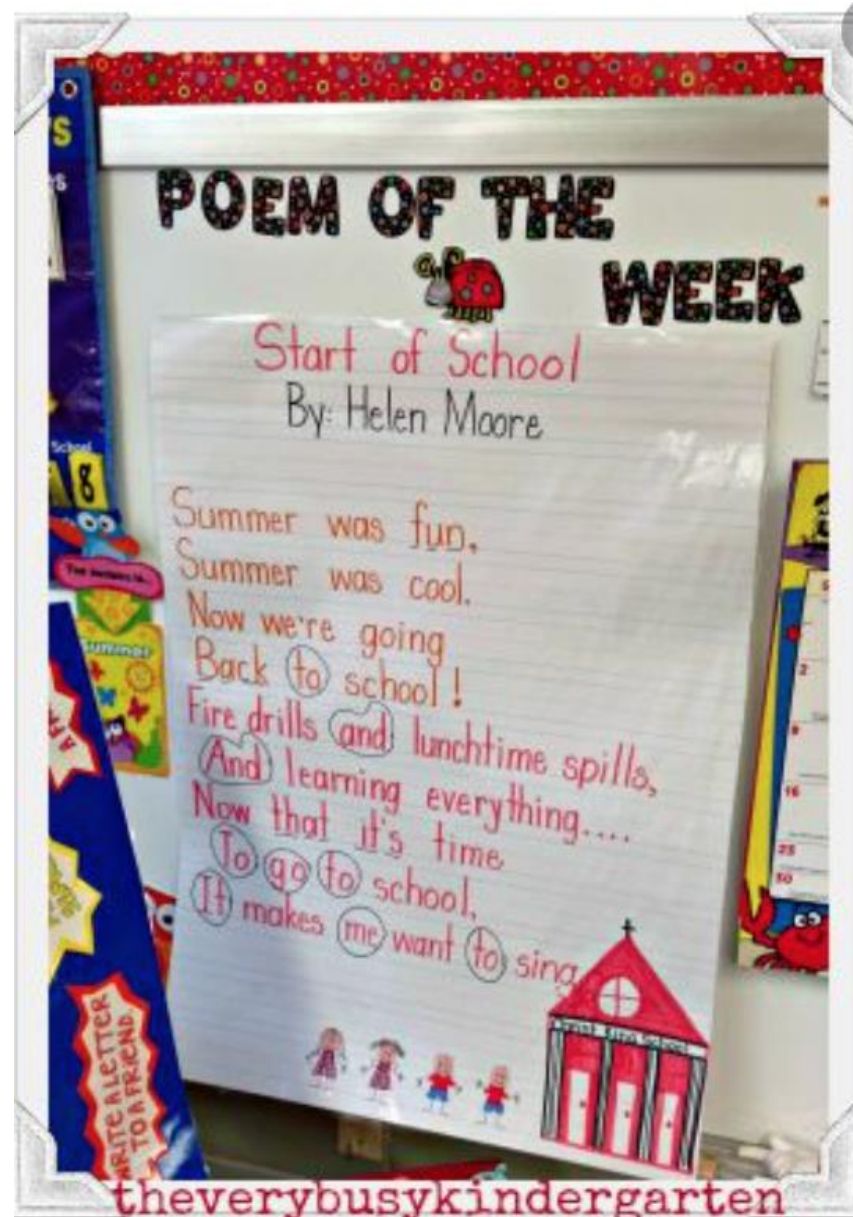
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- Make sure to download the presentation in the Handout Tab **BEFORE** you log off!
- The session will be recorded, and you will be emailed a recording.

# Shared Reading

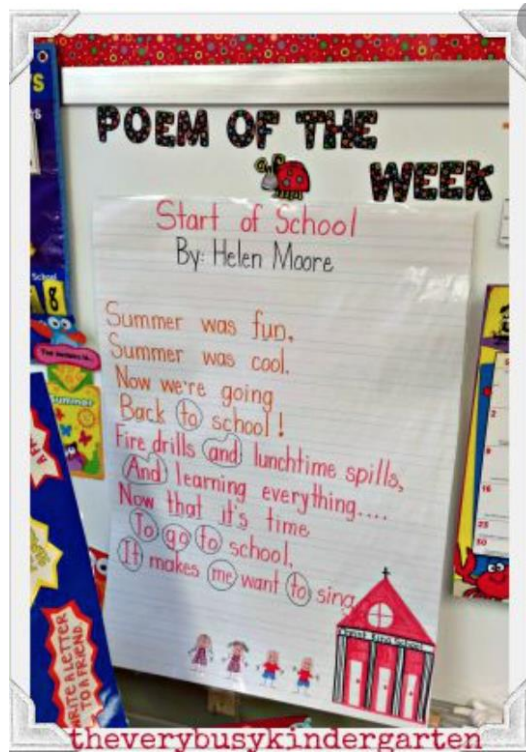
## What Can We Do With This Poem?

- Pointing for 1:1 Correspondence
  - Practice Return sweep
  - Phrasing/Intonation with punctuation
  - Vocabulary
  - High-Frequency Words
  - Look at word endings
  - Rhyming
  - Syllables (\*New one to add depth\*)
- More to follow on the next slides!



# Phonological Awareness Concepts Through Shared Reading

- Same/Different Sounds
- Rhyming Sounds
- Beginning Sounds
- Ending Sounds
- Blending
- Deletion
- Substitution
- Making Connections



- ✓ Choose a word to work with: *summer*
- ✓ Run through each of the skills with this word
  1. **Same/Different:** Summer and Bummer, is this the same or different?
  2. **Beginning Sound:** What is the beginning sound?
  3. **Ending Sound:** What is the ending sound?
  4. **Blending:** sum/mer: Put it together
  5. **Deletion:** what is the word summer without the phoneme /s/
  6. **Substitution:** What is summer if you take away /s/ and add a /l/ ...P.S. kids LOVE nonsense words
  7. **Making Connections:** What else goes with the word summer?

# Practice With Another Word: *fun*

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- ✓ Choose a word to work with: *fun*
- ✓ Run through each of the skills with this word
  1. **Same/Different:** *fun* and *fun*, is this the same or different?
  2. **Beginning Sound:** What is the beginning sound?
  3. **Ending Sound:** What is the ending sound?
  4. **Blending:** /f/ /u/ /n/: put it together
  5. **Deletion:** what is the word fun without the phoneme /f/...P.S. kids LOVE nonsense words
  6. **Making Connections:** what else goes with the word fun?

# Syllable Types (Morpheme Analysis)

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**MORPHEME:** a meaningful morphological unit of a language that cannot be further divided

Syllable Types:

- Closed
- Open
- Vowel Consonant *-E*
- Vowel Pair
- R- Controlled
- Final Stable Sound



# Open and Closed Syllables

## Closed Syllable

- All of these syllables end in at least one consonant. Consonant sounds are closed by the tongue, teeth, or lips. These syllables are called *Closed Syllables*. The vowel sound in a closed syllable is SHORT!
- Examples: *hat, got, hip, mend*

## Open Syllable

- All of these syllables end in one vowel. Vowels open the mouth. These syllables are called *Open Syllables*. The vowel in an open syllable is LONG!
- Examples: *he, go, hi, me*

# Vowel-Consonant-E and Vowel Pair

## Vowel Consonant E

- All of these syllables end in one vowel, one consonant, and a final -E. These syllables are called *Vowel-Consonant-E* syllables. The final -E is silent. The vowel is LONG!
- Examples: *cake, theme, five, rope, cube*
  - \*Similar to open syllable; the only difference is that the final vowel must be an -E
- Give children opportunities early and often to apply their expanding knowledge of sound-letter relationships to the reading of phonetically spelled words that are familiar in meaning. (Shared Reading)

## Vowel Pair

- All of these syllables have two vowels. They are called *Vowel Pair* syllables. Students must learn the vowel pairs individually. The adage “when two vowels go walking, the first one does the talking” is reliable only 45% of the time.
- Examples: *sea, feet, paint, boat, zoo, book, point, head*

# R-Controlled and Final Stable Sound

## R-Controlled

- All of these syllables end with an -R after the vowel. The syllables look like closed syllables, but the vowels are not short. The vowels make an unexpected sound. These words are *Vowel-R* or *R-Controlled* syllables. Students need to learn each *Vowel-R* combination individually.
- Examples: her, stir, far, nor, fur

## Final Stable Sound

- These combinations of letters are called *Final Stable* syllables. We call them “final” because these combinations are found in the final position of the words. WE call them “stable” because the pronunciation of each of these combinations is reliable. Syllables because they make up a part of the word.
- Examples: -tion,- ture, -age, -able, -ible,- ing, i-sh,
  - station, picture, -verbage, -terrible, jumping, squirmish

# Practice!

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Go back to our practice word from the shared reading: *summer*

✓ Clap the syllables: sum/mer

1. How many syllables are there? 2
2. What type is each?
3. **First syllable:** *sum*---- This is a Closed Syllable because it ends with a consonant, vowel makes a short sound.
4. **Second syllable:** *mer*. This is an R-Controlled Syllable because of the “er” ending.

## Why Do This?

This will allow students to decode and encode words and have a reliable way of determining which vowel sound to use! Do this EVERY day, at least once, and kids will get good at it quickly!

# Another practice with syllables

Go back to our practice word from the shared reading: *going*

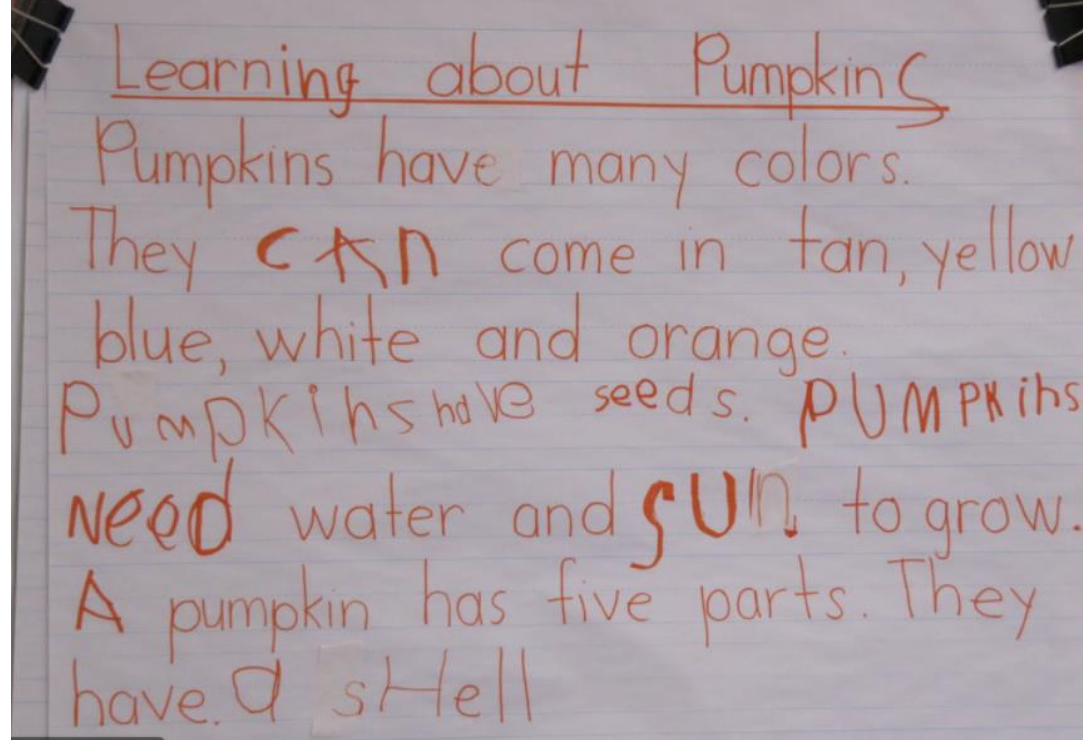
✓ Clap the syllables: /go/ /ing/

1. How many syllables are there? 2
2. What type is each?
3. **First syllable:** go---- This is an Open Syllable because it ends with a vowel, vowel makes a long sound.
4. **Second syllable:** ing - This is a Final Stable Syllable because of the “ing” ending.

## Interactive Writing

Let's watch a quick [video](#) on interactive writing to see it's full potential!

<https://vimeo.com/168991757>



# Value of Interactive Writing

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- Interactive writing should be used in the classroom to practice the **encoding** process. *Encoding* and *Decoding* need to be taught simultaneously as they are reciprocal processes.
- Share the pen with students and work together to compose text. Do not stress about the pages looking perfect; student work is what is important! Let them try out new skills, such as spelling, blends, vowels, punctuation, or anything you need to teach!
- During Interactive Writing, revisit the skills of the Phonological Awareness Practice from the previous section – be sure to use every opportunity!

# Intervention/Reteach

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- Small Group?
  - Do several students in your class need to work on the same skill? Guided Reading?
- Whole Group?
  - Does everyone need more help to understand what you're teaching?
- Individually?
  - Is the best way to work one-on-one?
- RTI?
  - Record keeping is vital! Details are critical and keep things measurable!



# RTI Record Keeping

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- When Intervention becomes necessary, follow the guidance of your district for data tracking.
- If there is not a specific form you must use, that's okay! Charts, graphs, and data collected over time are your best tools!

# Working with English Learners - Vocabulary

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- Vocabulary Storming

- Remember the “making connections” portion of the Shared Reading Activity? This is SUPER IMPORTANT for ELs!

**Let's Practice With the Word: *pizza***

1. Say the word. Practice pronunciation.
2. Go through the senses.
3. What experiences have you had with this? Tell a friend!
4. Synonyms and Antonyms (when appropriate).



# Working with English Learners- Phonemes/Words

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- English Learners need much more practice with letters and sounds. These can be quite different than what they know in their home language.
- Allow students opportunities to practice producing sounds in English frequently.
- High frequency words will be KEY for these students. Build a list of commonly used words in English for reading and for conversation.
- Label the room - label *everything!*

# Additional Training Sessions

## Definitions & Classroom Examples

~~Sunday, November 29th, 5:00 p.m. - 6:00 p.m. CST~~

Sunday, January 10, 5:00 p.m. - 6:00 p.m. CST

[REGISTER](#)

## Running Records & Video Analysis

~~Thursday, December 10, 5:00 p.m. - 6:00 p.m. CST~~

Thursday, January 21, 5:00 p.m. - 6:00 p.m. CST

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## Shared Reading, Interactive Writing & Intervention

~~Sunday, December 20, 5:00 p.m. - 6:00 p.m. CST~~

Sunday, January 24, 5:00 p.m. - 6:00 p.m. CST

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# Questions?

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