



Brenna McCormick

School District 5 of Lexington & Richland Counties

CrossRoads Intermediate School

6th Grade Language Arts / Reading Intervention

- BA in Elementary Education from USC Columbia
- 10th year teaching language arts
 - 4 years in 5th grade
 - 6 years in 6th grade (4 years as a Middle Level Reading Intervention teacher)



@McCormickTeach



@MrsMcCormicksClass



<https://mccormickcris.weebly.com/>



Middle Level Intervention Program

School District 5 of Lexington and Richland Counties

Understanding Struggling Readers

When you see	Pronounce as
q	d or t
z	m
p	b
b	p
ys	er
a, as in bat	e, as in pet
e, as in pet	a, as in bat

We pegin our qrib eq a faziliar blace, a poqy like yours enq zine. Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign. Enq wiqhin each one of qhese zany calls, each one qheq hes QNA, Qhe QNA coqe is axecqly qhe saze, a zess-broquceq rasuze. So qhe coqe in each call is iqanqical, a razarkaple puq veliq claiz. Qhis zeans qheq qhe calls are nearly alike, puq noq axecqly qhe saze. Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're viqal is cysqainly blain. Now qhink apouq qhe way you woulq qhink if qhose calls wyse qhe calls in your prain.

<http://www.pbs.org/wgbh/misunderstoodminds/reading.html>



Understanding Struggling Readers

Here is the translation:

We begin our trip at a familiar place, a body like yours and mine. It contains a hundred trillion cells that work together by design. And within each one of these many cells, each one that has DNA, The DNA code is exactly the same, a mass-produced resume. So the code in each cell is identical, a remarkable but valid claim. This means that the cells are nearly alike, but not exactly the same. Take, for instance, the cells of the intestines; that they're vital is certainly plain. Now think about the way you would think if those cells were the cells in your brain.

(Excerpt from "Journey into DNA" on the "Cracking the Code" Web site, NOVA Online.)

<http://www.pbs.org/wgbh/misunderstoodminds/reading.html>



DEVELOPING CURRICULUM THAT MEETS THE NEEDS OF ALL READERS

Seven Steps to Reaching Every Child

1. CONNECT LEARNING TO STUDENTS' PRIOR KNOWLEDGE AND/OR EXPERIENCES.
2. INTRODUCE NEW VOCABULARY.
3. PROVIDE ACCESSIBLE TEXTS.
4. ENCOURAGE CRITICAL THINKING AND QUESTIONING.
5. ALLOW STUDENTS TO DEMONSTRATE UNDERSTANDING OF THE MATERIAL.
6. LEAVE TIME FOR REFLECTION.
7. ADMINISTER AN APPROPRIATE ASSESSMENT.

© PrayLoveTeach 2018





Kylene Beers @KyleneBeers · Jan 16

YES! We must help students develop the stamina needed to keep working through a text even when it presents challenges.



KPREarlyYears @kprearlyyears

Shift your mindset from "teaching struggling readers" to "teaching readers to struggle." @KyleneBeers
#readingmattersKPR #whyhowwewereadmatters

Please use this code to leave
session feedback!



#AllTeachersAreReadingTeachers