

# Reaching Struggling Middle Level Readers

## 2018 SCCTE Conference

Session C.3

**Please fill out the Door Prize slip in your folder for a chance to win during the session! You can place your slip in the bag at the front of the room.**



# Brenna McCormick

School District 5 of Lexington & Richland Counties

CrossRoads Intermediate School

6th Grade Language Arts / Reading Intervention



- 9th year teaching language arts
  - 4 years in 5th grade
  - 5 years in 6th grade (3 years as a Middle Level Reading Intervention teacher)





# Middle Level Intervention Program

School District 5 of Lexington and Richland Counties

# Learning Intentions

I will be able to support struggling middle level readers across content areas.



**A**

## **Academic Vocabulary**

Using Greek & Latin Roots

**B**

## **Note Taking & Journaling**

Engaging Students Through Essential Questions & Visual Note Taking

**C**

## **Study Strategies & Assessments**

7 Strategies to Teach Your Students

**D**

## **Reading Strategies**

Bookmark Questions, Stop Sign Summaries, & Other GREAT Resources

**E**

## **Classroom Management**

Establishing Norms, Expectations, & Routines



# Change Your Mindset



**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





# 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>





# Academic Vocabulary

**Helping readers identify the meaning of unknown words using Greek & Latin root words (also referred to as stems or morphs)**

- **Connects to math, science, and social studies vocabulary (6th grade)**
- **Encourages critical thinking and application over memorization**
- **Uses a variety of strategies and activities to engage students, trigger understanding, and assist in recall**
- **Transferable reading strategy**
- **Each unit includes 10 stems with an activity for each stem, a practice quiz, a test, and five enrichment activities**



# Academic Vocabulary

Use your stems knowledge to break down and define each word.

paleontology	
+	
=	



POWER UP CHALLENGE  
2 POINTS

If "bio" means life, what does *paleobiology* mean?

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paleolithic	
+	lithic relating to stone
=	

paleontologist		
+	+	ist someone who
=		

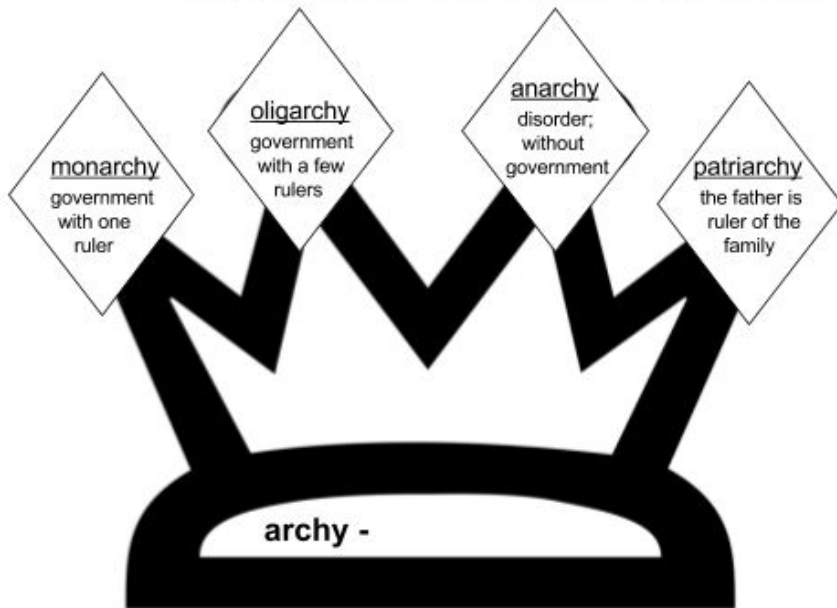
- Write in complete sentences.
- Explain your thinking.





# Academic Vocabulary

Develop definitions for each of the stems in the box based on the words at the top of the crown.



mon = \_\_\_\_\_ olig = \_\_\_\_\_  
an = \_\_\_\_\_ patr = \_\_\_\_\_

POWER UP CHALLENGE  
2 POINTS



If "patriarchy" means the father is the ruler of the family, what do you think *matriarchy* means?

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matri = \_\_\_\_\_

**Write in complete sentences!**



# Academic Vocabulary



## POWER UP PRACTICE QUIZ! 5 POINTS

1. What does the word ***preheat*** mean? \_\_\_\_\_
2. If "geo" means earth, what does ***geology*** mean? \_\_\_\_\_
3. Put the following time periods in order from oldest to youngest.  

neolithic                      paleolithic                      mesolithic

\_\_\_\_\_
4. Match the related words.

A. monarchy	_____ language
B. migration	_____ king
C. translate	_____ move
5. If "aqua" means water, what can an ***aquifer*** do? \_\_\_\_\_

# Note Taking & Journaling

- **Essential Questions**
- **Modified Cornell Notes**
- **Note Mapping**

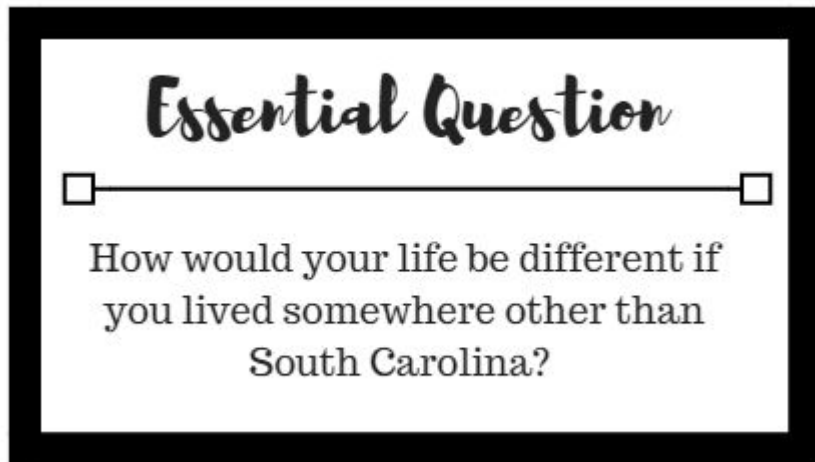
## Bonus!

- **These strategies support Exemplary (4) performance of the new SC Teaching Standards 4.0 rubric! The South Carolina Teaching Standards 4.0 rubric will be integrated into the Expanded ADEPT Support and Evaluation System beginning 2018–19 for all classroom-based teachers in districts using the state model for teacher evaluation.**
- **These strategies encourage students to work in higher levels of DOK!**



# Essential Questions

Think *beyond* standards in a way that connects to students' lives.



**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

**8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters**

**Consider:**

- Daily Journal Entries
- Reflection Questions / Exit Slips
- Socratic Seminars
- Group Discussions



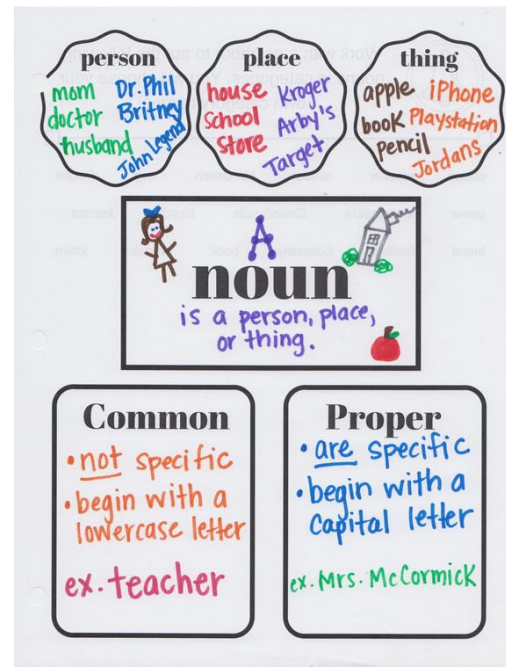


# Modified Cornell Notes

- Encourages students to take ownership of their learning.
- Discourages rote memorization / learning for the test only.
- Gives students a guide when creating notes independently or reading nonfiction texts independently.
- Great for group work activities or creating a class set of notes from a nonfiction text (such as a textbook).



Resource:	
Questions:	Notes:
Important Quotes:	Reflections:
Summary:	



# Note Mapping

Great for visual learners!

# Study Strategies

**Students (especially those who struggle academically) have to be taught how to study!**

Incorporate lessons that require students to use study strategies at the beginning of the year.  
Refer back to them often, and reteach these skills after long breaks.

01

## The Environment

- Encourage students to think intentionally about their personal studying needs.
- Guide students to visualize their studying environments and make a plan for developing successful study habits.

02

## The Strategies

- Plan lessons that allow students to practice effective study strategies.
- Encourage students to use these strategies at home and with other subject areas.

03

## The Assessments

- Teach students to understand assessments and apply what they have studied.

# 1 The Environment



## Identifying Learning Styles

Have students complete a learning style inventory, and discuss the strategies that best fit each learning style.

Consider:

- Giving a copy of the appropriate strategies to each student.
- Allow students to work in like groups to discuss strategies, brainstorm ways to use the strategies, create visual representations of the strategies, present the strategies to the class, etc.

## Visualizing & Planning

After students have identified their learning styles, guide them to plan and visualize their study routines.

Consider:

- Giving the students an opportunity to "create" a replica of their study environments in the classroom.
- Having students create a "study box" of needed materials (highlighters, pencils, index cards, etc.) they can keep at home.







# 2

# The Strategies



## Seven Effective Strategies

- Flashcards
- Create a Practice Quiz
- Answer Review Questions
- Read & Mark Your Notes
- Rewrite, Organize, and/or Illustrate Your Notes
- Teach a Friend, Parent, or Sibling
- Make Up Poems, Acronyms, Songs, and/or Chants

### Consider:

- Fill in the blank study guides are easy and convenient, but they often promote memorization over understanding. How can you include students in the creation of study tools that promote understanding?



## Teach the Strategies

While these strategies may seem obvious, many students who struggle academically have no idea how to approach them on their own.

### Consider:

- Teach each strategy explicitly.
  - Model how to create flashcards, write practice questions, annotate notes, etc.
  - Give students the opportunity to practice using each strategy.
  - Give "homework" that encourages students to use or expand upon the strategy.
- Allowing students to work in groups to create examples of each strategy to share with the class.



## 3

# The Assessments

## Teach Students to Annotate Assessments

Students can study for hours upon hours, but unless they can navigate the test, it may not do them any good. They must be taught to annotate assessments.

Consider:

- Teaching students to preview an assessment for nonfiction text features.
- Teaching students to rewrite questions in their own words to check for understanding.
- Teaching students to jot notes they remember from studying beside related questions.

She was chosen for the lottery. Literary Elements Test: "The Lottery" How she felt and acted. What was different?

Character: protagonist = good guy, antagonist = bad guy

"How did Mrs. Hutchinson's attitude change from the beginning of the story to the end?"

Conflict (Problem): internal: inside, one character; external: outside, 2 or more characters

Details!

① Describe an example of conflict from the story. What caused this conflict? Who was involved? Was it internal or external conflict? How do you know?

★ Don't forget:

- Capitalization
- Punctuation
- Complete sentences.



# Reading Strategies



- Encourage students to **THINK!**
- Encourage students to make connections.
- Go beyond vocabulary memorization.

## Bookmarks

### Consider:

- Journal entries
- Writing prompts
- Socratic seminars
- Set the purpose / focus for IR
- Group discussions

### Character

Who is the antagonist in the story? What clues from the text help you to determine this?

How would you feel if you were one of the characters in the book? Explain.

Describe a gift that you would give to the protagonist, and explain what details from the book influenced your decision.

What is a question that one of the characters seems to be struggling with in the story? How does this character seek answers or advice to resolve the question?

### Plot

What mood or atmosphere is the overall structure of the story intended to evoke? How do you know?

What one thing would you ask the author to change about the plot if you were to write to him or her?

Visualize a timeline for the events of the book. Should it be drawn in a straight line, or would another shape (web, circle, triangle, etc.) capture the sequence of events more effectively?

Select a chapter of the book and give it a new title. Explain your rationale for your title.

### Setting

If you were to plan a trip to the setting of this book, what would you pack and why?

Connect the setting of this book to that of another book you have read. What do the settings have in common? How are they different?

Is the setting an appropriate location for the story? Why or why not?

What kind of background information do you think the author needed to collect in creating the setting for this book? What resources could the author have used to gather this information?

### Illustrations/Layout

Is the cover of the book a good match for what you find inside? Why or why not?

How do the illustrations or page layouts differ from those in other books you have read? What do you find useful or appealing about the layout of this book?

If you were in charge of developing a new edition of this book, what changes would you make to the layout and/or illustrations?

Would this book be as interesting or helpful to you without the illustrations and/or diagrams? Why or why not?

### Integrity

A person shows integrity by consistently sticking to a clear set of moral and ethical principles in decision-making and action, even in the face of other pressures or attractive options. Describe a character in the book who shows integrity.

Give an example of a decision a character made that required weighing his or her principles against other pressures.

Describe the relationship between integrity and power in this book. In what ways does a desire for power challenge a character's integrity?

What advice would you give to a character facing a moral dilemma in this book?

# Stop Sign Summaries

Help struggling readers remember and summarize what they have read!



Stop at the end of each section or paragraph and summarize what you have read!

Section Heading or Paragraph Number	Summarize the Section / Paragraph	Transact with the Text	Organize New Information	Pose Questions
	<ul style="list-style-type: none"> <li>Main Idea</li> <li>Supporting Details</li> <li>Important Quotes</li> </ul>	<ul style="list-style-type: none"> <li>Text to self connections</li> <li>Text to text connections</li> <li>Text to world connections</li> </ul>	<ul style="list-style-type: none"> <li>Make a list and/or describe important details or information you may need to remember</li> </ul>	<ul style="list-style-type: none"> <li>Make a list of any questions you need answered.</li> </ul>

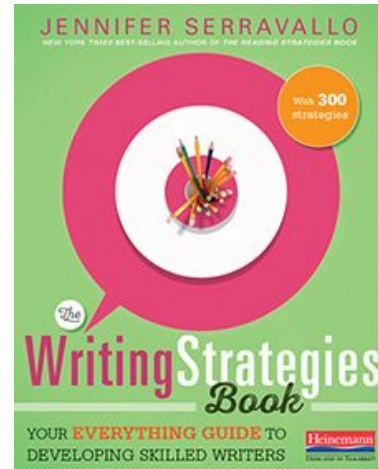
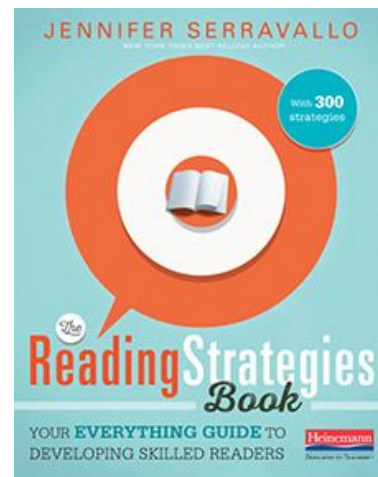
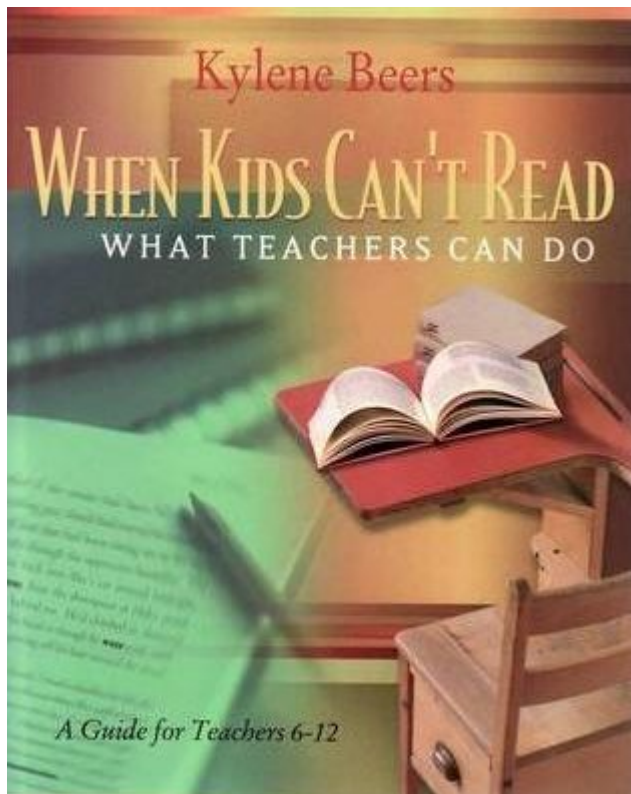
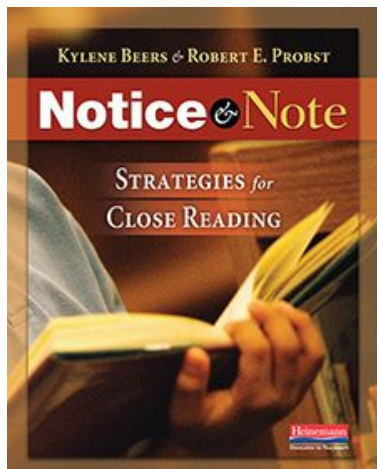
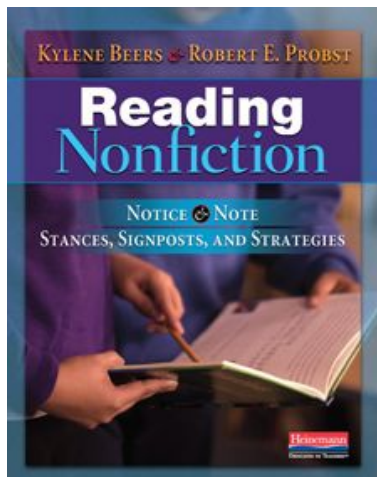


Stop at the end of each chapter and summarize what you have read!

Chapter Number and Title	Summarize the Chapter	Transact with the Text	Organize New Information	Pose Questions & Make Predictions
	<ul style="list-style-type: none"> <li>Major events</li> <li>Characters</li> <li>Conflict</li> <li>Resolutions</li> </ul>	<ul style="list-style-type: none"> <li>Text to self connections</li> <li>Text to text connections</li> <li>Text to world connections</li> </ul>	<ul style="list-style-type: none"> <li>Make a list and/or describe of new characters, settings, realizations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Make a list of any questions you need answered.</li> <li>Make a prediction about what you think is going to happen.</li> </ul>



# GREAT!!! Resources



# Classroom Management

The best gift you will give yourself (and your students) is the gift of clear expectations and an established routine.

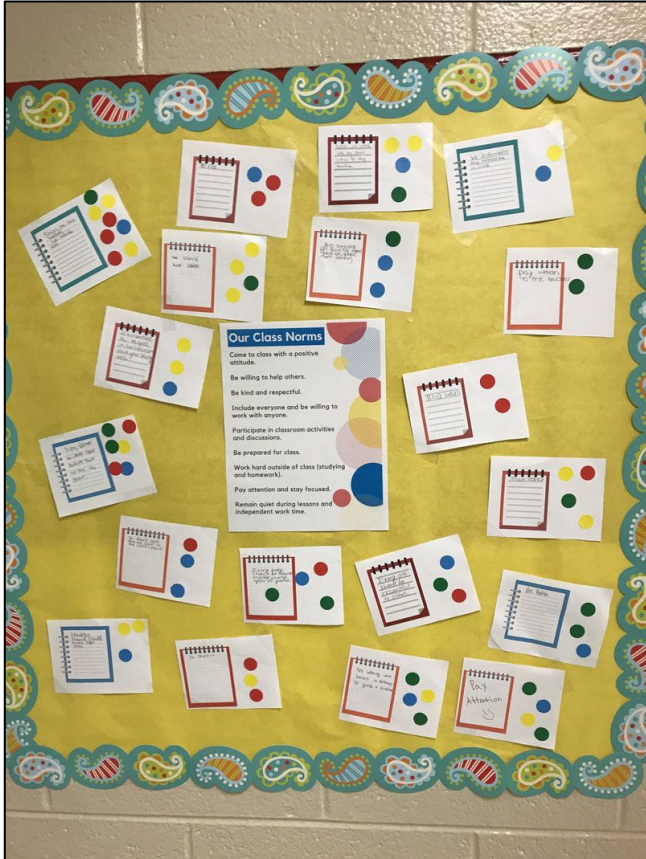
- Take the time at the beginning of the year to set expectations, establish routines, and **PRACTICE!**
- Review these expectations and routines after long breaks (or as needed).

## Consider:

- Setting Classroom Norms
- Quality & Effort
- Partner/Paired Work



# Setting Classroom Norms



- Each student answers the question "What should our classroom look, sound, and feel like in order for us to be successful learners?"
- Students are allowed to vote for their three favorite responses using stickers.
- Teacher compiles the top answers into a set of class norms.

## Our Class Norms

Come to class with a positive attitude.

Be willing to help others.

Be kind and respectful.

Include everyone and be willing to work with anyone.

Participate in classroom activities and discussions.

Be prepared for class.

Work hard outside of class (studying and homework).

Pay attention and stay focused.

Remain quiet during lessons and independent work time.

# Quality & Effort

- Give students the opportunity to score example work for Q&E. Then, create a class expectation for what Q&E look like.

Name: \_\_\_\_\_ Block: \_\_\_\_\_

Point of View, Author's Viewpoint, & Proofreading/Editing Marks Quiz

Rewrite each sentence below with the correction indicated by the proofreading mark.

- She lives in atlanta, georgia. Atlanta, Georgia
- I have a Gold Balloon. gold balloon
- I like eat to pizza. to eat
- I knew that that you would come. that
- Where is my backpack? Backpack
- Give me a highfive.
- "Hello," I said. ff "Goodbye," she replied. Goodbye

Choose the point of view for each passage, and explain your answer.

Passage	Point-of-View (circle one)	Explain Your Answer
"Do you love candy?" I asked my friend Roxis. I always make friends with other people by sharing.	8. <u>First person</u> Third person	9-10. the letter
Jessie had felt sad all day. Jessie thought and thought about his situation and he thought to himself. I need to get myself together. Maria came in the door and asked what was wrong. He told her. Maria frowned. She felt as if she were being abandoned by everyone.	11. <u>First person</u> <u>Third person</u>	12-13. he

Name: Sammy Block: 1

Point of View, Author's Viewpoint, & Proofreading/Editing Marks Quiz

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- She lives in atlanta, georgia. She lives in Atlanta, Georgia.
- I have a Gold Balloon. I have a gold balloon.
- I like eat to pizza. I like to eat pizza.
- I knew that that you would come. I Knew that you would come.
- Where is my backpack? Where is my backpack?
- Give me a highfive. Give me a high five.
- "Hello," I said. ff "Goodbye," she replied. "Hello," I said. "Goodbye," she replied.

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Passage	Point-of-View (circle one)	Explain Your Answer
"Do you love candy?" I asked my friend Roxis. I always make friends with other people by sharing.	8. <u>First person</u> Third person	9-10. The passage is first person because it uses the pronoun I.
Jessie had felt sad all day. Jessie thought and thought about his situation and he thought to himself. I need to get myself together. Maria came in the door and asked what was wrong. He told her. Maria frowned. She felt as if she were being abandoned by everyone.	11. <u>First person</u> <u>Third person</u>	12-13. The passage is third person because it uses the pronoun he.

## Quality & Effort (Q&E)

What does quality mean?

What does effort mean?





# Partner/Paired Work



*Working In*  
**PAIRS**

**P**articipate actively.

**A**sk and answer questions.

**I**nteract...one person doesn't do all of the work!

**R**espect the opinions, ideas, and suggestions of others.

**S**tay focused and on task.

What does it look like to work with a partner?

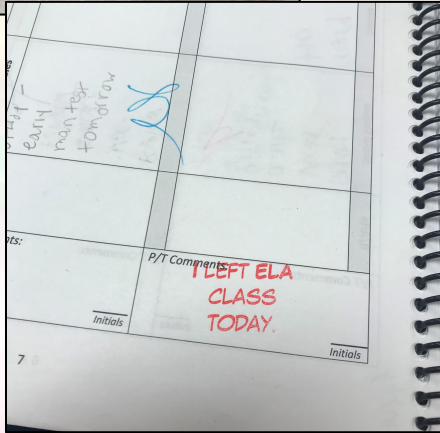
What does it sound like?

Work with a partner or small group to explain one of the 5 core values of working in pairs!





# Ideas to Consider





**Thank you for choosing my session!**  
**Please complete the feedback form in your folder before leaving!**