MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

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The Struggle is Real:

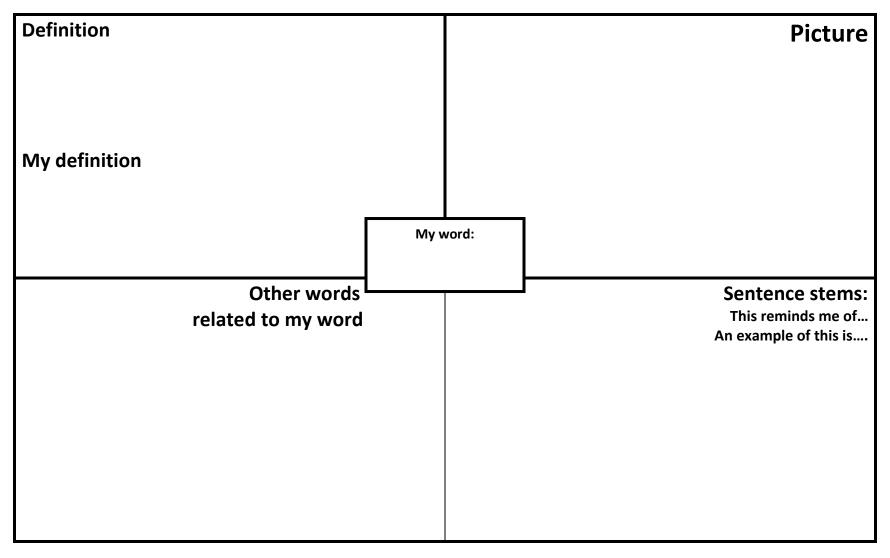*Supporting Struggling Readers*

Virtual Professional Development

Note Catcher

Breakout Room Discussion

Activity 1	Activity 2
• Do students read aloud in your classroom? • What procedures do you use for read alouds? • How can you implement the Ra! Ra! Reading Strategy?	• What is your preferred method for teaching vocabulary? • How would Marzano's Six Steps impact your instruction?

Marzano's Six Steps for Vocabulary Instruction

Definition

My definition

Picture

My word:

Other words related to my word

Sentence stems:
This reminds me of…
An example of this is….

	Teacher Planning and Text Preparation	Text Structure	Language & Vocabulary	Meaning / Purpose	Knowledge Demands
Before Reading	● Chunk the text for reading. ● Add Line #s to the text. ● Add visual cues to the text. ● Pre-annotate the text with purpose for reading. ● Create audio recording of the text. ● Use academic word finder to select / ID words. ● Create a glossary for the text. ● Plan sequences of TDQs focused on areas of complexity. ● Implement common, consistent routines. ● Collaboratively plan so content areas support ELA content.	● Review pertinent signal words.	● Pre-teach vocabulary key to (but not defined within) the text.	● Provide purpose for listening / reading focused on meaning / text/purpose. ● Pre-expose students to the text (audio, read-aloud, peer, etc.).	● Allow students to read text sets, articles, (watch) videos to build background on the topic prior to the complex text. ● Listen to audio of the text prior to reading. ● Set purpose for listening / reading. ● Allow students to use sentence frames to state the purpose listening / reading.
During Reading	● Conduct multiple readings, each with a different purpose, but starting with an uninterrupted read,	● Draw students' attention to pertinent signal words, ● Conduct a close reading of complex passages to scaffold understanding of the text structure, ● Chunk the text and the TDQs focused on text structure (read, discuss, read more, discuss more, etc.),	● Allow use of Glossary (with or without images). ● Allow us of previously created vocabulary graphic organizer (Frayer, etc.). ● Amplify key language and vocabulary during interactive reading.	● Have students annotate signal words ● Draw students' attention to titles, subtitles, headings, and captions and how they connect to the meaning/purpose of the text. ● Pause frequently for students to provide summaries / gist / big idea.	● Chunk the text and the TDQs focused on content (read, discuss, read more, discuss more, etc.). ● Allow students to use graphic organizers (thinking map, KWL, etc.). ● Have students annotate signal words in relation to the knowledge demands. ● Pause frequently for students to provide summaries / gist / big idea.
After Reading Discussion & Activities	● Allow students to listen to audio after reading, ● Conduct a guided re-reading with students who need more support,	● Include TDQs to build understanding of text structure (e.g., time shifts, sub plots, etc.). ● Provide hint cards that indicate passage / line numbers or titles / section headings / signal words relevant to elements of text structure. ● Conduct juicy sentence work to analyze the structure of the text.	● Include TDQs to build understanding of key vocabulary or language. ● Allow students to use a graphic organizer, word bank, or glossary (with or without images). ● Amplify language and vocabulary by modeling *and* providing students with opportunities to use new words. ● Adjust the amount of language (oral or written) required to answer, increasing language demands over time. ● Conduct juicy sentence work to teach or reinforce grammar used in the text. ● Provide explicit vocabulary instruction (word work; morphology; shades of meaning; multi-meaning word work, cognate words, etc.). ● Create vocabulary graphic organizers.	● Include TDQs to build understanding of the text's central meaning or purpose. ● Allow students to use sentence frames. ● Provide hint cards that indicate passage / line numbers or titles / section headings relevant to text meaning or purpose. ● Extend wait / think time. ● Allow students to read text sets to reinforce or extend meaning or purpose of the reading.	● Include a mix of factual and inferential questions requiring a mix of shorter and more extended responses so all students can participate. ● Include TDQs to build understanding of the content. ● Allow students to use sentence frames (for oral or written responses). ● Provide hint cards that indicate passage / line numbers or titles / section headings relevant to key content or knowledge. ● Provide students with extended wait / think time. ● Make visual cues (images, illustrations) visible during discussion. ● Allow students to read text sets to reinforce or extend the content of the reading.

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