

The Struggle is Real: Supporting Struggling Readers

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mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION




Date



1

State Board of Education STRATEGIC PLAN GOALS

2

| | | | | | |
|--|----------|---|---|----------|---|
|  | 1 | ALL Students Proficient and Showing Growth in All Assessed Areas | EVERY School Has Effective Teachers and Leaders | 4 |  |
|  | 2 | EVERY Student Graduates from High School and is Ready for College and Career | EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes | 5 |  |
|  | 3 | EVERY Child Has Access to a High-Quality Early Childhood Program | EVERY School and District is Rated "C" or Higher | 6 |  |



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2

VISION



To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



3

Session Goals



1

Examine why adolescents struggle with reading.

2

Analyze the Simple View of Reading.

3

Identify and engage in specific strategies to build decoding skills.



4

ICEBREAKER



5



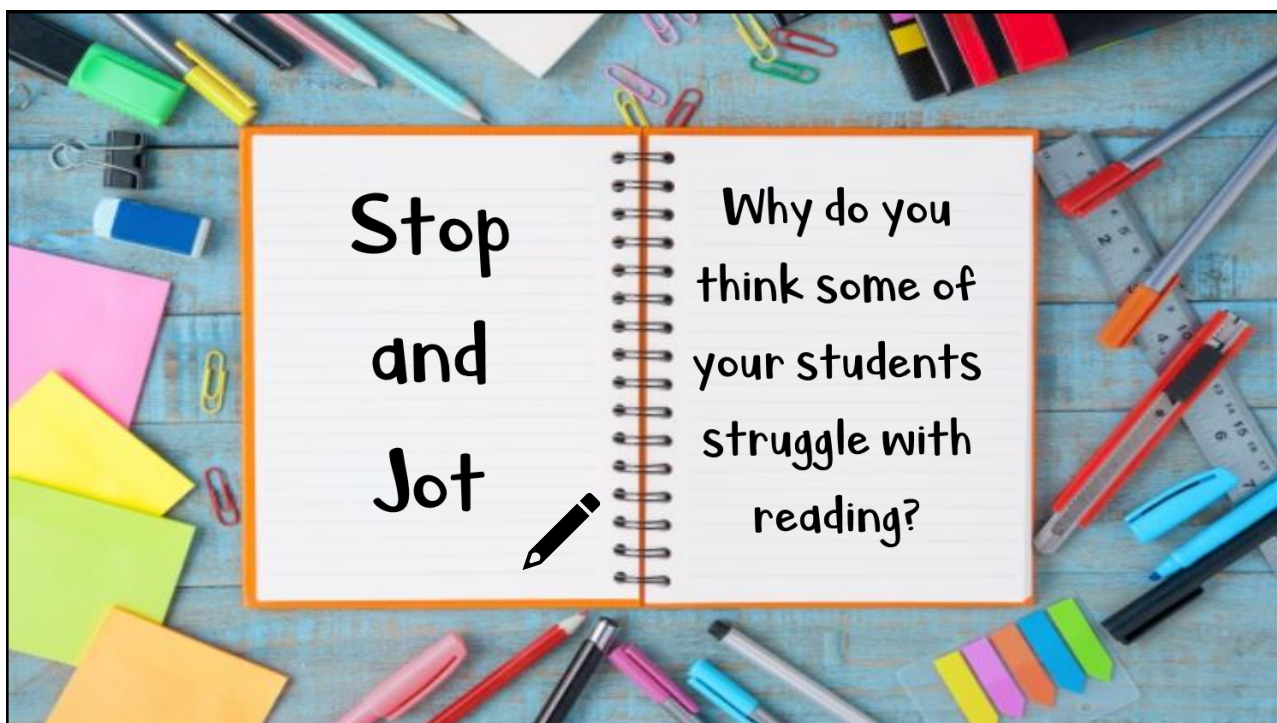
6

Why Do Many Adolescents Struggle with Reading

Goal 1



7



8

Fact

OR

Fake News



9

Memorize as
many words as
possible

Use context/
pictures to
guess words

Skip unknown
words

Teaching
Reading
Separately
from Writing

Learning Styles

Using Leveled
Books or
Passages

10

Fake News!

Memorize as
many words as
possible

Use context/
pictures to
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Skip unknown
words

Teaching
Reading
Separately
from Writing

Learning Styles

Using Leveled
Books or
Passages

11

11

Do the best you can until
you know better.

Then when you know better,
do better.

-Maya Angelou



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The Simple View of Reading: Supporting the Science

Goal 2



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Simple View of Reading



Decoding



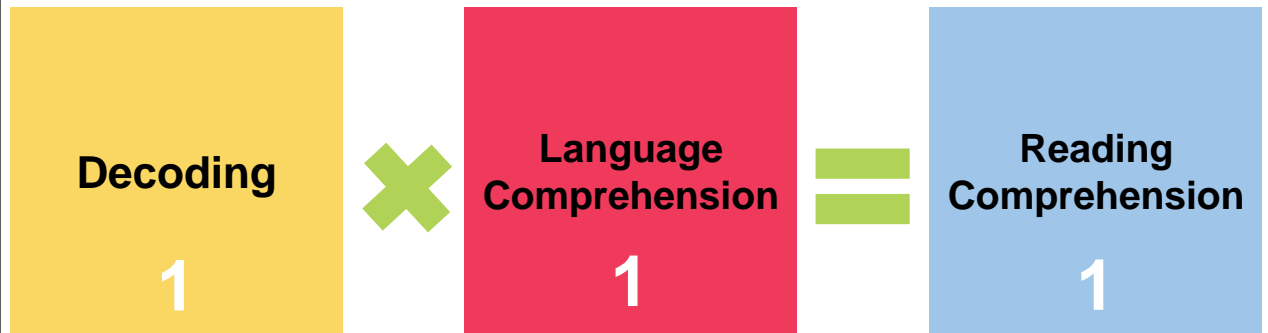
**Language
Comprehension**



**Reading
Comprehension**

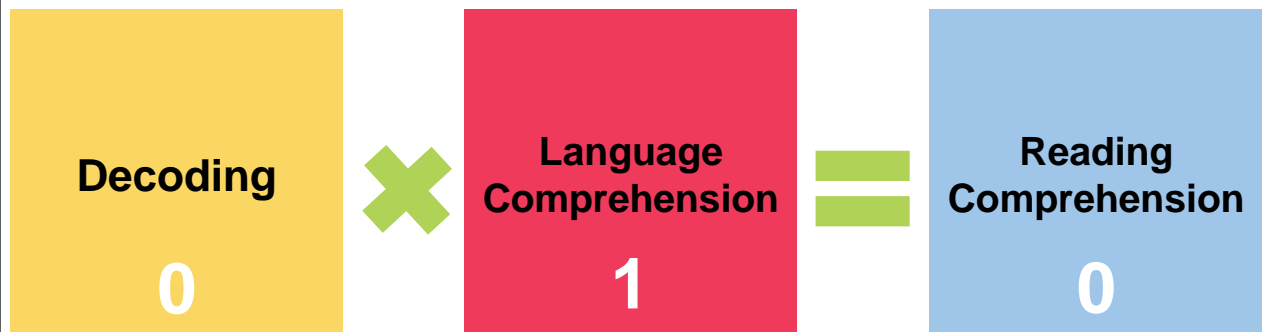
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Simple View of Reading



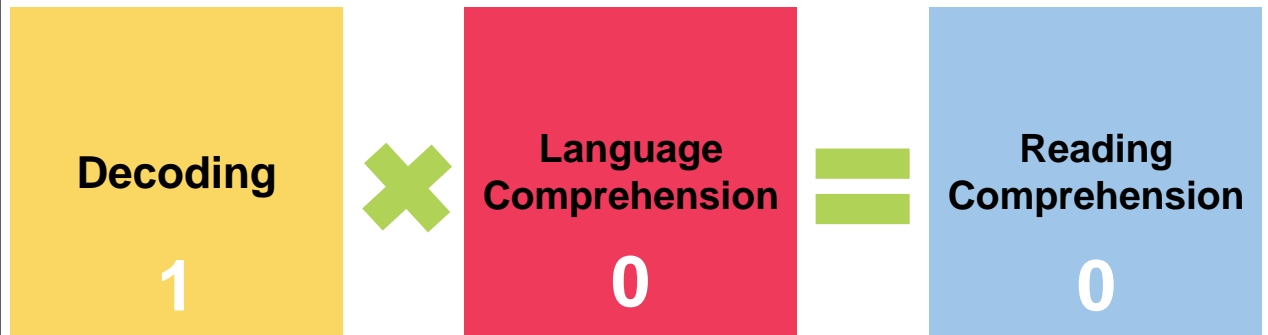
15

Simple View of Reading



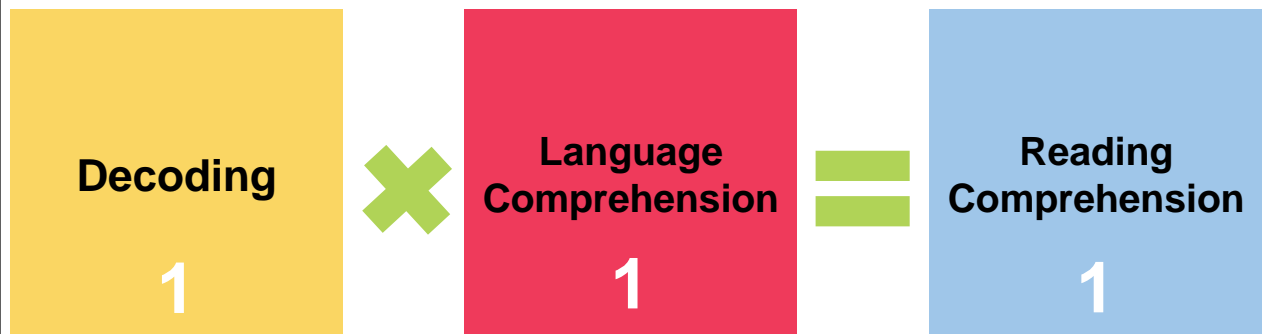
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Simple View of Reading



17

Simple View of Reading

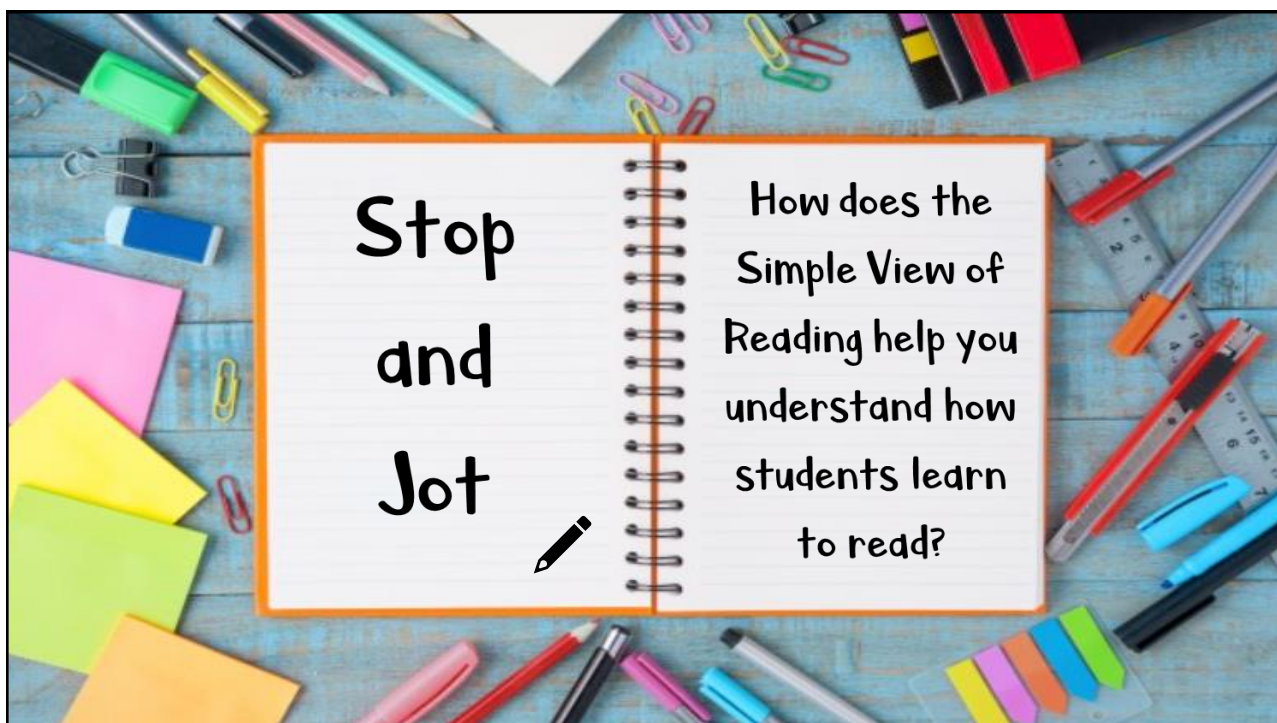


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The **GOAL** of reading is **Comprehension**



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Decoding

Goal 3



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Decoding 101

22

The English Language is considered
Morphophonological.



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Decoding 101

23

The English Language is considered
Morphophonological.



23

American Revolution: Taxes

24


The Stamp Act was a tax on printed materials. Colonists were required to buy stamps when they bought printed items such as newspapers, pamphlets, even playing cards. These were not gummed stamps, but rather impressions imprinted or embossed on paper. Many people were upset about the Stamp Act. They thought it was unfair that the king and his government in London were making decisions about taxes the colonists had to pay, while the colonists had no say in the matter.



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Syllable Types

- Closed
- Consonant + Le
- Open
- Vowel Teams
- Silent E
- Bossy R
- Schwa



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25




Syllable Types

- Closed bet, rabbit, sun
- Consonant + Le
- Open
- Vowel Teams
- Silent E
- Bossy R
- Schwa



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26




Syllable Types

- Closed** bet, rabbit, sun
- Consonant + Le bubblee**
- Open**
- Vowel Teams**
- Silent E**
- Bossy R**
- Schwa**




27



Syllable Types

- Closed** bet, rabbit, sun
- Consonant + Le bubblee**
- Open** me, music
- Vowel Teams**
- Silent E**
- Bossy R**
- Schwa**



28



Closed bet, rabbit, sun

Consonant + Le bubble

Open me, music

Vowel Teams boat, oyster

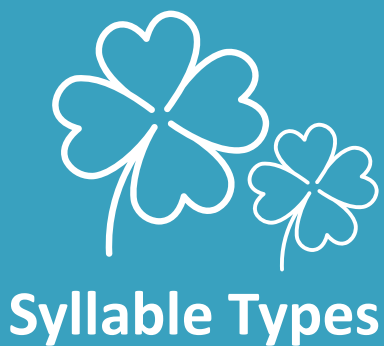
Silent E

Bossy R

Schwa



29



Closed bet, rabbit, sun

Consonant + Le bubble

Open me, music

Vowel Teams boat, oyster

Silent E make, reptile

Bossy R

Schwa



30



Closed bet, rabbit, sun

Consonant + Le bubble

Open me, music

Vowel Teams boat, oyster

Silent E make, reptile

Bossy R park, sisterer

Schwa



31



Closed bet, rabbit, sun

Consonant + Le bubble

Open me, music

Vowel Teams boat, oyster

Silent E make, reptile

Bossy R park, sisterer

Schwa balloon



32

Name the Syllable

33

| Word | Syllable Type(s) |
|---------|------------------|
| pancake | |
| table | |
| header | |
| bacon | |



33

Name the Syllable

34

| Word | Syllable Type(s) |
|---------|------------------|
| pancake | closed + magic E |
| table | |
| header | |
| bacon | |



34

Name the Syllable

35

| Word | Syllable Type(s) |
|---------|-----------------------|
| pancake | closed + magic E |
| table | open & consonant + Le |
| header | |
| bacon | |



35

Name the Syllable

36

| Word | Syllable Type(s) |
|---------|---------------------------|
| pancake | closed + magic E |
| table | open & consonant + Le |
| header | vowel team + r controlled |
| bacon | |



36

Name the Syllable

37

| Word | Syllable Type(s) |
|---------|---------------------------|
| pancake | closed + magic E |
| table | open & consonant + Le |
| header | vowel team + r controlled |
| bacon | open + schwa |



37

American Revolution: Taxes

38

The Stamp Act was a tax on printed materials. Colonists were required to buy stamps when they bought printed items such as newspapers, pamphlets, even playing cards. These were not gummed stamps, but rather impressions imprinted or embossed on paper. Many people were upset about the Stamp Act. They thought it was unfair that the king and his government in London were making decisions about taxes the colonists had to pay, while the colonists had no say in the matter.

Core Knowledge, 2016



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40

American Revolution: Taxes

The Stamp Act was a tax on printed materials. [REDACTED] were required to buy stamps when they bought printed items such as newspapers, [REDACTED], even playing cards. These were not gummed stamps, but [REDACTED] impressions [REDACTED] or [REDACTED] on paper. Many people were upset about the Stamp Act. They thought it was [REDACTED] that the king and his [REDACTED] in London were making decisions about taxes the [REDACTED] had to pay, while the [REDACTED] had no say in the [REDACTED].

Core Knowledge, 2016



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Steps for Syllabication

41

1. Find and label the first 2 vowels.
2. Draw a bridge to connect the vowels.
3. Label the consonants on the bridge.
4. Divide using the pattern.
5. Label the syllable types.
6. Read the syllables.
7. Read the word.

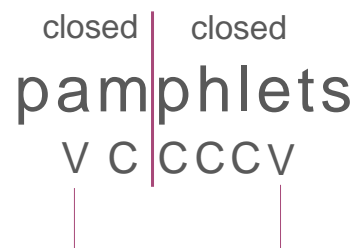


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Syllables and Morphemes

45

1. Find and circle the meaningful chunks.
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| | |
|------|-------|
| -ist | -ed |
| un- | -ment |

cl. cl.

imprinted

V C C C V



45

Syllables and Morphemes

46

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Syllables and Morphemes

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7. Read the syllables.
8. Read the word.

| | |
|------|-------|
| -ist | -ed |
| un- | -ment |

cl. sch.
colonists
VC V



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Syllables and Morphemes

49

Try these last two on your own!

| | |
|------|-------|
| -ist | -ed |
| un- | -ment |

embossed government



49

Syllables and Morphemes

50

Try these last two on your own!

| | |
|------|-------|
| -ist | -ed |
| un- | -ment |

cl. cl.
embossed

V C C V

sch. r-con.
government

V C V



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American Revolution: Taxes

51

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American Revolution: Taxes

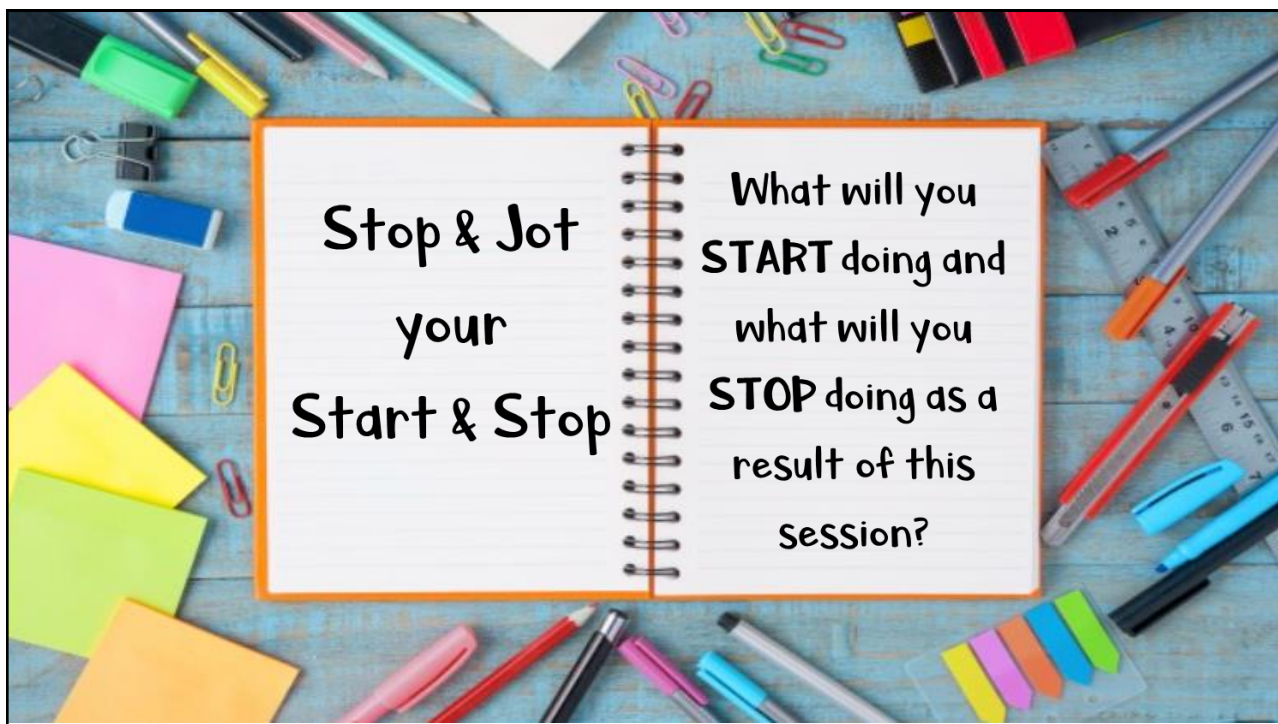
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