The Struggle is Real:
Helping Struggling Readers

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MISSISSIPPI DEPARTMENT OF EDUCATION

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State Board of Education STRATEGIC PLAN GOALS

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1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders **4**

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes **5**

EVERY School and District is Rated "C" or Higher **6**

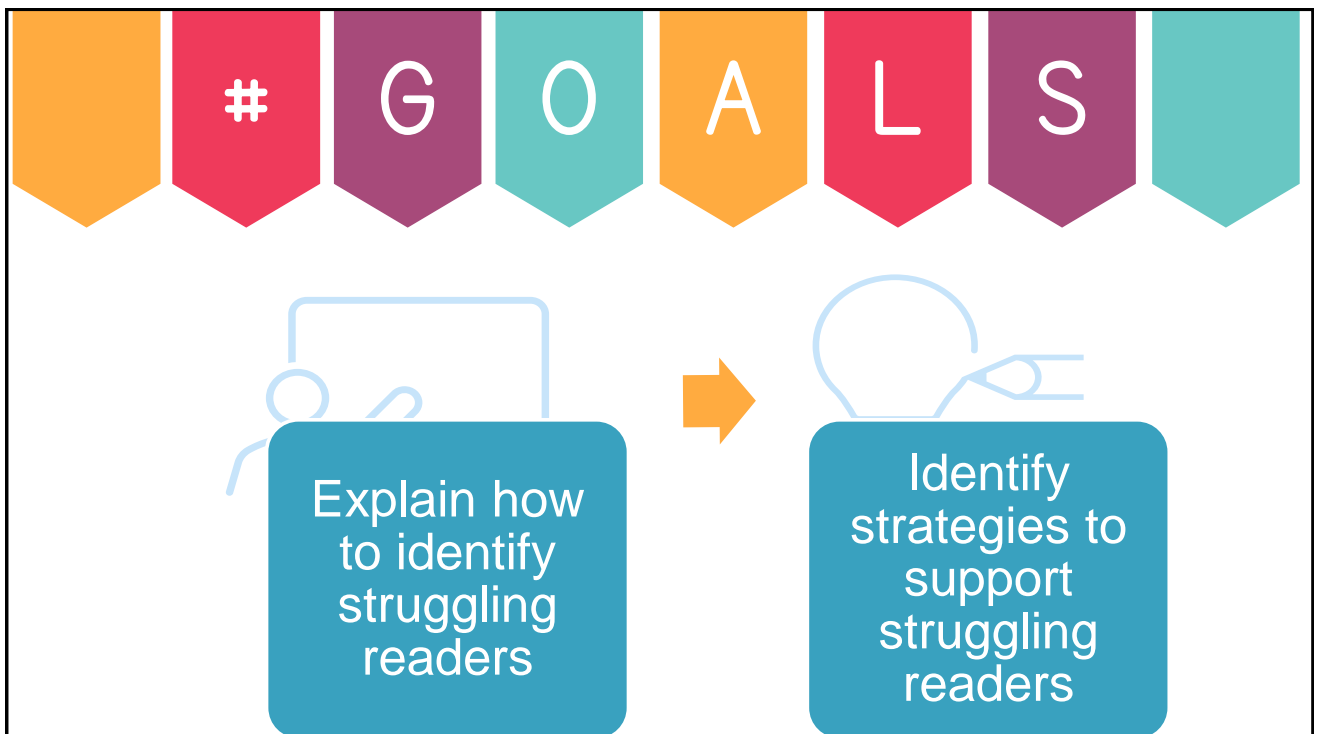MISSISSIPPI DEPARTMENT OF EDUCATION

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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
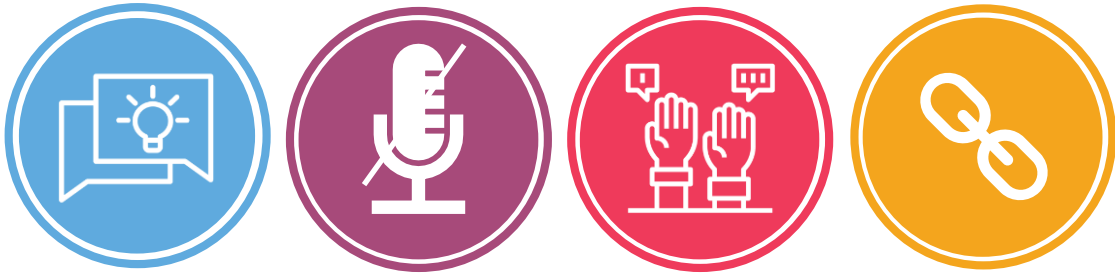
MISSION

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

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G O A L S

Explain how to identify struggling readers

Identify strategies to support struggling readers

Session Norms

Warm Up
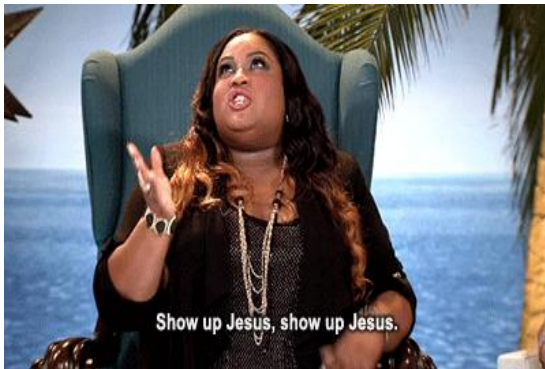
Reading Comprehension

Reading comprehension is dependent upon having specific knowledge in a content area
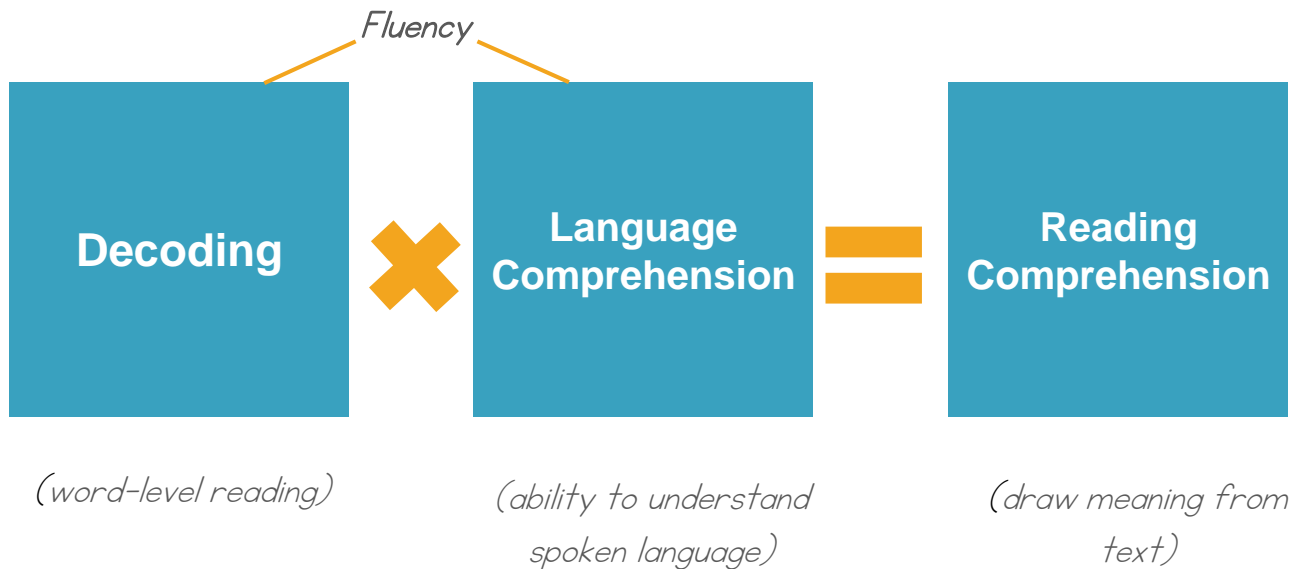[which] makes it
knowledge based.
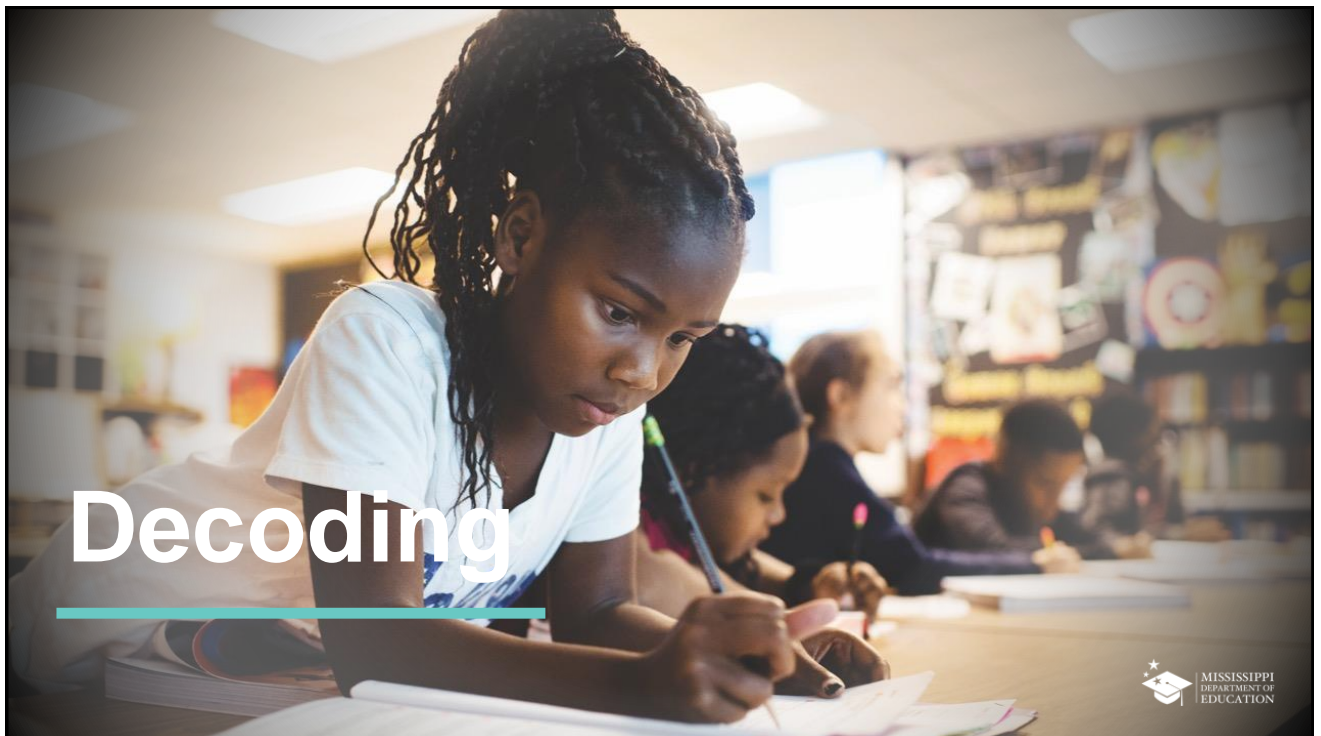
Kahmi

The
GOAL
of reading is
Comprehension

Identifying Struggling Learners

Simple View of Reading

Fluency

Decoding	$\times$	Language Comprehension	$=$	Reading Comprehension

(word-level reading)   *(ability to understand spoken language)*   *(draw meaning from text)*

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Decoding

Decoding is the ability to apply knowledge of **letter-sound relationships**, including knowledge of letter patterns, to correctly pronounce written words.

Reading Rockets

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Characteristics of Struggling Readers

Lack word-identification skills

Unable to sound out words

Lack decoding strategies

Spar with grade-level texts

Has a lower reading vocabulary

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Helping Struggling Decoders:

Word study of morphemes

Word analysis using both parts

Choral reading-*fluency*

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Word Study Using Texts

1. Identify morphemes (circle suffixes, highlight roots).
2. Identify meaning of each morpheme.
3. Identify and underline vowels.
4. Divide using division patterns.
5. Identify the syllable type.
6. Read the word.
7. *Optional:* Think of a possible meaning based upon the word parts.

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Word Study Using Texts

Modern technology can do some pretty incredible things. It's possible, with current technological capabilities, to transmit digital information over long distances using coding and decoding processes without losing the contents of the original information. The best part is we don't have to do anything besides send the message and wait for it to be received.
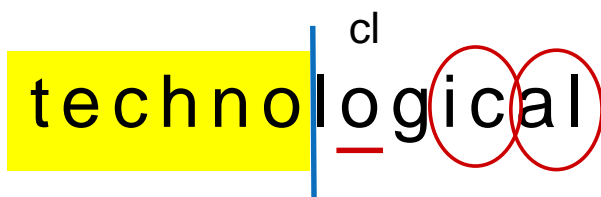
Consider, for instance, the cellular phone. It wasn't until the early 1980s that this mobile variation on the standard telephone was even available for people to use. Now, it seems like everyone has a cellphone, sending and receiving information in speedy ways invisible to the human eye.

Readworks

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Incorporating Word Study

cl

technological

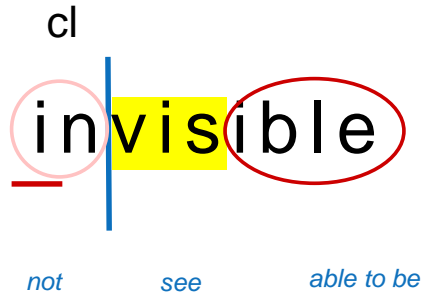*art; science; skill*   *characteristic of*

1. Identify morphemes (circle suffixes, highlight roots).
2. Identify meaning of each morpheme.
3. Identify and underline vowels.
4. Divide using division patterns.
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Incorporating Word Study 24

cl

in**vis**ible

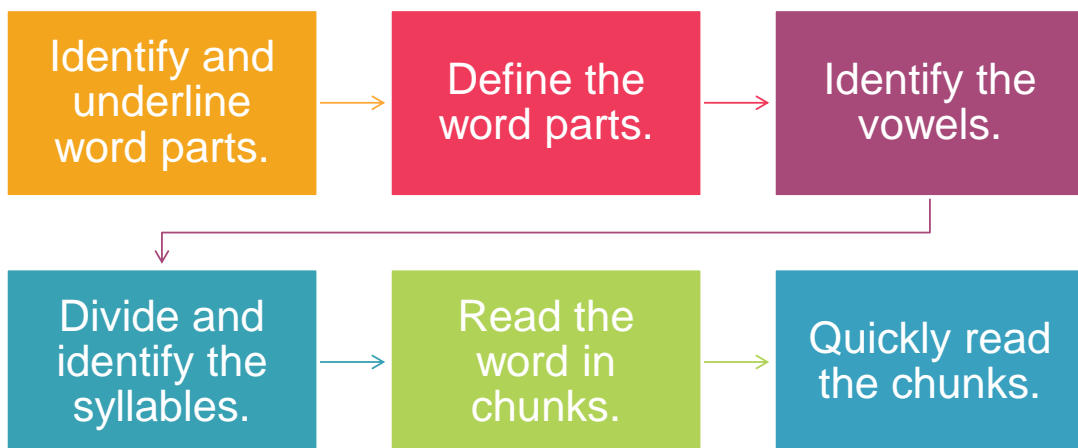*not*   *see*   *able to be*

1. Identify morphemes (circle suffixes, highlight roots).
2. Identify meaning of each morpheme.
3. Identify and underline vowels.
4. Divide using division patterns.
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Teaching Word Analysis

Identify and underline word parts.	→	Define the word parts.	→	Identify the vowels.

Divide and identify the syllables.	→	Read the word in chunks.	→	Quickly read the chunks.

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Choral Reading

Ra! Ra! Ra! reading:

1st round: teacher **reads aloud** to students

2nd round: teacher **reads along** with students

3rd round: students **read alone** (independently)

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Breakout Room Discussion

Introduce yourself to your group.

Discuss:

- Do students read aloud in your classroom?
- What procedures do you use for read-alouds?
- How can you implement the *Ra! Ra! Ra! Reading* strategy?

Language Comprehension

Language comprehension is the ability to **derive meaning** from language.

LETRS

Why Vocabulary is Important?

During vocabulary instruction, teachers should provide students with:

- explicit vocabulary instruction

- repeated exposures

- sufficient opportunities for practice

- strategies to use independently

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Helping Struggling Readers:

Explicit vocabulary instruction

Build/ activate background knowledge

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Marzano's Six Steps for Vocabulary Instruction

Describe

Engage

Restate

Discuss

Draw

Play

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Breakout Room Discussion

Introduce yourself to your group.

Discuss:

- What is your preferred method for teaching vocabulary?
- How would *Marzano's Six Steps* impact your instruction?

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Seven Habits of Effective Readers

- Activate background knowledge
- Ask questions
- Make inferences
- Visualize
- Determine importance
- Synthesize information
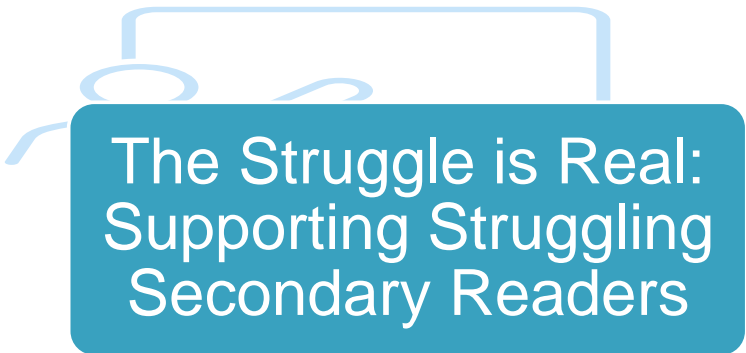- Monitor meaning

Keene & Zimmerman

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	Teacher Planning & Text Preparation	**Knowledge Demands**
Before Reading	• Chunk the text for reading. • Add visual cues to the text. • Collaboratively plan so content areas support ELA content.	• Allow students to read text sets, articles, watch videos to build background on the topic prior to reading. • Set the purpose for reading/listening.
During Reading	• Conduct multiple readings, each with a different purpose.	• Allow students to use graphic organizers (thinking maps, KWL, etc.) • Pause frequently for students to provide summaries/big idea.
After Reading	• Conduct a guided re-reading with students who need additional support.	• Make visual cues visible during discussion. • Allow students to read text sets to reinforce or extend the content of the reading.

#P.D.O.D.S.

PD on Demand Series

The Struggle is Real: Supporting Struggling Secondary Readers

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