summer workshops

Adaptations for Struggling Readers in the Content Areas

Archived Information

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No Child LEFT BEHIND

Goals

- **Consider the range or reading abilities in content area classrooms**

- **Discuss research supported, effective adaptations for teaching content**
  - Content for instruction
  - Instructional approaches
  - Comprehension strategies

- **Plan for implementation**

Skill Ranges of Struggling and Effective Readers

Comprehension	Narrow		Expansive
Vocabulary	Undeveloped		Proficient
Fluency	Disjointed		Effortless
Word Identification	Limited		Automatic

Secondary Struggling Readers

- **Lack of motivation**
- **Lack of engagement**

Guthrie & Humenick, 2004
Cohen, 1988

Steps to Adaptations

- **Know the content**
  - Identify what to teach
  - Prepare ways for students to organize content
- **Know your Students**
- **Determine instructional approaches, including co-teaching**
- **Evaluate effectiveness**

Baker, Gersten, Scanlon (2002)
Keefe, Moore, Duff, 2004

Determine What to Teach

- Determine important concepts
- Identify state content standards

Determine What to Teach: Vocabulary

- **Select key vocabulary**
  - Important to understanding and discussing concepts
  - Useful in reading the unit of study
  - Useful in future reading

Graves, Juel, & Graves, 1998

Identify Vocabulary Words

The great changes of the Industrial Revolution could not have happened without these machine tools - machines that make parts of machines. Machine tools are a key to mass production. Without them, each part has to be made **individually**, by hand, in the old way.

As machines became more and more complicated, machine tools could make each part according to its own design. By the mid-1800s, machine tools could make the 5,000 separate parts that were needed for a 22-ton locomotive.

American **machinists**, people who work on a machine, were some of the best in the world. They built the machines that ran the Industrial Revolution. They were the heart of the American system.

Buckley, 2002, pp. 29

Determine What to Teach: Difficult Words to Decode

- **Select "troublesome words"**
  - Typically multi-syllable words
  - Important for understanding the content
- **Determine**
  - Words that require teaching a word analysis strategy
  - Words that require teaching as a sight word
  - Words to "tell" when students come to them

Identify “Troublesome” Words

The great changes of the Industrial Revolution could not have happened without these machine tools - machines that make parts of machines. Machine tools are a key to mass production. Without them, each part has to be made individually, by hand, in the old way.

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Buckley, 2002, pp. 29

Determine What to Teach: Comprehensive Strategies

- **Examine text and tasks**
- **Determine the comprehension strategies students will need to be successful**

Scanlon, Deshler, Schumaker, 1996

Create Purpose and Prepare Ways for Students to Organize Content

- Graphic organizers
- Anticipation guides
- Study guides

Example: Graphic Organizer

Theme: Conflicts in Colonial Canada

Topics: French and British

(Topic A) **French**	**A = Alike** **D = Different**	**(Topic B)** **British**
Sought wealth through fur trade and land	A	Sought wealth through fur trade and land
Allies with Native Americans (Huron)	A	Allies with Native Americans (Iroquois)
Well organized troops	D	Poorly organized troops
Catholic religion	D	Protestant religion
French language	D	English language

Instructional Approaches

- **Provide clear instruction**
- **Think aloud**
- **Maximize participation**
  - Reduce teacher talk
  - Student opportunities to discuss, engage with content
- **Provide specific feedback**
- **Consider co-teaching**

Baker, S. Gersten, R., & Scanlon, D. (2002)
Murawski & Dieker, 2004
Keefe, Moore, Duff, 2004

Instructional Approaches – Motivation and Engagement

- **Give choices**
  - Reading materials
  - Inquiry
  - Projects
- **Small groups**
- **Balance ease of access with challenging content**

Guthrie & Humenick, 2004

Adaptations Framework

	Few Adaptations	More Adaptations
Support (teacher, student, materials)		
Amount of Reading		
Number of Tasks		
Practice		

Poor Comprehension

	Few Adaptations	More Adaptations
Support (teacher, student, materials)		Pre-teach comprehension strategy
Amount of Reading		
Number of Tasks	x	
Practice		Extra practice of new strategy

Teach Comprehension Strategies

- **Model within context of unit**
- **Teach when to use**
- **Teach to self-monitor**
- **Provide scaffolds for using the strategy**
  - Check list of steps
  - Graphic organizer
- **Provide guided practice and feedback**
- **Provide opportunities to apply during other units of study**

Dickson, Collins, Simmons, Kameenui 1999
Dickson, Simmons, Kameenui, 1999
Scanlon, Deshler, & Schumaker, 1996

Example of a Comprehension Strategy

- **Use text structure**
  - Before reading – alerts students to what they will be learning and to relationships of content
  - After reading – reminds students of what they read, use to locate information
- **Identify key information**
- **Make graphic organizer of how key information is related**

Dickson, Simmons, & Kame'enui, 1999
Scanlon, Deshler, Schumaker, 1996

Use Text Structure

“ Before I read a new section in a book, I look at the headings and subheadings. The headings are usually in larger print than the subheadings (point to headings and subheadings in the text). The headings and subheadings give me clues about the important information that I will be reading. The headings and subheadings help me organize what I am reading. After I read, the headings and subheadings will remind me of what I read. Watch me to see how I use the headings and subheadings.”

Use Text Structure, continued

- Place copy of text on overhead.
- Read the headings and subheadings aloud to students.
- Think aloud: I think this will be about change. I might have to compare/contrast the way things were before and after changes. I also think that there is chronological order. The book does not have a time line, so I will also make a timeline.

Example: Text Structure

- **The American Industrial Revolution**
- **Engines of Change**
  - A Revolution in England
  - The American Dilemma
  - Samuel Slater's Incredible Memory
- **The Lowell Experiment**
  - Mill Towns
  - Lowell Life
  - Inventing the Revolution
  - Encouraging Change
- **The American System**
  - Eli Whitney's Good Idea
  - From Idea to Reality

Buckley, 2002.

Poor Vocabulary

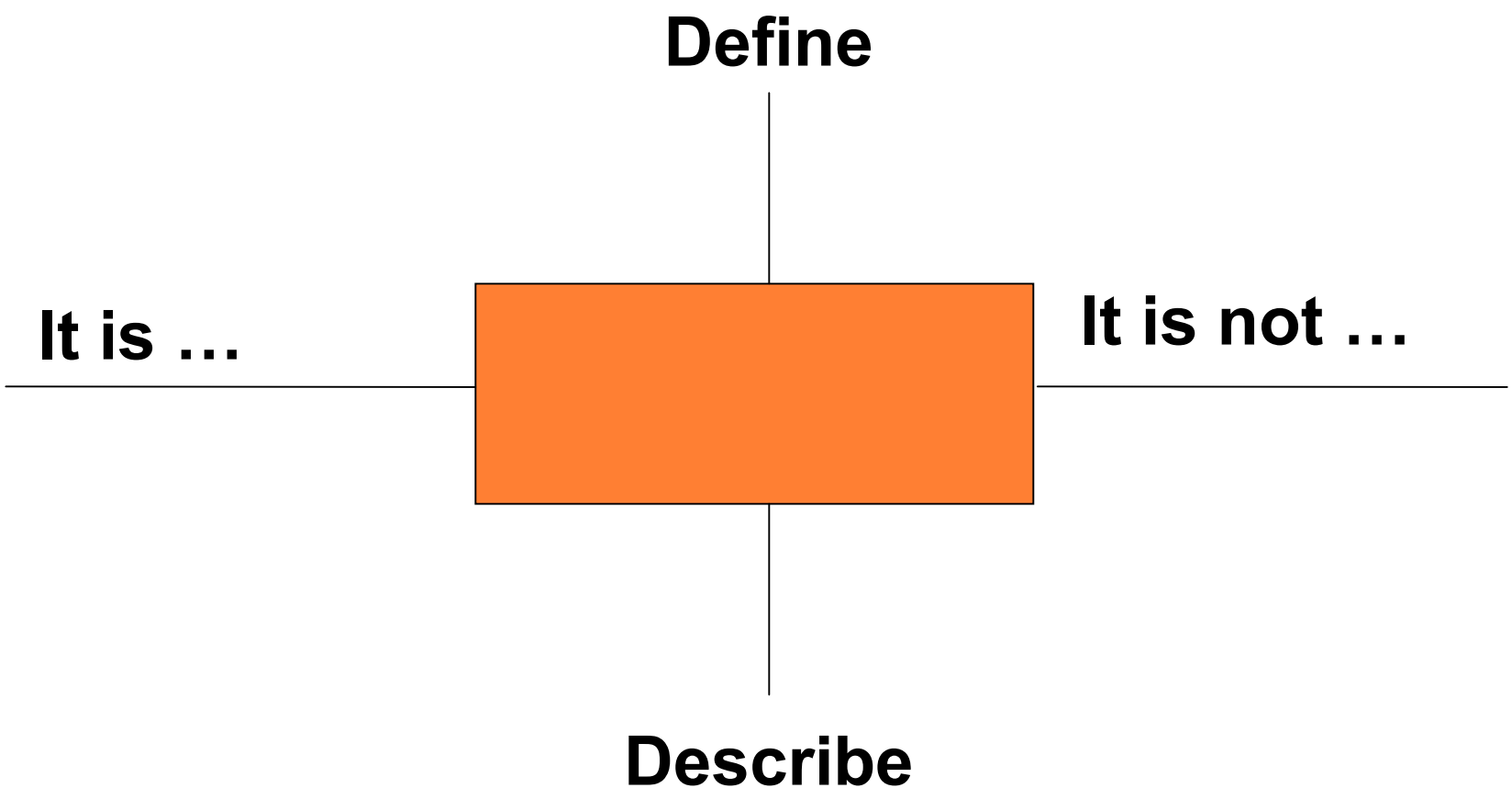
	Few Adaptations	More Adaptations
Support (teacher, student, materials)		Pre-teach key vocabulary
Amount of Reading		
Number of Tasks		
Practice		Practice new vocabulary

Teach Vocabulary

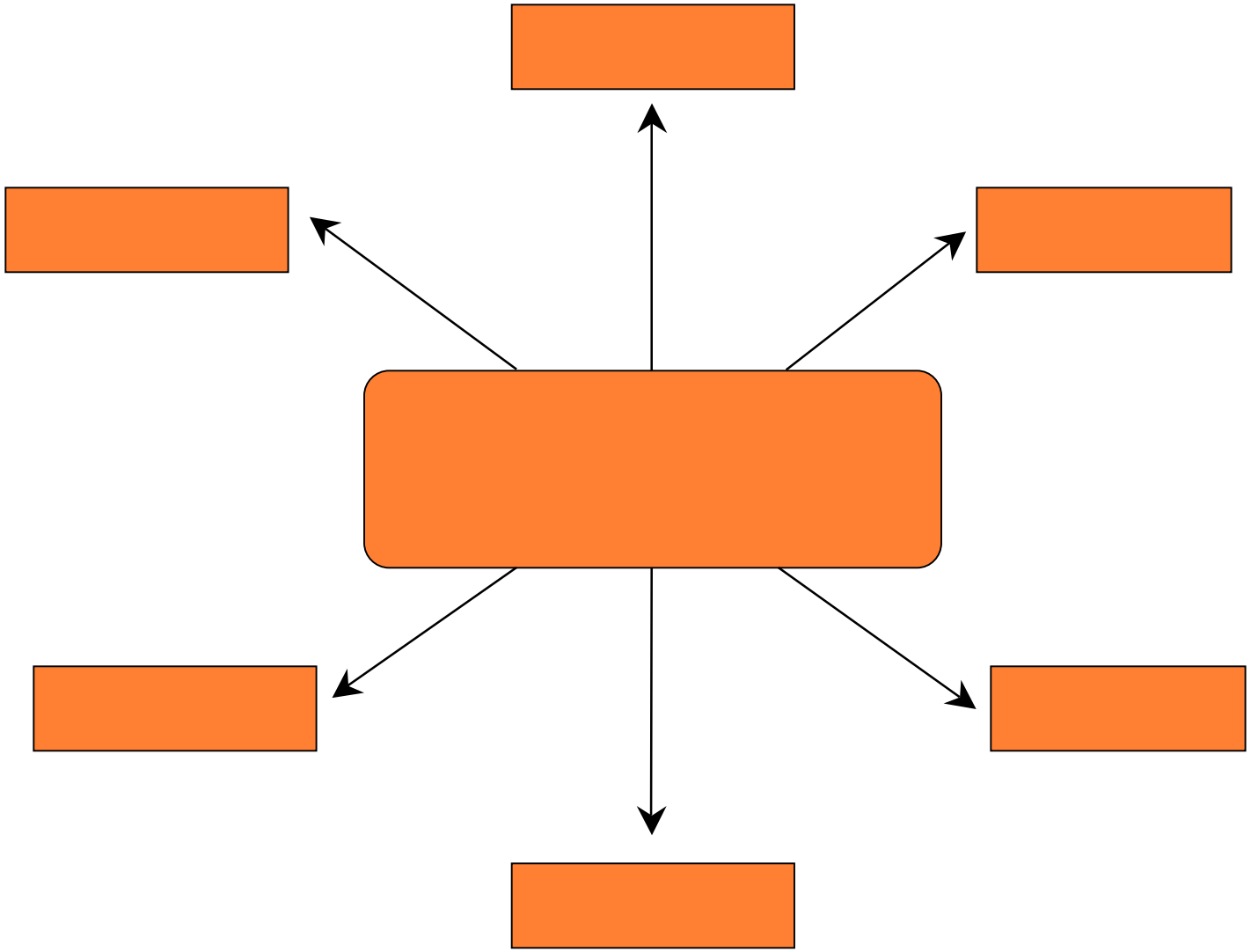
- **Use explicit instruction**
- **Introduce in related clusters**
- **Use student friendly explanations**
- **Use definitions and contextual examples**
- **Stress connections among related terms (charts, diagrams)**
- **Engage students in dialogue using vocabulary words**
- **Review periodically**

Beck, McKeown, Kucan, 2002
McKenna, 2002

Teach Vocabulary



Teach Vocabulary



Vocabulary Strategies in *Help for Struggling Readers* by Michael C. McKenna. © Copyright 2002 by the Guilford Press. Reprinted with permission.

Sematic Feature Analysis

	Invention	Production	Sales
Patent	x		
Interchangeable parts	X	x	
Machinist		x	
Mass production	X	x	

Accurate, Slow Reader

	Few Adaptations	More Adaptations
Support (teacher, student, materials)		Model fluent reading
Amount of Reading		Reduce amount of reading
Number of Tasks		Reduce number of tasks or give more time
Practice		Reread to improve speed

Poor Word Identification

	Few Adaptations	More Adaptations
Support (teacher, student, materials)		Pre-teach word analysis strategy Small group or partner reading
Amount of Reading		Reduce reading (state standards, concepts)
Number of Tasks	May reduce	
Practice		Reread 2–3 times

Poor Word Identification

	Few Adaptations	More Adaptations
Support (teacher, student, materials)		Pre-teach vocabulary, background knowledge

Teach Word Analysis

1. Circle the word parts at the beginning of the word.
2. Circle the word parts at the end of the word.
3. Underline the letters representing vowel sounds in the rest of the word.
4. Say the parts of the word.
5. Say the parts fast.
6. Make it a real word.

Archer, A., Gleason, M., Vachon, V. (2000). Reading Excellence: Word Attack and Rate Development Strategies. Teacher's Guide. Sopris West. Material used with Permission of Sopris West Educational Services, REWARDS by Anita Archer. Copyright 2000.

Words to Sound Out: Production

1. **Look for the parts at the beginning and end of the word and the vowels in the rest of the word.**

   Pro duc tion

2. **Say the parts of the word.**
3. **Say the parts fast.**
4. **Make it a real word.**

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Instruction Plan: One Example

Pre-teaching (teacher directed)	During Teaching (whole and small groups)	Application and Evaluation (teacher or student directed; whole, small group or individual students
Background knowledge Review (whole group)	Reading organization of content Discussion (teacher or student directed)	New content knowledge
Vocabulary (whole or small group)	Vocabulary activities (student directed)	Vocabulary
Troublesome words (whole or small group)	Word activities (student directed)	Oral reading
Organization supports (whole group)	Model comprehension strategies (teacher directed)	Comprehension strategies

Small Group Management

Teacher Directed Instruction in vocabulary, word analysis, comprehension, reading	**Partner or Individual Reading**
Student Directed Vocabulary Practice	**Student Directed Comprehension Practice**

Evaluate for Effectiveness

- Ongoing
- Questions
- Comprehension and vocabulary activities
- Tests
- Benchmarks

Follow-Up: Implementation in the Classroom

- **Identify one strategy that you heard about today to implement in your classroom**
  - The strategy for using text structure will be the follow-up activity for this institute.

- **Develop a plan, needed resources, etc.**

Implementation Plan

What I will implement first	What I can do well	What I will need help with	Who I will ask for help
Teach vocabulary	Identify vocabulary	Vocabulary concept map	Lead teacher Reading specialist
		Group vocabulary activities	Reading specialist

Resources for Teachers

- All components of reading
- Vocabulary
- Word analysis strategies
- Co-teaching