**MEETING THE NEEDS OF STRUGGLING READERS**

**IABE Conference**

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[**http://gg.gg/IABEboise**](http://gg.gg/IABEboise)

*Essential Questions: 1) Who are my struggling readers?*

 *2) What strategies can I use to support their literacy development?*

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| *Topics**Who are my struggling readers?* *How do we plan for school-wide support?**What are possible gaps in my students’ reading skills?* *What does word work look like at the secondary level?* *What is an engaging vocabulary strategy?**How important is building background?* *What is an engaging vocabulary strategy?**How do I build background?**Should I provide materials at students’ reading level?**Am I assessing content knowledge or reading ability?* *What is an engaging vocabulary strategy?* | Notes* learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_learners/\_\_\_\_\_\_\_\_\_\_\_\_\_\_ learners
* children of \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* students with limited early \_\_\_\_\_\_\_\_\_\_\_\_\_\_ experiences
* Co-teaching at South
* Fosters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ support
* scheduling without \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_ level or
* \_\_\_\_\_\_\_\_\_\_\_\_\_ level

[Spelling by Syllables](https://docs.google.com/document/d/118VRoVuU6PDWkoAKFD9DFvtoVEADPG1fBDSMSAfpCUA/edit?usp=sharing)* Spelling by \_\_\_\_\_\_\_\_\_\_\_\_\_\_ with vocabulary/key words
* Teach \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Transformation examples:

Tear Away Activity* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!
* Don’t make assumptions about your students’ background
* Do the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ activity first
* Use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_
* Reading without understanding isn’t really reading

[Shades of Meaning](https://drive.google.com/a/boiseschools.org/file/d/0BzAWrLwnF-KuOTlqZ0hTYl8yVjh4amhJZjJfQi1sNko2Z0FJ/view?usp=sharing)* Know your students’ language level
* Make \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Use many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clips
* Use grade level text for teaching/modeling grade level content, BUT…
* Students must \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ with text at their instructional level
* Start with \_\_\_\_\_\_\_\_\_\_\_\_ levels
* Should I use an audio version of the text?
* Plan an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ assessment based upon your students’ \_\_\_\_\_\_\_\_\_\_\_ level and \_\_\_\_\_\_\_\_\_\_\_\_\_\_level.
* Give your students the opportunity to “\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_”[Concept Circle](https://drive.google.com/a/boiseschools.org/file/d/0BzAWrLwnF-Kua2FST1loRFNya0l5R1pTNDVqUWJhdlNCS0RR/view?usp=sharing)[Circulos Conceptuales](https://drive.google.com/a/boiseschools.org/file/d/0BzAWrLwnF-KucXQxQWdMeTdKT2swb0hrSlZDSUhCWTVuWnlv/view?usp=sharing) |