**MEETING THE NEEDS OF STRUGGLING READERS**

**IABE Conference**

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**Tracy Zarate, Karyn Boersig & Molly McMillan**

[**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) |