

Growth in Reading At the High School Level

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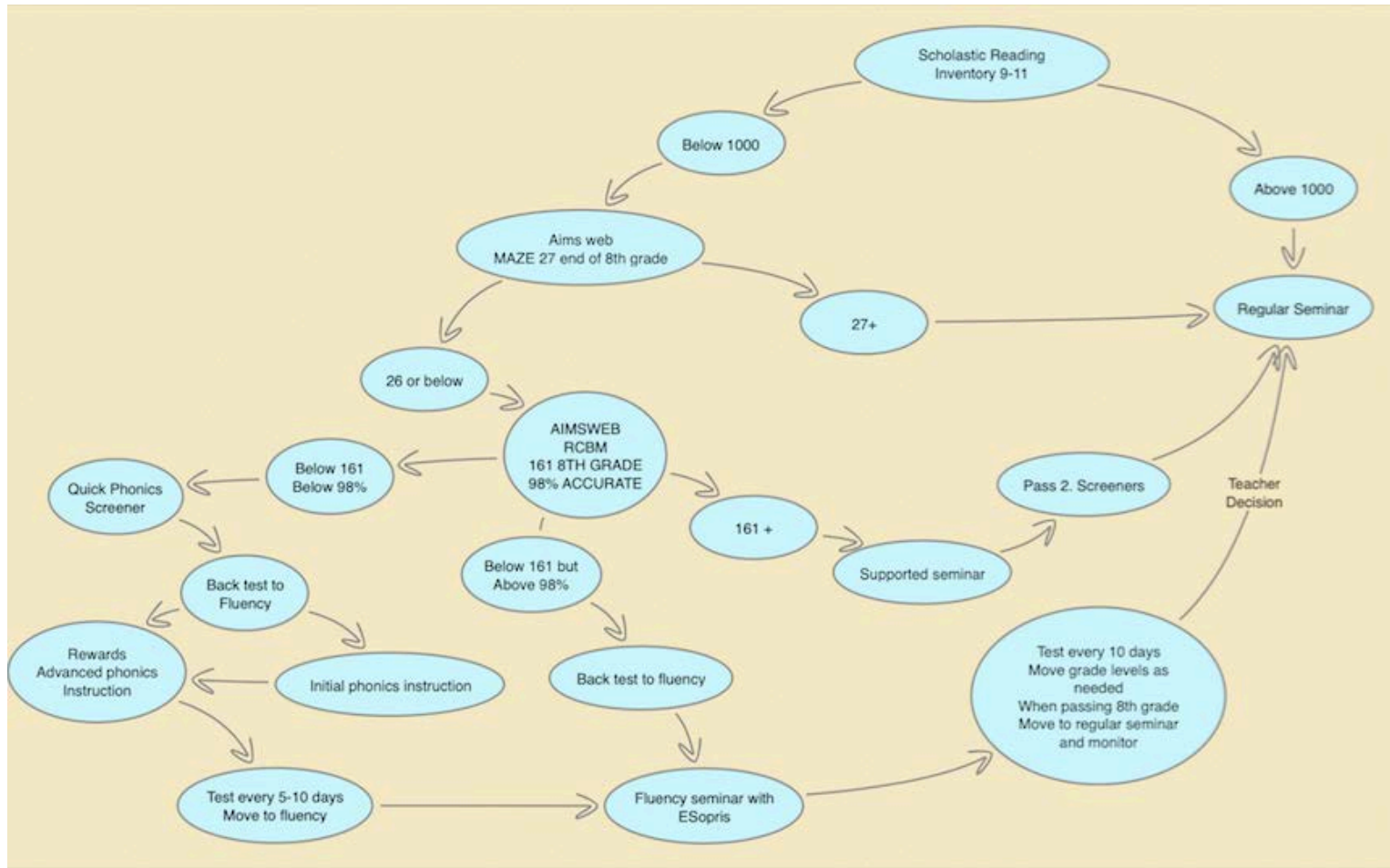
Why do some Students Struggle With Reading

- The most common include:
 - 1) a lack of reading role models and life experiences
 - 2) gaps in the acquisition of reading skills, specifically phonics and comprehension
 - 3) weak visual processing
 - 4) learning disabilities

Thoughts on the passage below...

- Combinatorial gene regulation largely contributes to phenotypic versatility in higher eukaryotes. Genome-wide chromatin immuno-precipitation (ChIP) combined with expression profiling can dissect regulatory circuits around transcriptional regulators. Here, we integrate tiling array measurements of DNA-binding sites for c-Myc, sp1, TFIIID and modified histones with a tissue expression atlas to establish the functional correspondence between physical binding, promoter activity and transcriptional regulation.

The Process



What Does this Take?

- Time
 - 9 weeks (during seminar, plan time, after school)
 - Testing
 - Planning
 - Data
 - Buy in—Staff must see the value and feel valued
 - Training and Planning
 - \$/ Resources

SRI Sample

Comprehension Assessment Item

SRI

Maya Cooper | Log Out

AA
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"You're a winner because you're here. It doesn't matter when you cross the finish line." She smiled at him. "Some people are winners because they don't give up, no matter what happens to them."

He had kept _____.

answering

singing

trying

resting

Lexile Scores—Data Worth Sharing

Data for the first column of text measures came from a research study designed to examine collections of textbooks designated for specific grades (MetaMetrics, 2009). The "stretch" text measures (defined in 2012 through studies related to the development of the [Common Core State Standards for English Language Arts](#)) in the second column represent the demand of text that students should be reading to be [college and career ready](#) by the end of Grade 12.

Typical Text Measures, by Grade

| Grade | Text Demand Study 2009 25th percentile to 75th percentile (IQR) | 2012 CCSS Text Measures* |
|-----------|--|--------------------------|
| 1 | 230L to 420L | 190L to 530L |
| 2 | 450L to 570L | 420L to 650L |
| 3 | 600L to 730L | 520L to 820L |
| 4 | 640L to 780L | 740L to 940L |
| 5 | 730L to 850L | 830L to 1010L |
| 6 | 860L to 920L | 925L to 1070L |
| 7 | 880L to 960L | 970L to 1120L |
| 8 | 900L to 1010L | 1010L to 1185L |
| 9 | 960L to 1110L | 1050L to 1260L |
| 10 | 920L to 1120L | 1080L to 1335L |
| 11 and 12 | 1070L to 1220L | 1185L to 1385L |

MAZE

Answer Key

Stacy, Mary, and Diana had carried the final load of camping equipment they needed for their wilderness adventure. The load included such necessities as (an, to, be) old, beat up cooler filled with (volunteer, tournament, **sandwiches**), sodas, a battery operated lantern, flashlights, (was, **and**, how) a birthday cake for Stacy. They (can, try, **had**) hiked across three grassy acres to (choice, **Stacy's**, silver) cabin next to a grove of (**maples**, reality, switch) by the lakeshore.

The evening was (disheveled, **delightful**, complaints) as the girls played games, gossiped, (low, far, **and**) devoured their supper of sandwiches and (movie, **potato**, laughed) chips. After dinner, Diana brought out (buy, now, **the**) delicious chocolate cake her mother had (choice, night, **baked**) for Stacy's birthday. They each cut (incredible, **themselves**, excellent) a giant piece and relaxed, letting (new, tan, **the**) cake dissolve in their mouths.

As (bay, **the**, pad) sun set, the clouds of mosquitoes (**came**, know, with) out biting viciously. The girls covered (was, **the**, air) remaining cake and gathered their garbage (so, in, by) a plastic container. Then they settled (held, warm, **into**) the cabin and began to tell (plates, rating, **spooky**) stories. Diana acted out a story (**about**, party, games) a house that supposedly was haunted. (Watch, Treat, **Stacy**) told a story called "The Hook." (Divide, **After**, Their) the stories, sleep was a hopeless (excellent, **endeavor**, children).

Suddenly Mary heard a crunching sound (raised, promise, **coming**) from the direction of the maple (**grove**, party, about). With tremendous squealing and the frantic (complaint, focused, **grabbing**) of flashlights, the girls covered in (video, **their**, began) sleeping bags. They attempted to convince (tale, golf, **each**) other that it was nothing but (all, **the**, two) wind, but the crunching noises continued (ready, people, **coming**) closer and closer. Now, there was (of, we, **no**) mistaking the sound for what it (husband, **actually**, display) was— footsteps!

After a muffled discussion (goodies, **through**, showing) their layers of sleeping bags, Stacy (**was**, far, too) nominated to shine her flashlight out (**the**, why, new) cabin's front door in the direction (is, an, **of**) the mysterious crunching. Diana would be (choice, **ready**, watch) to swing the camping lantern as (up, on, a) weapon and Mary would scream as (heroic, **loudly**, divide) as she could as a distraction. (Do, **On**, Be) the count of three the action (point, **began**, after) and continued until Mary stopped screaming (by, or, **to**) catch her breath. As soon as (pay, low, **she**) did, Mary could hear Stacy and (**Diana**, April, five) laughing hysterically. They were pointing out (did, **the**, our) door to the chubbiest raccoon the (fool, **girls**, fired) had ever seen. He had carefully (promise, distract, **removed**) the cover from the chocolate cake. (Cassette, Accidental, **Oblivious**) to the racket going on inside

1 Minute Fluency Passages

Passage | 407

Fluency Practice Passage

Water Bugs: Aquatic Insects

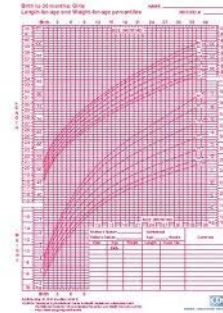
0 Many bugs that live in water are called water bugs. There are
12 several kinds of water bugs. Water boatman, backswimmers, and the
22 giant water bug are three kinds of water bugs. When water bugs are first
36 born, they live in the water. As they grow up, water bugs leave the water
51 to fly around at night. However, they spend their days in the water. The
65 giant water bug is the largest of the aquatic insects. It can be almost
79 3 inches in length. Most water bugs are good swimmers. The water
91 boatman got its name because its back legs were made to help it swim
105 in the water. When a water boatman swims, it looks like a man rowing
119 a boat. The water boatman is the most common kind of water bug. The
133 backswimmer looks like a water boatman. However, as the name implies,
144 backswimmers swim on their backs. The water boatman does not.

154 Water bugs eat other bugs and small fish. The water boatman eats
166 very small animals and plants found in mud. Backswimmers eat dead
177 animals that they find floating on water. Giant water bugs are able to
190 suck the juices from a frog. Many people do not care for water bugs.
204 Water bugs are pests. They like light and swimming pools. When people
216 are around water bugs, they can expect a big, painful bite!

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Letter to Parents

Abilene High School
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What Do Classroom Teachers Need

- An understanding of reading challenges
- What helping struggling readers looks like for their subject area—tools
- Data awareness

Lexile Scores—Data Worth Sharing

- Special education-IEP
- SIT
- Classroom teachers

What Students Need

- To understand they are not stupid, they have a learning gap
- To believe their instructor believes in them
- Practice with like ability students (NOT age specific groups)
- Tools to take beyond the Tier classroom
- Praise for effort and celebration of growth

Tier Two Vocabulary

Name _____

Key Word for Understanding: _____

1 Write the word. _____

2 Rate your understanding of the word by circling one of the numbers below.

| | | | |
|--------------------------------|--|---|---|
| I don't know this word at all. | I have heard the word before but don't know the meaning. | I understand the meaning of the word but can't define it. | I can define the word and use it in a sentence. |
| 1 | 2 | 3 | 4 |

3 Listen to the definition and the examples. Draw a picture to help you remember the word.

4 Write a sentence using the word.

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Main Resources

- Phonics
- Morgan Dynamic Phonics
- Rewards
 - Reading
- Voyager Sopris Learning-esolutions reading

Success

- Self-esteem
- Sense of Belonging
- Effort
- Grades

Celebrate!!!

★ ACHIEVEMENT AWARD ★

This award is presented to
.....
Insert NAME here

for outstanding achievement in
.....
Insert SUBJECT here

.....

Signature Date

Insert SCHOOL/CLASS NAME here

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