Balanced Literacy

Classroom teachers implement:

- Guided Reading/Reader’s Workshop
- Words Their Way
- Writer’s Workshop

But....

We found that some students need interventions that are different than what is being presented in the classroom, but are equally grounded in evidence based practices.

School Demographics

Title 1 school which now serves 595 students. An estimated 56% of our students qualify for free/reduced lunch. The population is approximately 22% Hispanic, 49% White, 23% African-American, and 6% Other races.
Method
- 42 3rd grade students reading below grade level
- Small Groups (no more than 5)
- Twice a week
- 6 weeks

Close Reading
- Reading to uncover layers of meaning that lead to deep comprehension. Boyles, 2013

Close Reading
- An intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means. Shanahan, 2012
What is Reciprocal Teaching?
Reciprocal teaching is a scaffolded discussion technique that involves four of the most critical strategies that good readers use to comprehend text.- predict, clarify, question, and summarize. (Oczkus 2010; Palincsar and Brown 1986).

Why a Reciprocal Teaching and Close Reading Hybrid?
Why not?
The tried and true reciprocal teaching technique is a perfect pattern for implementing and using close readings.

Phase 1
Hot teaching of targeted standard and related academic vocabulary (i.e. reteach, review, refine)
Include anchor chart
10 min.
Phase II

- Apply the targeted standard within running text at students’ independent level
- Follow Steps for Close Reading & Reciprocal Teaching/Word Talk

20 min

Word Talk

- Word analysis continues to be a struggle for students at all levels.
- Gives students the opportunity to think through words that are tricky.
- Active strategy that anchors their thinking.

Darcey, 2013

Word Talk

Procedure:
1. Select a word from running text for deeper analysis. Create a sentence to establish context or use an authentic context.

Darcey, 2013
Word Talk

Procedure:
2. Select words that are not brand new to students. They should have some background about the word, but the word talk should extend their analysis and understanding.

Darcey, 2013

Word Talk

Procedure:
3. Model strategy with template- then release students to complete in pairs or small groups

Darcey, 2013

Word Talk - defend

<table>
<thead>
<tr>
<th>Ideas:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>de-</td>
</tr>
<tr>
<td>Suffix</td>
<td>down</td>
</tr>
<tr>
<td>Root word</td>
<td>from</td>
</tr>
<tr>
<td>Synonym</td>
<td>from,</td>
</tr>
<tr>
<td>Antonym</td>
<td>off</td>
</tr>
<tr>
<td>Homophone</td>
<td></td>
</tr>
<tr>
<td>Meanings</td>
<td>fend-</td>
</tr>
<tr>
<td>Syllables</td>
<td>ward</td>
</tr>
<tr>
<td>Illustration</td>
<td>off</td>
</tr>
<tr>
<td>Category</td>
<td>harm</td>
</tr>
<tr>
<td>Related words</td>
<td>attack</td>
</tr>
<tr>
<td>Sentence</td>
<td>guard</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

| de- | down from | from, off |
| fend- | ward off | fight for |
| to ward off | attack from | guard 2 |
| protect/ defense | The mother had to defend her babies from the bear. |

Steps for Close Reading & Reciprocal Teaching

- Skim and scan, **predict** turn & talk
- **Read** & mark words that are new, turn & talk (word talk) **clarify**
- **Read** again & stop to jot questions, look back to answer, turn & talk
- **Read** to identify the **main idea** and details, turn & talk
Phase III

Relating and transferring the targeted standard to SOL items (i.e. SOL question stems, SOL practice items)

Approx 15 min

SOL Type Questions

3.6d- Which question is answered in the section “Using Poison”?

3.6i- What is the section “Tricky Tails” mostly about?

3.6c- In which section would you read about camouflage?

Example 2-Day Lesson Plan for Remediation

Phase 1:
Hot teaching of targeted standard (10 mins.)

Phase 2: Apply the targeted standard within running text (20 min) Steps for Close Reading & Reciprocal Teaching/Word Talk

Phase 3:
Relate and transfer the targeted standard to the SOL (15 min)
Ownership for Students

Our students used a *bookmark* of their own to apply the steps of the lesson independently.

Conclusion

We found that out of the 42 students that received this 6-week intervention, 62% passed the SOL. This type of intervention provided a way to present curriculum in a different manner while maintaining best practice and standards based instruction.

Thank You!

Resources used today were provided by:

Cam from TC Education

Sarah from Lexia