Strategic & Critical Reading in the Secondary Classroom

What Worked...

What Didn't...

Plans For the Future
Hermitage High School is made up of grades 7th-12th. We have 210 students who transition through an eight period day.

HHS offers middle and high school core, elective, Advanced Placement and credit recovery courses. Students may supplement their high school's offerings by enrolling in Vo-Tech or College classes to become career ready. We have a very active FFA program and offer A TON of classes through Virtual Arkansas and online learning.

After looking at the ACT Aspire & ACT scores from 2014-2018, we realized that some drastic moves had to be made. Students who had made it to high school were not showing enough growth or proficiency in reading to have expected success upon leaving OUR high school.

So, we added Strategic/Critical Reading Classes to the eight period rotation.

- Two Strategic Reading Classes. 1-7th Grade; 1-8th Grade
- Two Critical Reading Classes for 9th-11th Graders. The classes have mixed students in each.
After looking at our “Stats”...

It Was Time to

Change the Game!
Response To Intervention

Tier I -
*English Classroom

Tier II -
Strategic & Critical Reading

Tier III -
*Special Education
*Dyslexia Intervention
Pre-Game Planning

This is who we thought was coming...

So We Loaded Our Bases!
This is what showed up!
Let the Games Begin!
Who’s On First?
Reading Fundamentals

Why? This was what the STATS indicated
Team TA DA was TEAM Scooby Doo Pa Pa Pa

- **Readers** who were unmotivated - had no stamina or purpose
- **Readers** who were unorganized and didn’t know how to change misconceptions.
- Learners who were **ticked off** about school, another remediation class, and mad about being singled out from the other kids.
- **Lipstick Lolly** who was consumed with her persona & the boys perception of her.
- The **sweet and kind kids** who were willing to learn but were overpowered by the other LARGE personalities.
- **Defiant tantrum throwers** who consistently refuse to comply and/or participate.
- And then there was the one that appeared to be the correct shape & size. However, when she opened her mouth, bubbles went everywhere leaving a negative, wet mess which causes HUGE distractions that require constant cleaning. **This only leaves a slippery surface for others to fall.**
Part 1

Let’s Go!

If you have any questions,
Place them in the OUTFIELD
And we will get back with you!
#1. Picking A Coach

A good coach will make his players see what they can be.

Ara Parasheghian
Qualifications

1. Experience with Middle & High School Students
2. Training with teaching students to read in the upper grades (6th-11th)
3. Phonics training with foundational skills
4. Awareness of Executive Functioning skills and resources
For the LOVE of the Game!

- Motivated in Students Learning
  
  *(What does this look like?)*  Ex: “When People Ask “What Do You DO?” Answer: “Whatever It Takes”

- Must have the AGILITY -  
  
  *Let me explain!*  “When You’re Hot You’re Hot, When You’re Not You’re Not!”

Rally Cry - Accelerated Ways of “Y”/4-Square
Selecting Your Team

(Keep in mind the indicators already in place with students)

Coaching Staff/ Support

- Superintendent, Principal, Literacy Instructional Facilitator, Counselor, & English Teachers
- Elementary Support Staff
- Assistant coaches who understand this age group of students

Players/Students

1. Low Reading Indicators
2. ACT Aspire
3. Classroom Grades
4. ELPA Scores
Game Gear

**Required Equipment**
1. Executive Functioning Resources
2. Mindplay/Reading Intervention
3. Phonics First
4. Structures
5. Technology

**Game Materials**
- Pencils, Pens, Markers
- Notecards (all sizes)
- Colored Paper (all sizes)
- High-interest readers-low reading levels
- Chart paper (for students/teacher)
- Purposeful/meaningful Lessons
- Movement
- Daily Game Plan - No Free Day
Stats

Game Time Decision

Reading Indicators

- ACT Aspire/Summative
- Classroom Grades/English
- Teacher Observations
### Individual Reading Level Growth
**8/1/2018 - 5/31/2019**

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8th Grade Reading/Mindplay
Strategic Reading

8th Grade Reading/Mindplay
Strategic Reading

First Test

0 (0%)
1 (5%)
0 (0%)
19 (95%)

Last Test

2 (10%)
1 (5%)
4 (20%)
13 (65%)

Exceeding  Meeting  Approaching  Critical
Exceeding  Meeting  Approaching  Critical

Fluency and Comprehension (COMF):
C - Critical - 2+ years below grade level
A - Approaching - 1 year below grade level
M - Meets - At grade level
E - Exceeds - Above grade level
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9th-11th Grades/Mindplay
Critical Reading

Fluency and Comprehension (COMP)
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9th - 11th Reading/ Mindplay
Critical Reading

Critical Reading I 8th Period (Grade: 9)

First Test
- Exceeding: 0 (0%)
- Meeting: 0 (0%)
- Approaching: 2 (13%)
- Critical: 13 (87%)

Last Test
- Exceeding: 0 (0%)
- Meeting: 1 (7%)
- Approaching: 1 (7%)
- Critical: 13 (87%)
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<td>1140</td>
<td>C*</td>
<td>8</td>
<td>125</td>
<td>1140</td>
</tr>
</tbody>
</table>
Is he/she hurt or injured?

For Example: Your school needs to be mindful about the students who are serviced in another setting for previously identified needs requiring specialized interventions. (Tier III)

* There will be exceptions with a few students...
Organize the Dugout!

Reassigning positions in order to meet the needs of all players on the team!

A Change Gonna Come
Sports Songs Part 2
Putting It All Together

- Engagement (Boogie Shoes) -

1. ** Debate With A Twist** - They like to argue!
2. ** Tracing a Mystery** - Who Killed Mr. Chippendale? (A High School English Teacher); written in poems
3. **Let the Music Speak/Song Lyrics Poetry** - Ain’t No Sunshine When She’s Gone, Love Yourself/ You Should Be Loved; Sweet Home Alabama
4. **TED TALKS/TED Ed Lessons** - Try Anything for 30 Days - **How Long It Takes to Form a New Habit.**
5. Grade-level **reading passages w/high end questioning.** Lots out there!
6. **Kelly’s AOW- articles of the week**

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1. **Game Changing Vocabulary** - What Does It “Look” Like? What Does It “Sound” Like?
   - Word Graffiti -
   - “Respect”
   - Word Coding - Tracking a Mystery!
   - You Want It, We GOT it! **Knowledge** - Use it if you know it!

2. **Reading Minute** - The House on Mango Street, Living Up the Streets, Monster, **Wisdom of Oz**

3. **Reading Wisdom** - Using quotes for students to think about...

4. **The Great Escape from Hermitage High** - using the HS as an escape room and earning a trip to...
Monday, February 4th-  Dr. Tucker to speak on debate experience in college - (Introduce Border Wall AOW, Article of the Week, on Tuesday)

Tuesday, February 5th-
Syllable review- open and closed syllables/ Student modelling/
Debate: Asserting the claim, producing a warrant to support the claim, demonstrating the impact.
Homework (asserting a claim) Find Your Argument!

Wednesday, February 6th- Debate over Homework
Is Homework beneficial?
Introduce Pros/Cons

Thursday, February 7th- Oral Debate with valid evidence from group search -

Friday, February 8th- High Interest Passage with Grade Level Questioning from Newsela on relevant controversy in U.S.
Debate

What does it look like?
- A group or individuals having a disagreement
- Separation of teams or sides

What does it sound like?
- People speak clear and aggressive

Debate Prep

1. Develop the resolution to be debated
2. Organize the teams
3. Establish the rules of the debate including timelines
4. Research the topic and prepare logical arguments
5. Gather supporting evidence and examples for taken position
Assert the claim.
War is bad

Demonstrate the impact.
War causes environmental degradation, structural violence, and dehumanization.

Produce a warrant to support the claim.
War is bad because it destroys economies and devalues life.

Debate

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The one supporting the resolution (affirmative)</td>
<td>The one opposing a resolution (opposing)</td>
<td>Those who are judging the quality of the evidence and the arguments.</td>
</tr>
</tbody>
</table>

Trustworthiness
Experienced
Connections with either team
Critical Reading
1st Argument Debate
1/16/19

Team #1

Social Media and Smartphones

1. Does Technology Make Us More Alone?
2. Is Social Media Making Us More Narcissistic?
3. Will Social Media Help or Hurt Your College and Career Goals?

Team #2

Technology in Schools and the Future

1. Are the Web Filters at Your School Too Restrictive?
2. Does Technology in the Classroom Ever Get in the Way of Learning?
3. Should Tablet Computers Become the Primary Way Students Learn in Class?
A fabulous _______ is pl______d
And you ______ be invited to __ow,
**But** don’t tell ______ Because _e or ____
    May ___ get
to go.
Who Killed Mr. Chippendale?
A Mystery in Poems
MEL GLENN
Game Changing Vocabulary
“There Are Three Types of Failure, but Only One You Should Actually Feel Bad About’
Source: Leah Fessler, QZ.com, August 23, 2018

“A History of the Southern Border”
TheWeek.com

“The Most Important Question of Your Life”
Source: MarkManson.net, November 6, 2013
Note: This is an editorial, not a news story.
Continual Coaching Moves

1. Examine the play
2. Give purpose of the play
3. Model the play
4. Change the play if no results are changing your team’s game
Never Re-Teach or Remediate

You can refine and realign,

BUT

you can’t rewind.

It’s time to RE-MIND!
The Great Escape from Hermitage High

1. Must apply with documentation of experience
2. Must have Character Accountability - How do you Show-Up?
3. Five letters of recommendation - Parent, Community Leader, HS/Teacher, Elem/Teacher, Any Coach
4. One persuasive paragraph on “Why Should You Be A Part of The Great Escape from Hermitage High”?
5. Must Have Passport to Travel Away From Campus:
   - Valid DL - Discipline License
   - Educational Work Visa
   - Professional Photo Shoot (Suit & Tie provided for young men; Glamour Shots for young ladies)
The unofficial anthem of American baseball, “Take Me Out to the Ballgame,” is traditionally sung during the middle of the 7th inning.

Remember: Your students are already here. Make it COUNT!
They’re Coming!

So

Remember WHO they were...
Thank You for Coming!
I Hope You Had A BALL!