
Teaching Struggling Readers and Writers in Grades 3-6

RRCNA National Conference 2005

Susan O'Leary

I have removed photos of students in the original presentation. The students' parents had not given permission for their children's photographs to be included on the web.

How do you connect reading and word study?

How do you teach for strategies in reading?

How are you aware of your students'
developmental understanding of
spelling?

How do you teach to that edge -
in reading?
in writing?

How do you connect students' reading and writing?

- Are they writing about what they read?
- Are they reading about what they write?

What is your method for looking at a student's:

reading

spelling and word knowledge

writing?

What is your school/district's method?

Where is your school or district in
connecting reading, word study and
writing?

What are next steps?

-
- What is *your* next step as a teacher?

Teaching Struggling Readers & Writers 3-6

Grades 3-6 in the context of RR theory

- Working with students in
 - Reading, Word Study and Writing, and teaching them as a whole
- Formats for analyzing
 - Student work
 - Teacher understanding
 - School/district focus
- Handout

Teaching Struggling Readers & Writers 3-6

- How does this relate to that?
- How is this part of that?
- The connections *you* make.

Principles from Reading Recovery

- The value of a linguistic framework
- Zone of Proximal Development & student strengths
- Gradual Release of Responsibility
- Social Construction of Knowledge
- On-going Informal Assessment

Looking at Reading

- Attending to Print
- Monitoring for Meaning
- Understanding vocabulary & structure
- Fluency
- Scaffolding
- Assessment
- Connected to writing and word study

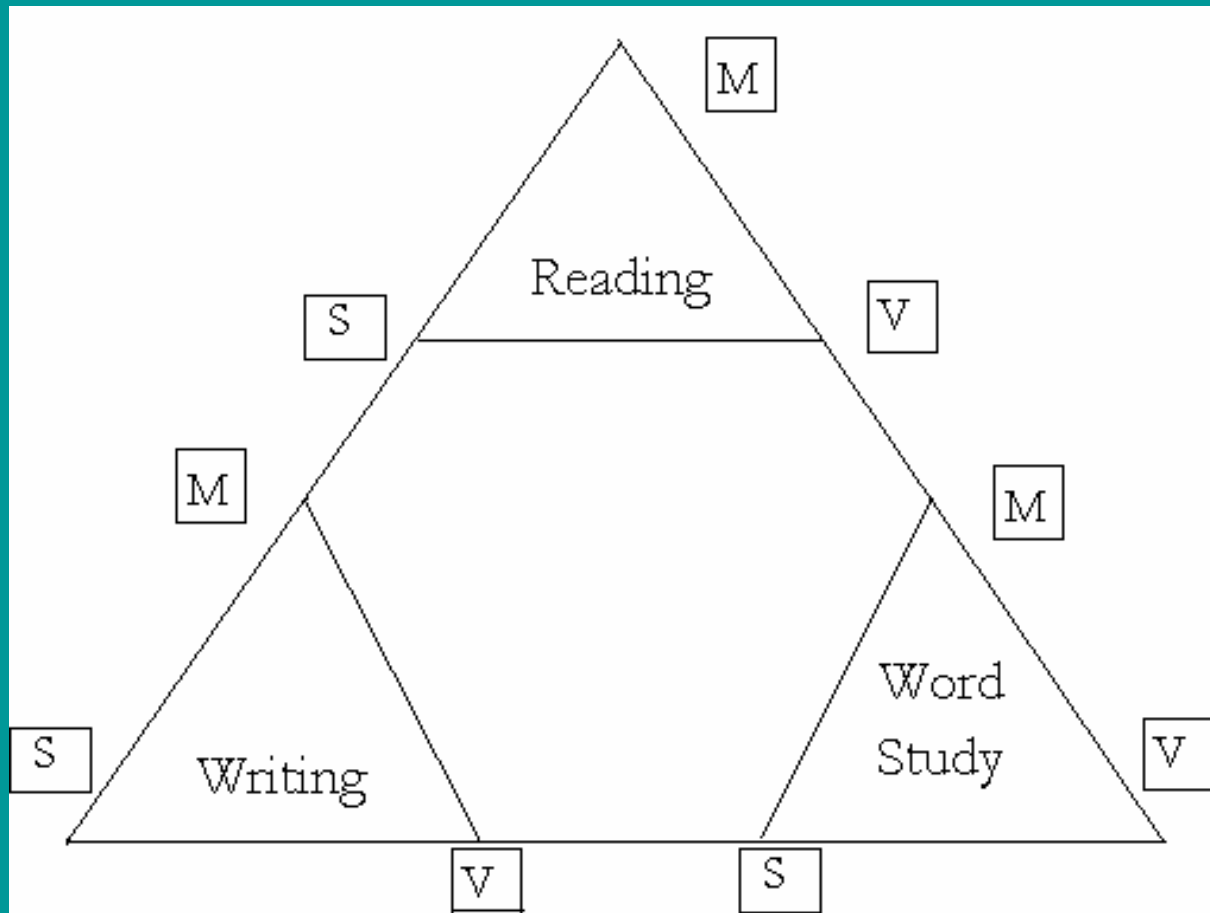
Looking at Word Study

- Knowing the student's strengths
- Teaching within the ZPD
- Teaching for fluency, flexibility & curiosity
- Teaching for independence
- Assessment
- Connected to writing and reading

Looking at Writing

- Regular (daily) writing
- Meaningful writing – *who* and *what*
 - From the student
 - Scaffolded by the teacher
- Fluent and flexible
- Assessment
- Connected to reading and word study

Triangle framework for reflection – the linguistics of MSV's and literacy



Struggling readers 3-6

- Can be more aware than younger students of reflecting about how they are learning and can write about this awareness.
- Have put together more pieces about what reading is.
- Can generally write more than 1st graders who struggle.

Struggling readers 3-6

- Want to learn to read better *and* may have put up barriers to protect themselves as they fail.
- Have repeated practice with the habits of not reading well.

Struggling readers 3-6

- Often still do not attend with fluency and focus to print – they have learned to glide over print.
- Often do not:
 - Hear Sounds in Words *or*
 - Hear Sounds in Order.

Struggling Readers 3-6

- Are often not aware of the importance of understanding what they read and/or don't have *strategies* for understanding what they read.
- May need specific instruction in vocabulary.
- Often don't read with fluency and expression.

Struggling Readers 3-6

- Can come to reading through writing and through recognizing their own voice.
- Can come to reading through *thinking* about how they read.
- Can articulate the strategies they are working on and *why* they are working on them.

Looking at reading

Looking at Reading

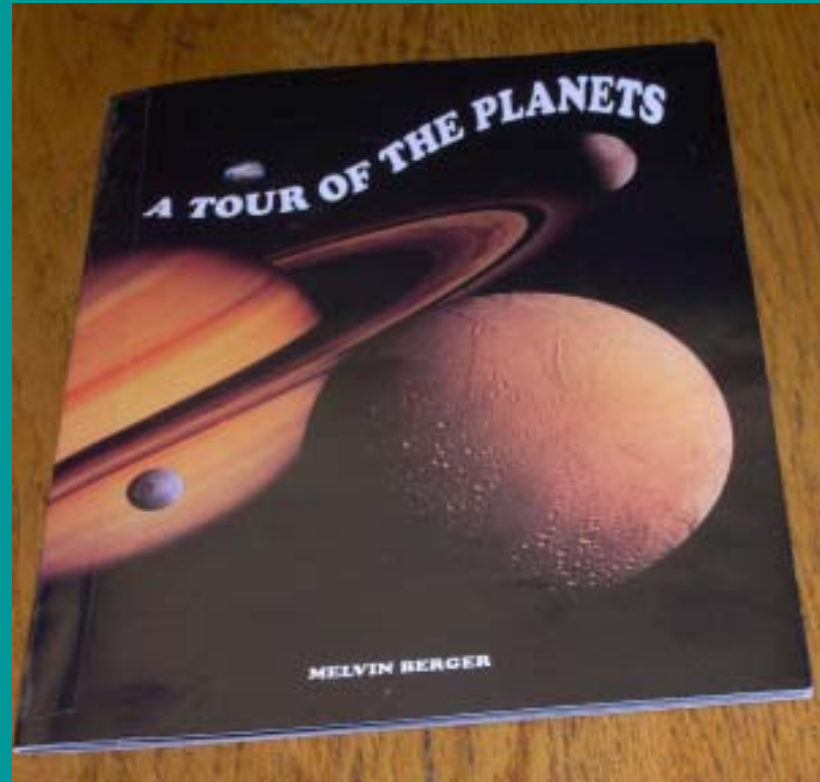
- Attending to Print
- Monitoring for Meaning
- Understanding vocabulary & structure
- Fluency
- Scaffolding
- Assessment
- Connected to writing and word study

If you ask.....

- *How do you look at hard words?*

I figure it in my mind. I keep thinking and looking for details. It's like dreaming about stuff in my mind. I keep thinking about how to solve it.

A Tour of the Planets



Susan O'Leary. Teaching Struggling Readers.
Madison, WI

Analyze this *particular* student's processing

A Tour of the Planets by Melvin Berger

Look up at the sky on a sunny day.

These look stars

Think of yourself standing on planet

shakes spears.

Earth spinning in space.

Analyze this *particular* student's processing

A Tour of the Planets by Melvin Berger

Think of yourself standing on planet Earth
places.

spinning in space. Eight more planets are also

standing planet | SC Earth

spinning in space. The path that each planet

turns

travels is called its *orbit*.

Analyze this *particular* student's processing

A Tour of the Planets by Melvin Berger

Look up at the sky on a sunny

These look
day. Think of yourself

stars
standing on planet Earth

shakes spears.
spinning in space.

Think of yourself standing on

places.
planet Earth spinning in space.

planet | SC
Eight more planets are also

standing
spinning in space. The path that

Earth turns
each planet travels is called its *orbit*.

Phonics and phonemic awareness - The *student's* observation and awareness

- Phonics at this level
 - observation and monitoring
 - negotiating more complicated spelling patterns

- Phonemic awareness at this level –
awareness

Zombie spelling

Susan O'Leary. Teaching
Struggling Readers. Madison, WI

Developing the ability to hear sounds in words - zombie spelling

sound boxes, especially for blends



s

t

r

a

p

Developing the ability to hear sounds in words –constructing with magnetic letters

- Slowly read words to students with clear sounds in order and/or clear chunks.
- Students write the words.
- Students construct words with the appropriate magnetic letters.
- Students rewrite words as you read them.

Developing the ability to hear sounds in words –constructing with magnetic letters

January 8

fichshon

fictoïn

reyellelsich

realistic

January 9

fictoïni

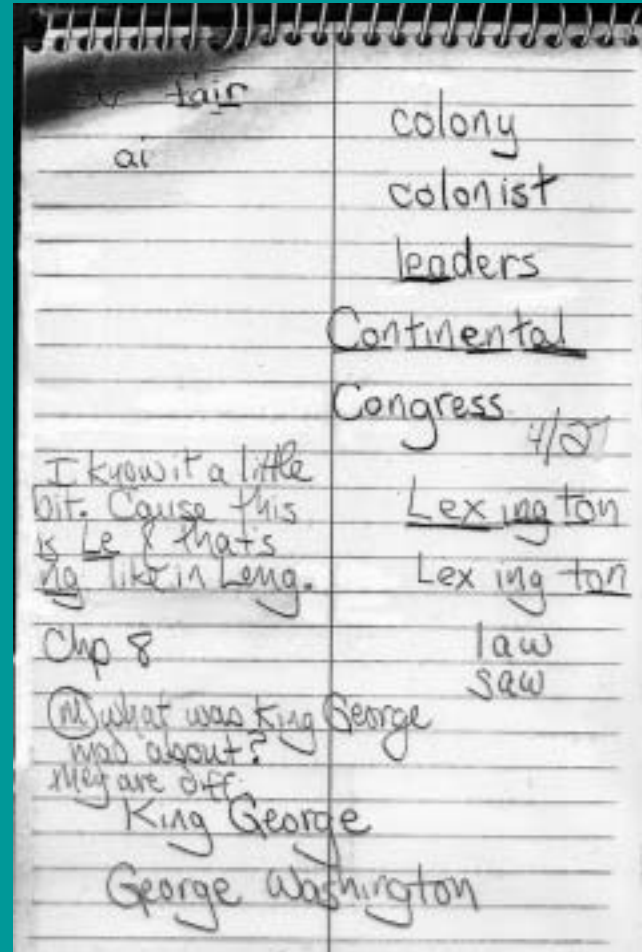
fiction

realistic

realistic

Addressing needs in observation of print and awareness of sound

Take simple notes on the student or the group



If you ask....

What are you doing in your head when you come to a hard word?

Nothing.

Meaning: If you ask.....

Did you know it's supposed to make sense when you read?

It's supposed to make sense, but when I read, it doesn't make sense. A author's supposed to make sense because it's a book. If it doesn't make sense, it shouldn't be a book.

Comprehension – monitoring for it.

- Read, Cover, Remember, Retell
 - May need to begin at sentence level.
- Reciprocal Strategies (Palinscar)
 - Predict, Question, Clarify, Summarize
 - Mnemonics

Comprehension

Mosaic of Thought et al.

- Visualize
- Predict
- Connect
- Question
- Infer
- Summarize

If you ask....

How does visualizing help you?

If you see things, it will make more sense.

If you get pictures in your head, you understand more.

Comprehension – *wh* questions

Text Forms and Features by Margaret Mooney

■ Form and probable main focus:

Narrative - who

Recount - when

Procedural - what

Report - what

Expository - what

Comprehension – *wh* questions

Text Forms and Features by Margaret Mooney

Form	Probable main focus of content			
Narrative	Who	When	Where	What
Recount	When	What	Who	Where
Procedural	What	When	How	What if
Report	What	When	Who	Where
Expository	What	How	Why	Where

Vocabulary

The
sparse
essentials

Teach *essential* words for learning

Cognitive

Wh words

Predict

Question

Advantage

Disadvantage

Content

K – address, map

1 – globe, earth

2 – continents, oceans

3 – country, city

4 – state, latitude, longitude

5 – physical/historical map

Teach vocabulary as a *range* of knowledge

- I know this word.
- I know something about this word, but can't really explain it.
- I've seen it.
- I know a word like it, or what a part of it means.
- I don't know it.

	I know this word	I know something about this word	I know I've seen this word	I know a part of this word	I don't know this word
Tools					
Transportation					
Writing					

Adapted from Beck, McKeown & Kucan

Teach how to take words apart

Specifically teach morphology

focus + ing

ground + ed + ness

stay

trans means *across*

Teach strategies for understanding in text

■ Strategies

- Using morphology
- Using headings and titles
- Using pictures and captions
- Using context in a sentence or paragraph
- Using punctuation (, definition ,)
- Asking
- Keeping a word notebook

Fluency

- Be aware of how fluently students read. Make fluency a focus.
- Give opportunities for practicing fluent reading.
- Rate of speed is a good entrance to fluency and expression. (But is not itself fluency).
- The fluency game.
- Comprehension and fluency.

Word Study

Word Study – as a teacher, learn this progression

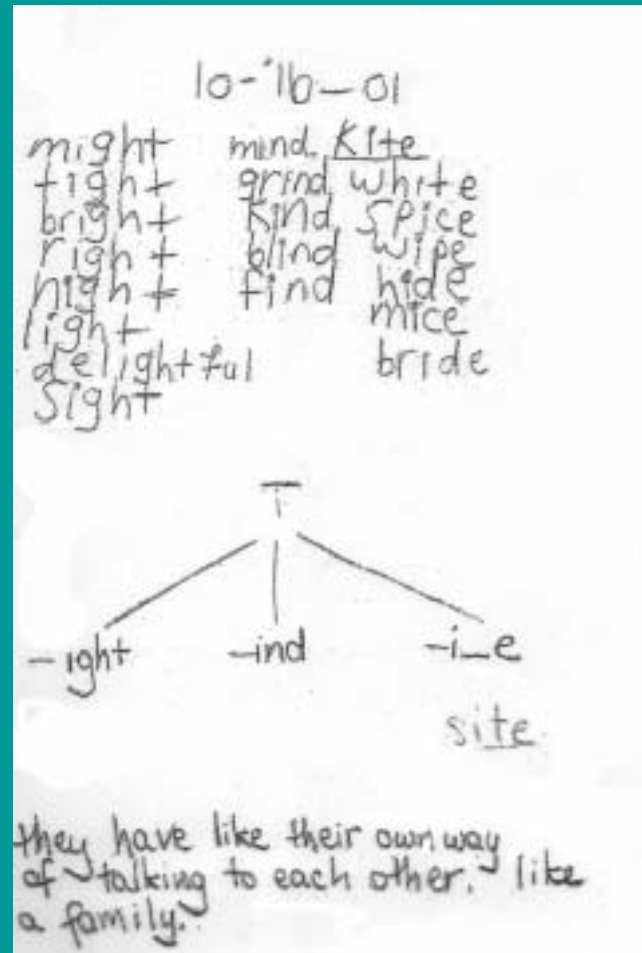
- Letter Name Alphabetic
 - Consonants; short vowels; digraphs & blends
- Within Word Pattern
 - Long vowel; other vowel
- Syllables & Affixes
 - Junctures; consonant doubling; inflected endings;
Prefixes and suffixes
- Derivational Relations
 - Bases and roots

Word sorts

Sorting by pattern

Sorting words

In the word study notebook, describing in their own words why they sorted the way they did.



Analysis now:

Her Pao

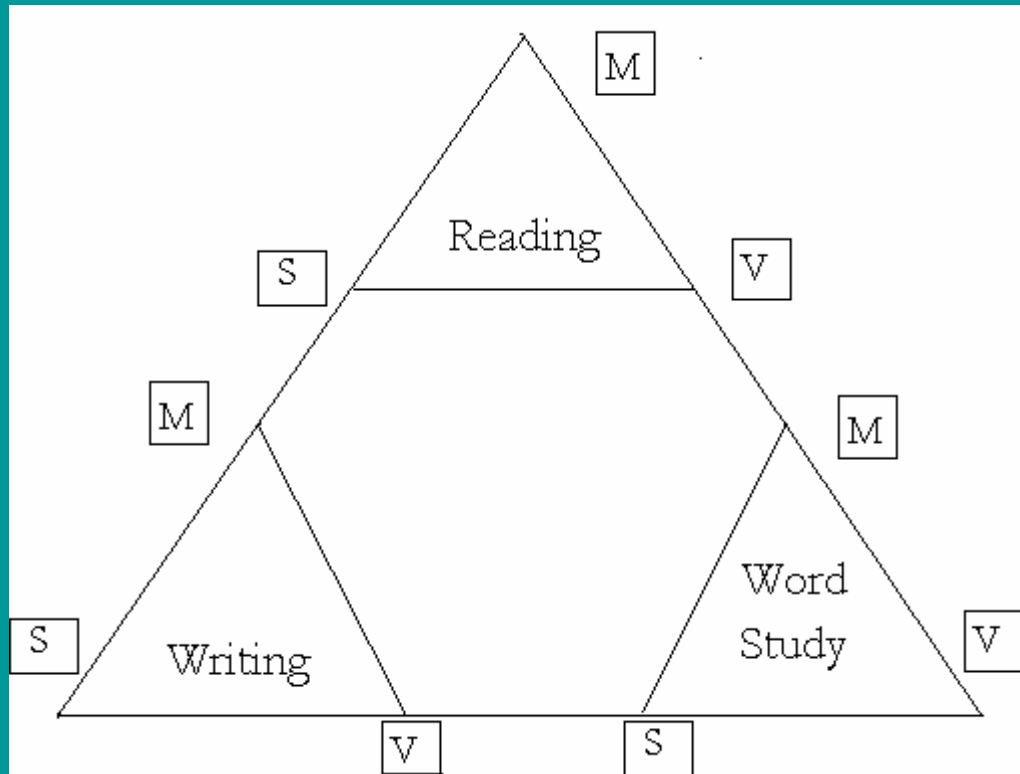
Develop teaching points by looking at Reading, Word knowledge, and Writing together

- What are Her Pao's strengths?
- What do you understand better by looking at all three aspects together?
- What are next teaching points?
- How will you assess after teaching?

Teaching points for Her Pao

Draws well on S

Enjoys writing re ideas



Uses background knowledge

TP: what to do when stuck

TP: needs attention!

*TP: ELL Errors.
Organizing thoughts*

Clear. Applies what he knows

chunks words in writing

TP: digraphs and blends

Looking at words without phonemic awareness of blends

piece

plastic

E|e

escaped

empty | T

piece

paic

E|e

eaped

Ey | T

Writing words without phonemic awareness of blends

therot
throat

drak | dink
drink

medon
middle

prat
part

schem
Stream

Teaching Writing

If you ask....

“I want to be able to just think of something,
and write it down, and understand it.”

Miranda

Teaching Writing

- Teach so that students understand the connection between writing and ideas (*their ideas*).

This is the most important thing you can teach students about writing.

-
- Who – Who are they?
What is their voice?
 - What – What are they thinking?

This is the *meaning* of writing.

Who and what - The writers notebook

I wonder if there was a time when people understood animals?

Was it a punishment to separate our language? Like if people and animals started fighting, and the Lord got mad and made them so they could not talk to each other? I wish I could talk to animals. If there was a time when we could understand animals, I would ask them what it was like without hands and feet and toes and fingers.

Who and what - Quick writes

After observing outdoors for the smallest
thing we could see:

“Marcus, what was I teaching you?”

“To see what I see.”

Who and what - community in writing

“Ms. O’Leary!

Come over here, so you can think how I’m thinking!”

Julius

Who and what – writing long

From *Beat! Beat! Drums!* in *Leaves of Grass*

*Beat! beat! drums!—Blow! bugles! blow!
Make no parley—stop for no expostulation;
Mind not the timid—mind not the weeper or prayer;
Mind not the old man beseeching the young man;
Let not the child's voice be heard, nor the mother's entreaties;
Make even the trestles to shake the dead, where they lie awaiting the
hearses,
So strong you thump, O terrible drums—so loud you bugles blow.*

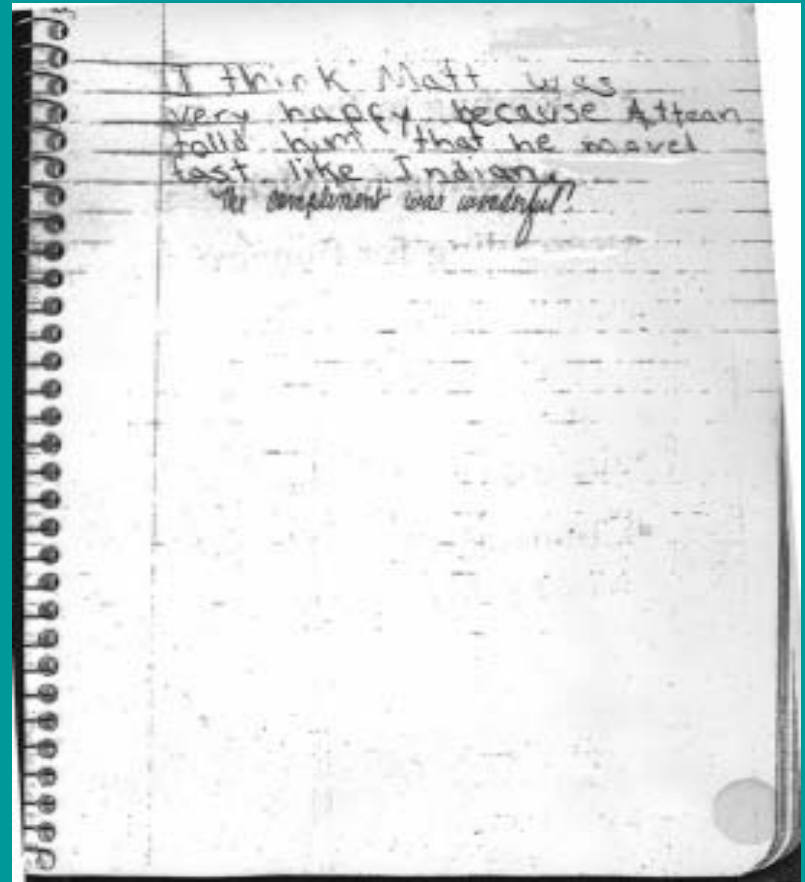
From *Beat! Beat! Drums!* in *Leaves of Grass*

By Walt Whitman

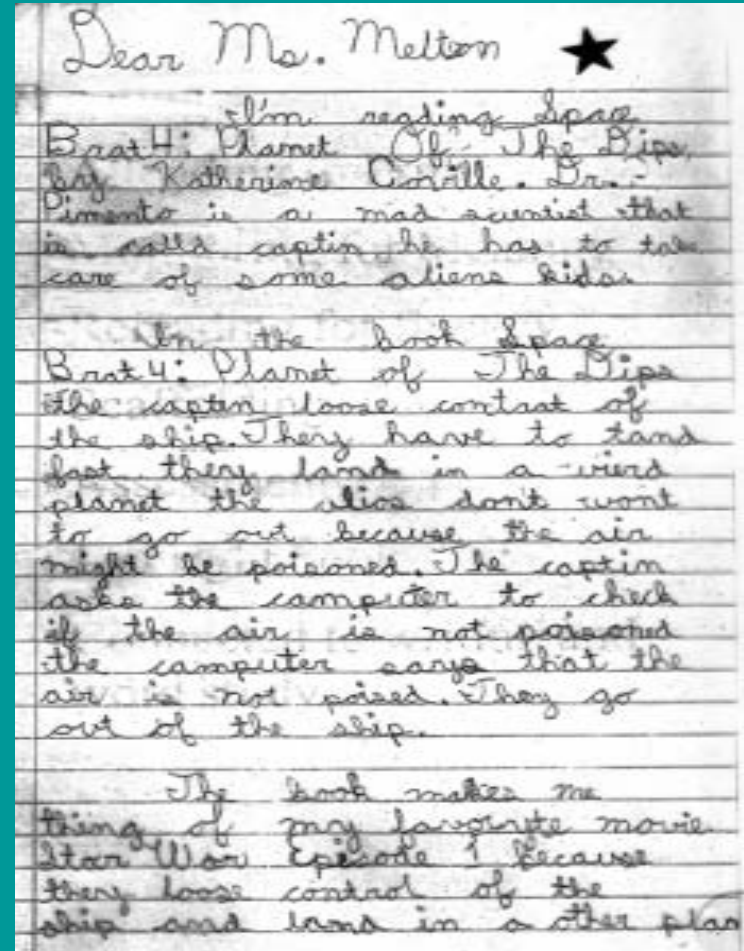
The sentence I am going to tell you about is “mind not the old man beseeching the young man.” I imagine it is raining outside and inside the house is an old man ... begging a younger man which is probably his son not to go to war and he is on his knees. Inside the house is a brown table with a old lady...and a young lady about 12 are eating and watching the two men talk and outside is a bunch of people with drums walking through the street pounding them to let people know they need all the men to come fight in a war.

Who and what –

What are your expectations for students?



What are your expectations for students?



What are your expectations for students?

December 202001
garbage

Dear Ms. O'Leary

I'm been reading how do
bird fly, or stay. How do bird find
warm on the ground with their
way to bite the worms from
the ground they will get alot
of dirt on the bird faces. Do
bird like fish, bread, meat and garbage
Do bald Eagle fight with vulture
do Eagle and vulture like fish
how do bald Eagle caught a fish
from the river and lakes. I see
a eagle caught a fish before
it look sad because a guy kill
a bald eagle the bald eagle went
to the water. That guy got to
go to jail - until he's 47 year old.
That guy was only 29 year old he
just fact that he was fishing
then the police came to took
him to jail at California.

Who and what –

How do you see yourself as a writer?

You are teaching students your own relation to writing.

What parts of writing do you enjoy?

Meaning & structure

How to get ideas.

- Make a list of thirty ideas to write about.
- Make a list of thirty about one thing. *Julius, Galen, Suavee*
- Write about what you know.
- Write about what you are thinking. *Ashley, Zenobia, Bounmy*
- Write the words in your head. *Jasmine*
- Write a memory. *Yer, Chris, Marcus, Edel, Dreyon*
- Write “I Wonder” questions. *Fue*
- Draw a picture. *Akash*
- Draw a web.
- Think about a book and write from that. *Chieng, Latesha*

Structure – Teach more than just webs

DAY 1: Select a Prompt, Think, and Plan

Writing Prompts

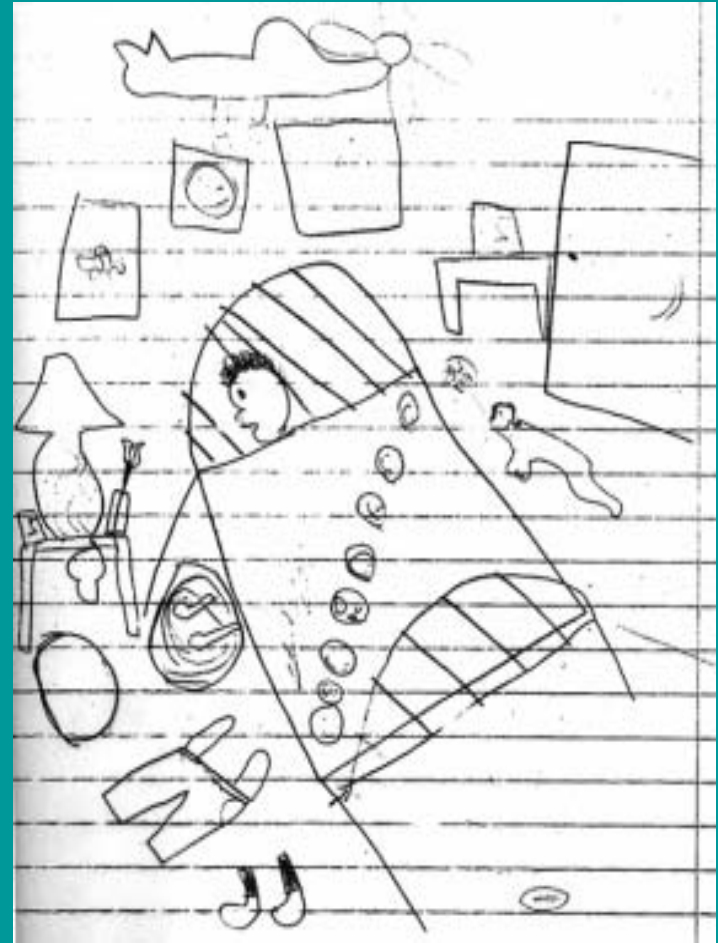
Select only one of the prompts for your writing sample. Check (✓) the box next to the prompt you choose.

- Narrative: Your teacher comes into the room and places a bag on a desk and leaves. The bag moves and wiggles. Write a story about what happens next.
- Descriptive: Each season of the year is special in some way. Think of which season – winter, spring, summer, or fall – is your favorite. What does it look, smell, and sound like? How does it make you feel? Describe this season so that your reader will understand why it is your favorite.

Today you will have 30 minutes to select your writing prompt, think about it, and plan what you are going to write. Use this page to make notes, web or cluster ideas, make lists of key words, or do anything that helps you plan your writing.

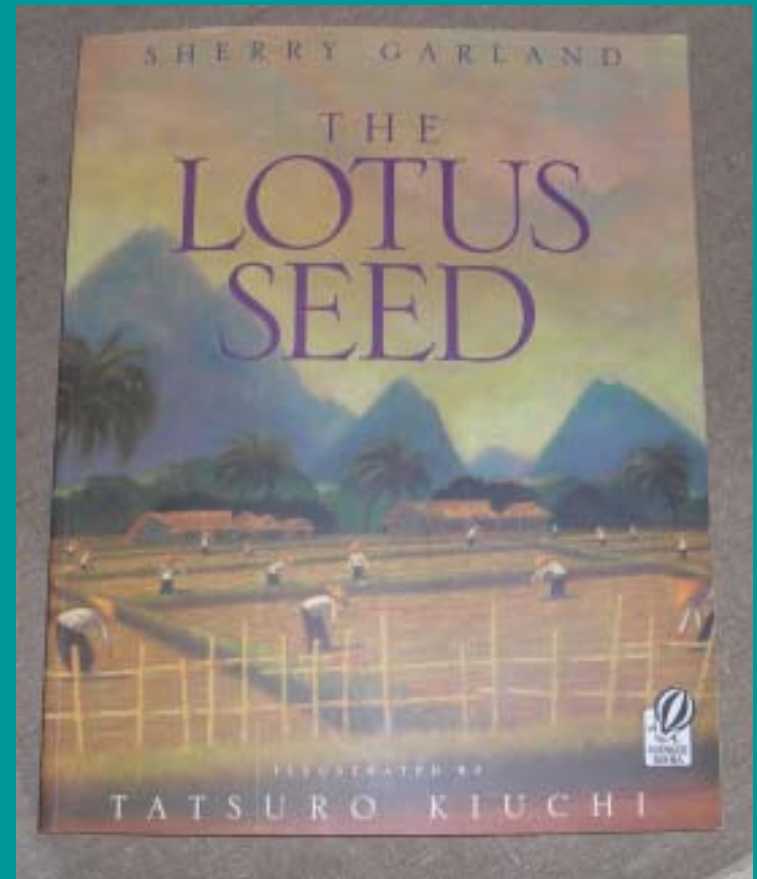


Structure – Teach more than just webs



Exercises in sentence structure

My grandmother saw
the emperor cry
the day he lost
his golden dragon
throne.



Structure

- **Putting sentences back together**
 - is a valuable by-product of the writing component of (the) lesson
 - for including the writing task
 - building a repertoire of known words
 - but it is not the main reason

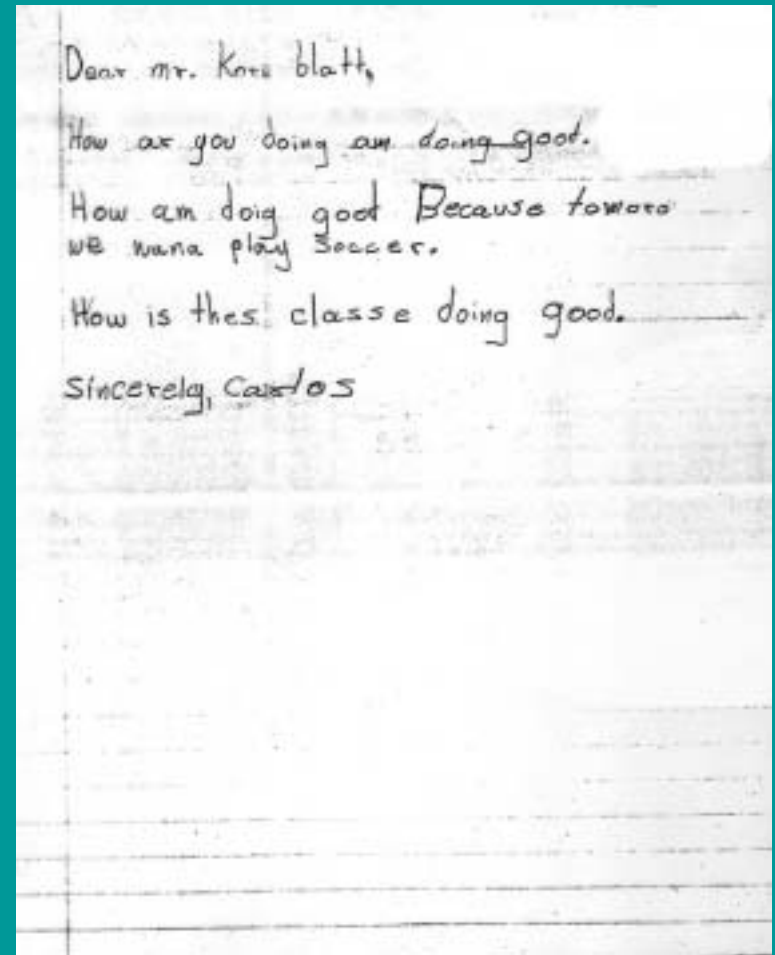
Structure – paragraphing

Dear Mr. Kornblatt

- ❑ How I'm doing
- ❑ How you're doing
- ❑ How the class is doing.

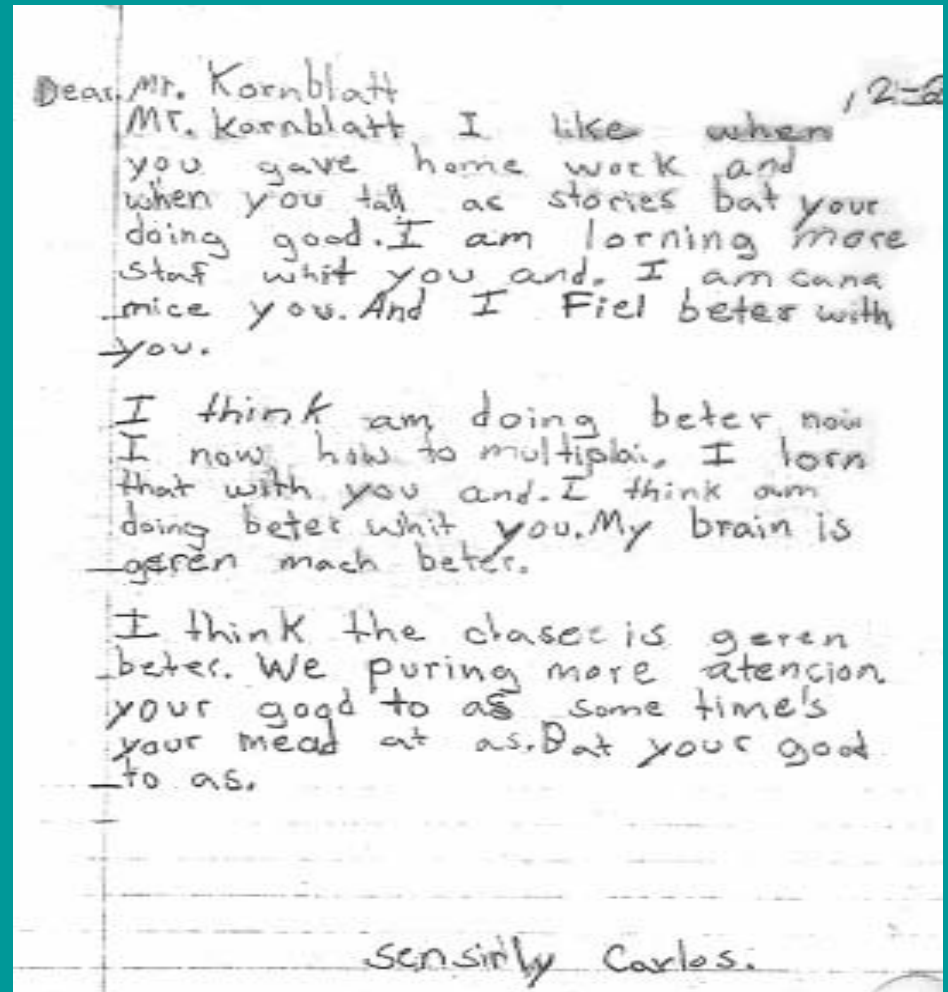
Dear Mr. Kornblatt

September



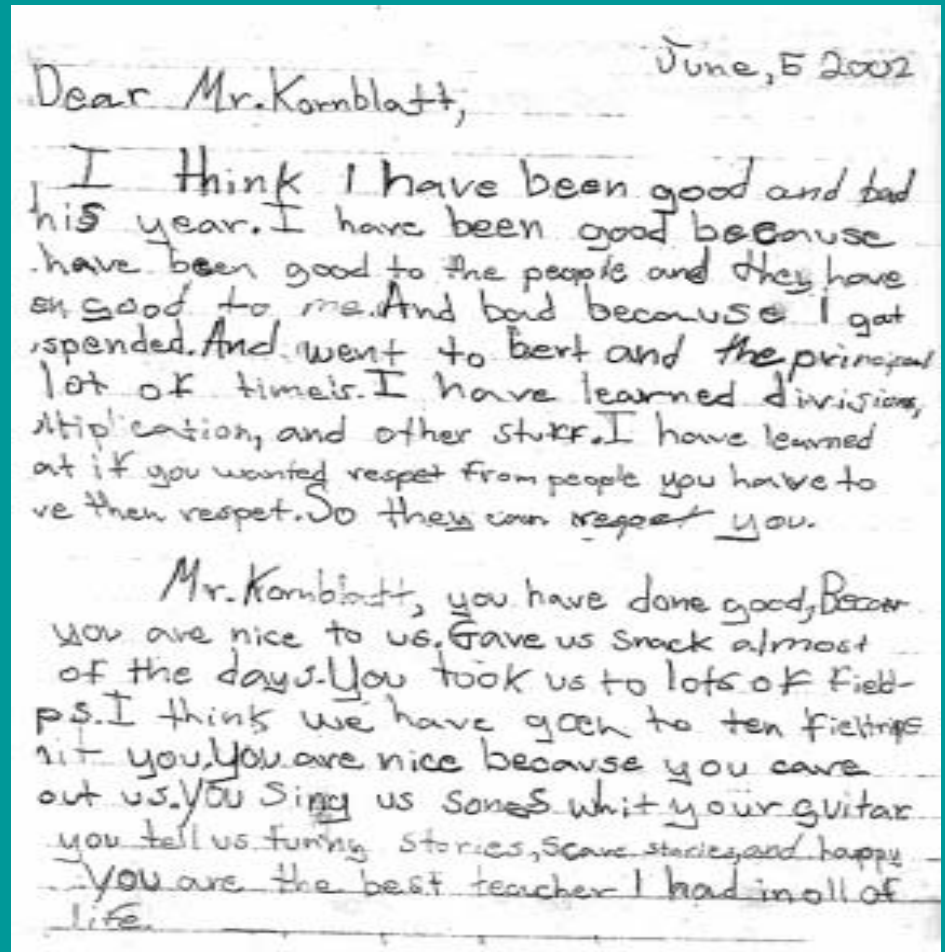
Dear Mr. Kornblatt

January



Dear Mr. Kornblatt

June



Graphophonics, or the sound of language

Teach them to listen for their voice.

- Marcus, writing about a character:

“He is tall.”

- His oral language, talking about his Dad:

“If my Dad come down here, you guys would see how tall he is. He look like he’s *seven* something.”

Graphophonics, or the sound of language

Teach them to listen for their voice.

Shantay, writing about her mother.

“I miss my Mom.”

Her oral language:

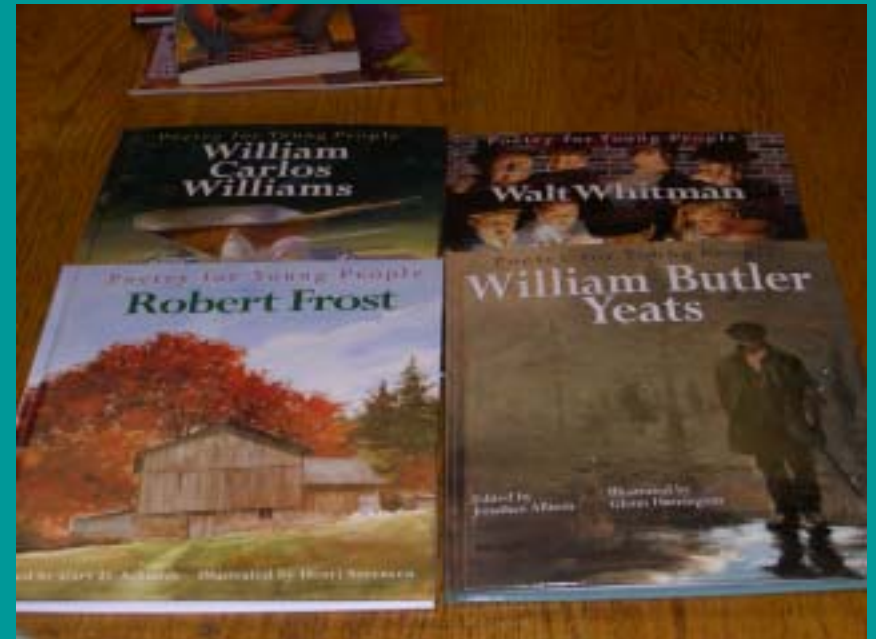
“Looks like when I go somewhere, I be ready to come home right away.”

The MSV's of writing – (grapho)phonics

Teach poetry

- Teach more than Shel Silverstein.
- And Jack Prelutsky.

What is the range of poetry you teach?



Think of the range you teach in fiction and non-fiction.

What is the range of poetry you teach?

- *A Note Slipped Under the Door*
(how to teach poetry)
by Nick Flynn and Shirley McPhillips (Stenhouse)
- *Poetry for Young People* series
 - *Walt Whitman, Robert Frost, Carl Sandburg, William Butler Yeats, et al.*
- *Nikki Grimes, Mary Oliver, Naomi Shihab Nye, Ed Young*

Summary of reading, word study, and writing

- Carefully analyze the 5 components of struggling readers' reading for strengths and teaching points.
- Learn the progression of developmental spelling.
- Teach writing so that students see its usefulness and their connection to it.
- Analyze samples of reading, word knowledge and writing to best determine accelerative teaching points.

Whole school, whole district

Mooney *wh*

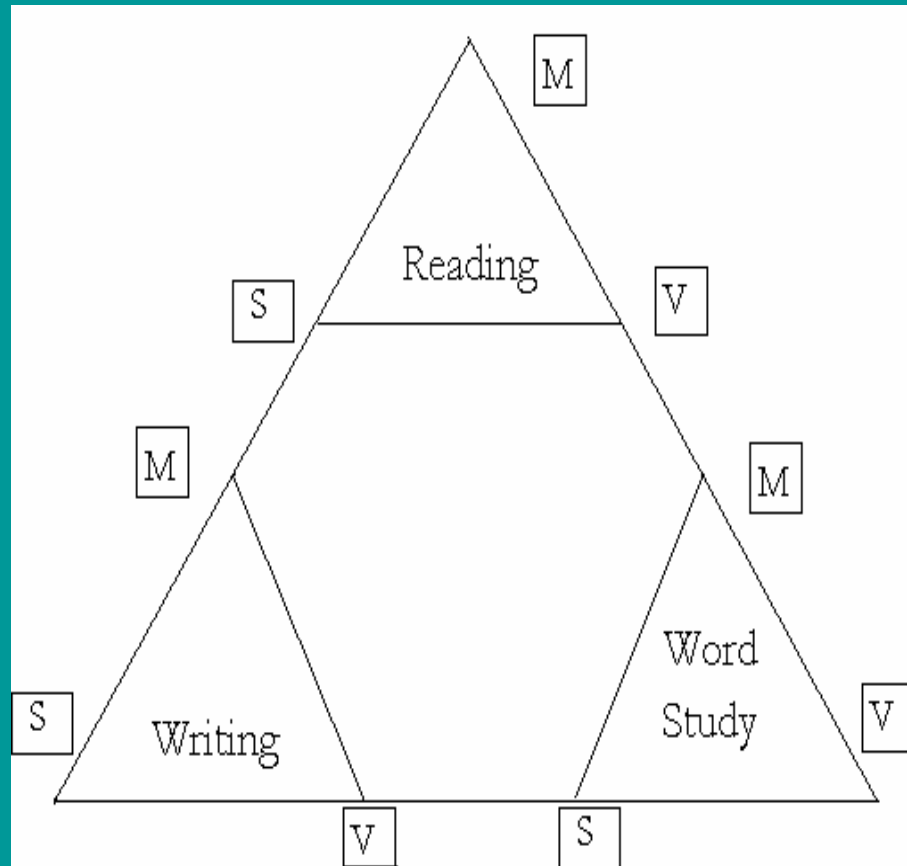
Mosaic of Thought.

Story map
Wh Q's
Graphic orgs.
Content ass.

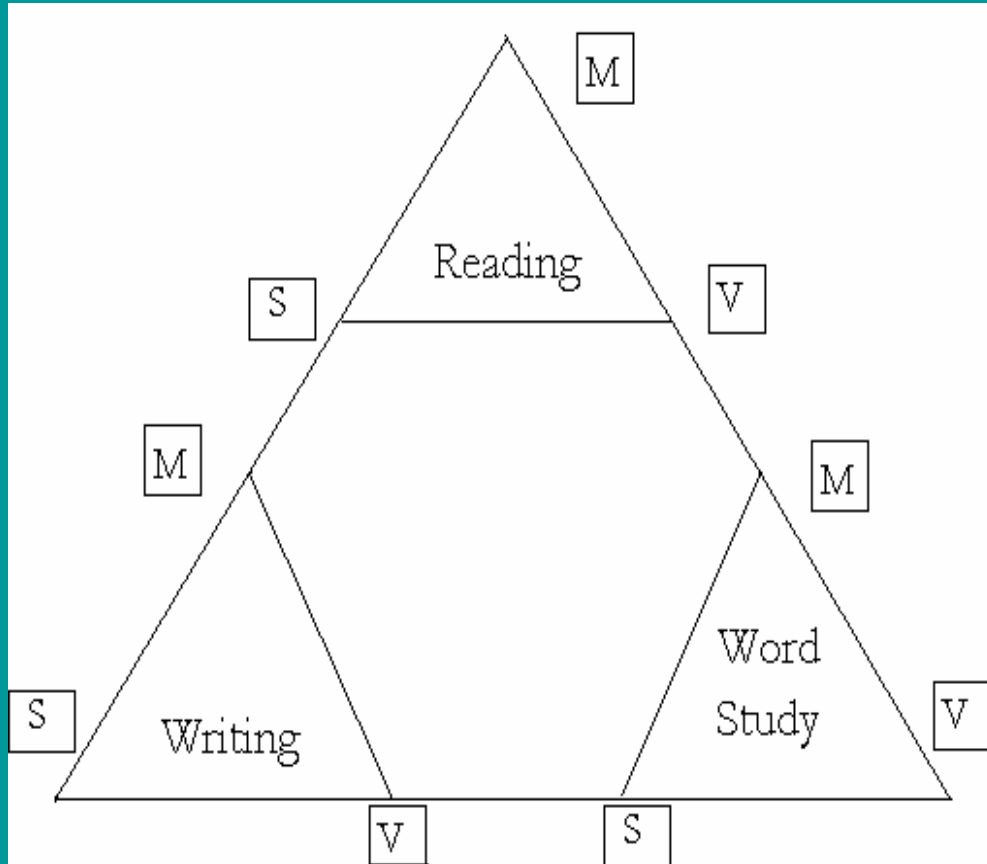
MMSD 3-5
Notebook

Fountas & Pinnell

Chunking
HSIW,
HSIO



Whole school (whole district)



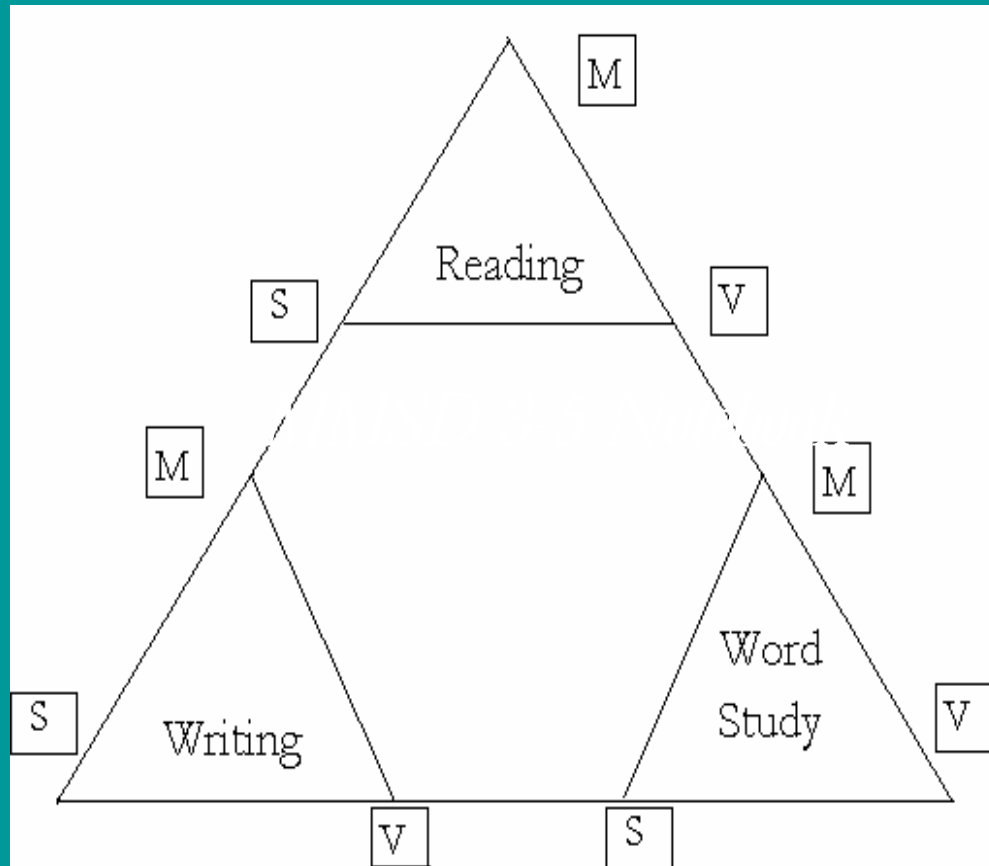
*English from
the Roots Up*

Curriculum
map

*MMSD 3-5
Notebook*

Words Their Way

Whole school (whole district)



Six Traits
A Note Slipped

*MMSD 3-5
Notebook*

Writer's
Workshop

Six Traits

Whole school (whole district)

Story map
Wh Q's
Graphic orgs

Content
RR

Six Traits
A Note Slipped

Notebook

Writer's
Workshop

Mooney *wh*
Mosaic of Thought.

MMSD 3-5
Notebook

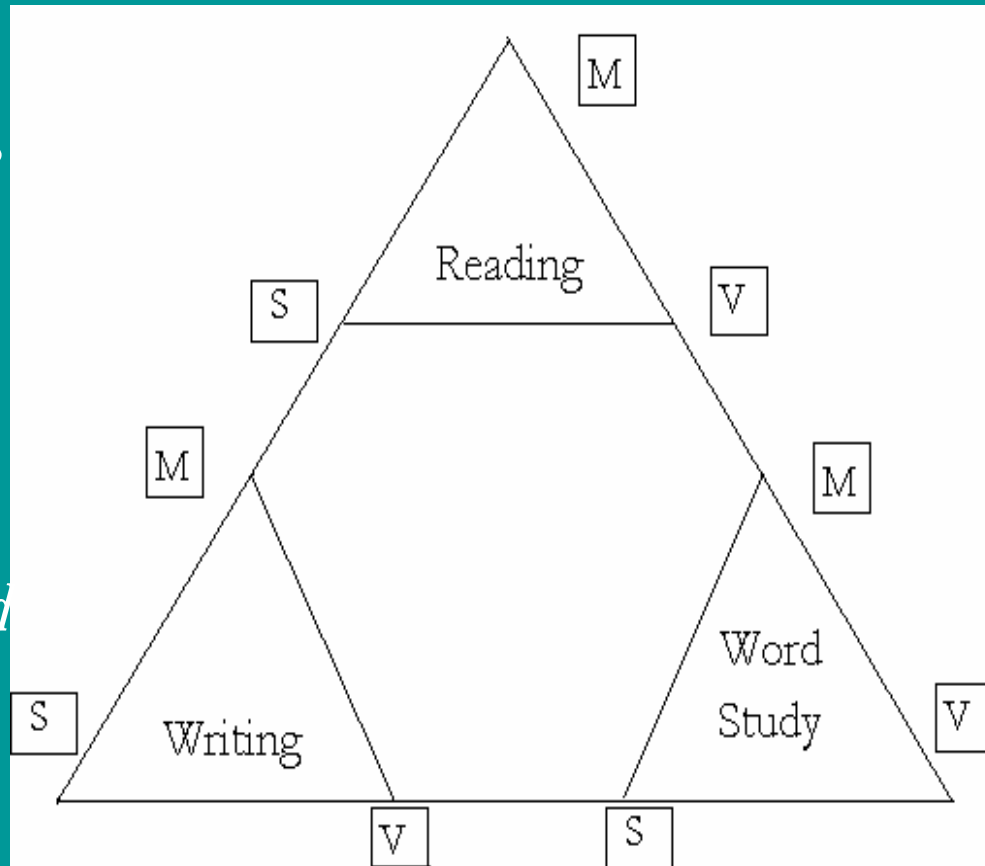
Fountas & Pinnell

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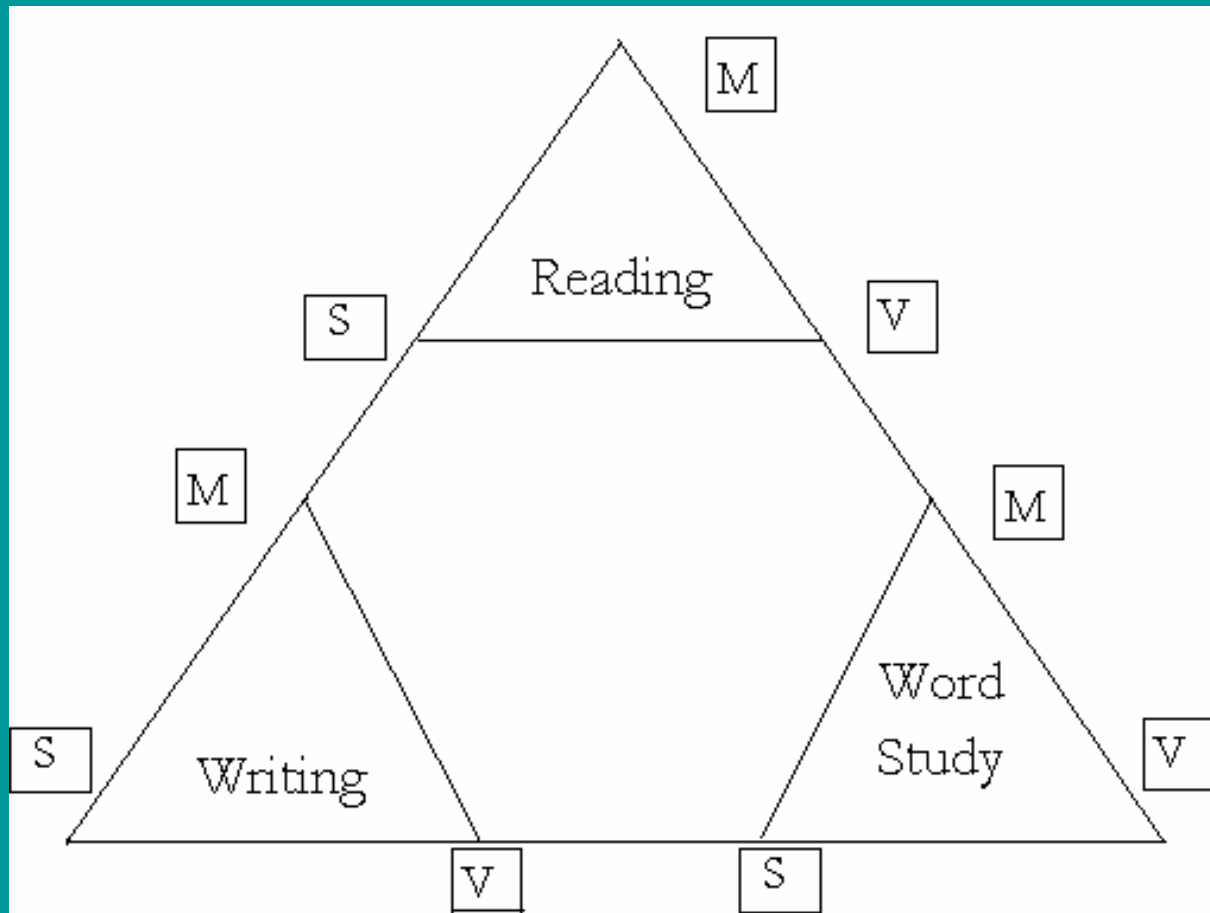


Six Traits

Words Their Way

Content area writing isan O'Leary. Teaching Struggling Readers.
Madison, WI

Triangle framework for reflection – the linguistics of MSV's and literacy



Whole school components of teaching struggling readers and writers

Individual Student	Whole School
<ul style="list-style-type: none">■ Leveled bookroom■ Teaching reading/word study/writing as one.■ On-going assessment■ Reflective writing by students■ Periodic close assessment■ Student conscious understanding of focus and strategies	<ul style="list-style-type: none">■ Leveled bookroom■ Uninterrupted literacy block■ Common planning time■ Literacy conferences■ Ongoing professional dev.■ Curriculum mapping■ Coaching model■ Parent connection■ Reading/writing in content areas.

Taking a nap in Lincoln Park

As I close my eyes
the clouds slowly
come and pick me up
I get warmer
then I come back down
and open my eyes
I'm back where I
started

Zenobia Williams

For information on the
Madison Metropolitan
School District

3-5 Literacy Notebook

Mary Watson Peterson
Coordinator of Language Arts
mwatsonpeter@madison.k12.wi.us

I am
soleary@madison.k12.wi.us

- Primary Concepts – *phonemic awareness kit*
- Margaret Mooney
 - *Text Forms and Features*
- Bear, Templeton et al
 - *Words Their Way*
- Nick Flynn and Shirley
 - A Note Slipped Under the Door*
- Beck, McKeown & Kucan
 - Bringing Words To Life*
- Joégil Lundquist
 - English from the Roots Up*