9th

IMPLEMENTING THE READING TEKS

IN

NINTH GRADE INSTRUCTION

Revised

UTCRLA
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Contents

Acknowledgements

Purpose of this booklet

This booklet is based on current research on reading instruction for secondary students who exhibit difficulties with word identification, vocabulary, and comprehension skills.

The suggested strategies in this booklet promote TEKS reading skills for struggling students within the context of curriculum and instruction.

What are the ninth grade TEKS for reading?

The essential knowledge in reading for ninth graders is:

- **Reading/word identification/vocabulary development.** The student uses a variety of strategies to read unfamiliar words and to build vocabulary.
- **Reading/comprehension.** The student comprehends selections using a variety of strategies.
- **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature.
- **Reading/culture.** The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures.
- **Reading/literary response.** The student expresses and supports responses to various types of texts.
- **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts.
- **Reading/analysis/evaluation.** The student reads critically to evaluate texts.
- **Reading/inquiry/research.** The student reads in order to research self-selected and assigned topics.

View the entire ninth grade language arts TEKS at:

http://www.tea.state.tx.us/rules/tac/chapter110/index.html

What are some challenges teachers encounter when implementing the ninth grade reading TEKS?

As teachers implement the TEKS, they may encounter a range of reading abilities in their classes, including students who read significantly below grade level. Some of the challenges which may affect instructional practice include the following:

- Students who possess a range of experiences that contribute to the development of their background knowledge and ability to make connections to the text they read in class.
- Students who possess a range of abilities for identifying unknown, multisyllabic words.
- Students who possess a range of abilities for understanding word meaning.
- Students who possess a range of abilities for comprehending text and text structures.
- Students who require different instructional materials based on their ability.

What are instructional implications for implementing the reading TEKS into ninth grade instruction?

- Teachers will need to know the reading levels of their students to make instructional decisions about strategies to teach and materials to select.
- Teachers may need to develop and/or build students' background knowledge.
- Teachers may need to teach strategies for word identification, vocabulary, comprehension, and text structures. These strategies will need to be integrated into the curriculum.
- Teachers may need to deliver instruction in a variety of ways to help all students learn.
- Teachers may need access to a variety of reading materials to address the range of reading abilities in their classes.
- Teachers may need to collaborate with other professionals, such as special education teachers and reading teachers, to identify effective strategies for struggling readers.

What are the critical features of integrating reading into ninth grade instruction?

Instructional Materials

Teachers need access to a wide range of reading materials at various levels to meet students' specific needs. Students who do not read on grade level may need high-interest/controlled vocabulary reading materials. These students also use grade-level reading materials for class activities and for comprehension building and vocabulary development.

Delivery of Instruction

When introducing a lesson, teachers use advance organizers and activate prior knowledge. During instruction, they provide explicit content presentation, model "think alouds," check for understanding, and provide corrective feedback. Teachers use scaffolding techniques to guide understanding, adjust the pacing of a lesson as needed, ensure that students are on task, and provide frequent opportunities for students to respond and to practice new skills.

Instructional Grouping

Teachers use a variety of groupings for different instructional purposes. Grouping can influence student engagement and academic progress (see Appendix: Small Group Instruction).

Students with reading difficulties who are taught in small groups learn more than students who are not instructed in small groups. Small groups are especially effective when teachers scaffold materials and instruction according to students' needs.

—Elbaum, Vaughn, Hughes, & Moody, 1999

Alternatives to whole group instruction include:

- **Large group**—A class is divided into two or three groups of approximately 8–10 students.
- **Small groups**—A class of students is broken up into several groups of three to five students at varying levels (heterogeneous) or at approximately the same level (homogeneous).
- **Pairs**—Two students work together without a teacher instructing them directly. Teachers act as facilitators, moving among student pairs to monitor progress or to provide mini-lessons.

Assessment

Teachers use weekly record-keeping procedures to assess student progress. Instructional decisions are based on evidence (or lack of evidence) of student progress. If students are failing to learn at an appropriate rate, teachers increase the intensity of instruction by providing more explicit instruction, decreasing group size, or changing the materials or instructional delivery.

Students whose teachers collect and record data and use the data to make instructional decisions show more academic progress than students whose teachers do not follow these assessment procedures. Teachers' accuracy in judging student progress increases when they use assessment procedures consistently.

—Fuchs, 1986

What are some instructional guidelines for implementing the reading TEKS in ninth grade instruction?

Word Identification

- Select difficult words students encounter in text.
- Provide explicit instruction on word identification strategies. Model how to use strategies (e.g., syllabication and affixes) to break words apart to decode them.
- Teach word identification strategies as part of vocabulary development activities.

Vocabulary

- Select key vocabulary and provide explicit instruction to enhance students' comprehension of texts.
- Provide multiple (at least 10) exposures to words to develop deeper understandings of meanings.
- Teach independent word-learning strategies.
- Encourage wide reading to develop students' vocabulary.
- Combine both definitional and contextual approaches for determining word meanings.
- Promote word consciousness.

  (See Appendix: Vocabulary Instruction Goals.)

Select words that:

Are crucial to understanding text

Will be most challenging for students

Are not likely to be learned independently

Are not a part of students' background knowledge

—Nagy, 1988

Reading Comprehension

- Provide reading activities before, during, and after reading.
- Activate students' background knowledge in connection with the reading.
- Tell students the purpose for reading.
- Teach self-questioning strategies students can use to monitor their comprehension of the text being read.
- Provide graphic organizers to facilitate comprehension.

What are examples of reading activities that can be implemented in ninth grade instruction?

Word Identification

Teachers teach students to figure out unfamiliar or difficult multi-syllabic words by:

- Analyzing word parts such as prefixes, root words, suffixes, and inflectional and derivational endings;
- Using syllabication strategies; and
- Using context clues.

Background Knowledge

Teachers develop students' knowledge and activate their prior knowledge about a topic by:

- Using concept mapping to help students see relationships among their ideas about the topic;
- Introducing analogous material to help students make connections between the reading and their background knowledge; and
- Using videos, pictures, and other materials to provide prerequisite background knowledge.

Vocabulary

Teachers increase students' vocabularies by:

Before Reading

- Preteaching key vocabulary words from the text to be read (see Appendix: Sample Activity for Preteaching Vocabulary).
- Having students use Word Diagrams or Semantic Mapping.
- Teaching associations (see Appendix: Word Diagram).

During Reading

- Adding new words and concepts to Semantic Maps.
- Using word walls as a resource.
- Expanding on word meanings through associations, visuals, and opportunities for students to use the words (see Appendix: Vocabulary Development and Concept Words).

After Reading

- Having students revise their Semantic Maps to include new vocabulary words.
- Playing vocabulary games (e.g., Jeopardy, Concentration) to provide enrichment for new word meanings.

Reading Comprehension

Teachers develop students' reading comprehension by:

Before Reading

- Having students brainstorm what they know about the topic and themes.
- Having students skim the text and make predictions about the content (see Appendix: Preview Form).

During Reading

- Having students make and check predictions about their reading.
- Completing a literary element map to identify important information in their reading (see Appendix: Literary Elements Map).
- Developing character acrostics.
- Generating questions about themes, characters, and story conflicts for peers to answer or for further research.
- Generating information about the literary elements as a study guide (see Appendix: Story Frame).

After Reading

- Having students retell what they have read to a peer or in a small group (see Appendix: Instructional Practice: Retelling).
- Having students summarize what they have read with a partner or in a small group (see Appendix: Summarization Form).

What are some guidelines for teaching English language learners?

- Rephrase and extend students' language to support learning.
- Use nonverbal cues including gestures, facial expressions, dramatic portrayals, and physical responses.
- Provide opportunities for students to engage in conversations in small groups and one-to-one settings.
- Provide discussions about a topic prior to reading and make connections to students' lives.
- Use videos and pictures to provide context.
- Recognize that students may need to reread passages several times before comprehending the text.
- Introduce a few new words at a time; studies have found that "less is more."
- Review key vocabulary in both English and students' native language.

Implementing Reading TEKS: Lesson Plans

Text: _____

Materials:

	Word Identification Activity	Vocabulary Activity	Reading Comprehension Activity
Lesson 1			
Lesson 2			
Lesson 3			

Assessment:

Implementing Reading TEKS: Example Lesson Plans

Text: **To Kill a Mockingbird**

Materials: Novel, video of text, sentence strips, computers for multimedia project

	Word Identification Activity	Vocabulary Activity	Reading Comprehension Activity
Lesson 1	Word parts: review of prefixes, suffixes, and root words	Preteach: five key words from each chapter using sample preteach lesson	Activate prior knowledge: pictures of depression era Brainstorm: generate questions for pictures Predict: content for reading
Lesson 2	Word parts: prefixes and suffixes poster on wall in class	Word wall by chapter	Character acrostic: main characters by first name for example, Scout: S—serious C—curious O—outward U—understanding T—tough
Lesson 3	Word parts	Categorical groupings of words by chapter or scene	Literary elements map

Assessment: Retelling, sequencing main events, acrostic, vocabulary test, chapter tests, final

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APPENDIX

Small Group Instruction

Student Grouping

Groups may be homogeneous or heterogeneous

Teacher Role

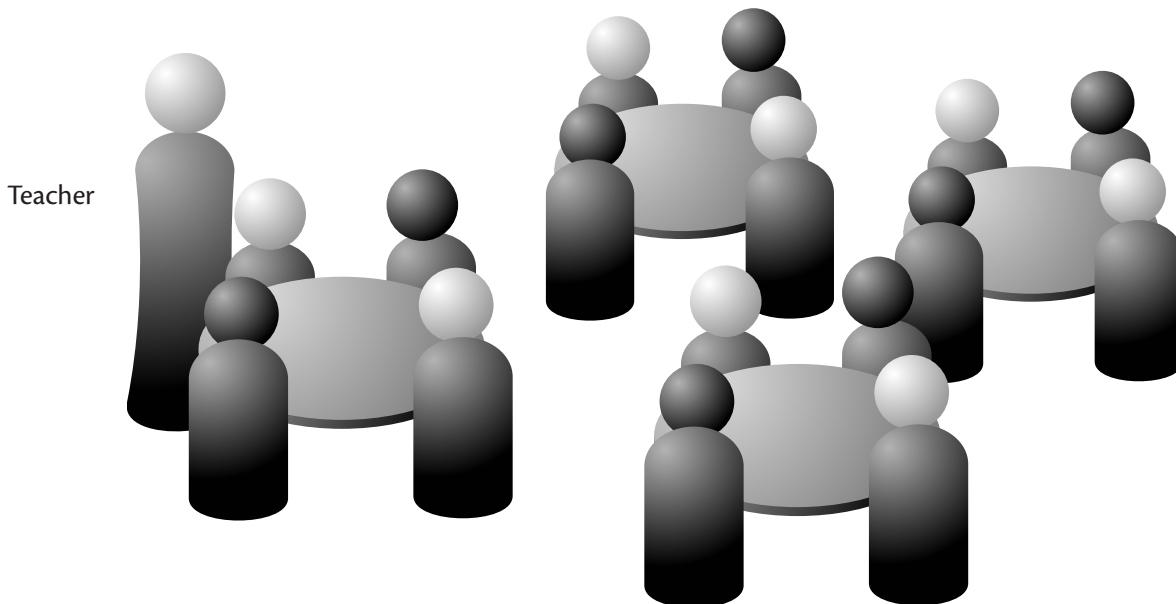Teacher monitors and/or teaches

Use

Cooperative learning activities, mini-lessons, and learning centers

Grouping Suggestions

- Groups may consist of students with heterogeneous abilities while one group consists of those with homogeneous ability. The teacher works with a homogeneous ability group for a portion of the class period.

- Several small groups work on a variety of activities (e.g., character acrostic, literary map). The teacher assesses progress and provides mini-lessons to a small group of students.

Teaching Tip

This grouping procedure is frequently used during lessons for which struggling students require intensive small-group instruction.

Teacher

Vocabulary Instruction Goals

Direct Instruction ⟶ Independent Learning

Goal	Goal	Goal
Comprehension of key words in text	Retention of meaning of common words	Application of word-learning strategies
Teach key words to promote comprehension of reading	Provide multiple exposures to words in meaningful contexts	Teach strategies using think alouds
Preteach key words. Develop semantic maps. Use student personal dictionaries. Use word maps. Use visuals. Focus on associations (synonyms, antonyms, analogies).	Use word games. Arrange words in semantic groups. Arrange words in categories. Focus on associations (synonyms, antonyms, analogies). Teach connotative meaning. Use visuals.	Teach word parts. Teach contextual analysis. Teach dictionary skills.

Adapted from Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4–12.* York, ME: Stenhouse.

Concept Words

Concept: _____

Characteristics:

_____

_____

_____

_____

Characterisics not associated with concept:

_____

_____

_____

_____

Definition of concept in my own words:

_____

_____

_____

_____

_____

_____

Adapted from Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4–12.* York, ME: Stenhouse.

Sample Activity for Preteaching Vocabulary

- The teacher presents the words in one column along with their definitions in a second column on an overhead transparency.
- The teacher calls on students to read the words and their definitions.
- The teacher covers up the definitions column, points to words in the words column, and asks students to tell the definitions of the words.
- The teacher covers up the words column, points to definitions, and asks students to tell the word that matches the definition.
- The teacher asks students to use the words in sentences.
- The teacher provides sentences using the key vocabulary and students say whether the sentence is correct or incorrect. (e.g., "Tell me if this is an **export.** As part of the shoe industry, shoes are shipped to China to be sold. Or, as part of the shoe industry, shoes are brought in from China to be sold.")
- The teacher does a quick knowledge check by saying the word and the students say the definition.

Word Diagram

Definition:

_____

_____

_____

_____

_____

_____

Examples or synonyms:

_____

_____

_____

_____

Word:

Non-examples or antonyms:

_____

_____

_____

_____

Sentence in my own words:

_____

_____

_____

_____

_____

_____

Vocabulary Development and Concept Words

Name: _____ Date: _____

Vocabulary for: _____

Vocabulary Word and Page Number	Critical Attributes or Definition	Pictures, Sentence, Examples

Preview Form

Student Name: _____   Date: _____

Chapter/Passage: _____

How does this reading relate to other literature I have read?

What do I know about the setting (time period, location) of this reading?

What is the key vocabulary for the chapter/passage (from the teacher's vocabulary lesson)? Use each word in your own sentence.

What do I predict after skimming the reading?

I think that I am going to read about…

I think that I am going to read about…

I think that I am going to read about…

Prediction Chart

Student Name: _____   Date: _____

Chapter/Passage: _____

Predictions based on the title, cover, and illustrations:

Predictions after reading a section of text: pages ___–___

Reflections on predictions after finishing a section of text:

Predictions after reading a section of text: pages ___–___

Reflections on predictions after finishing a section of text:

Story Frame

Setting	Characters

Problem or Goal

Plot

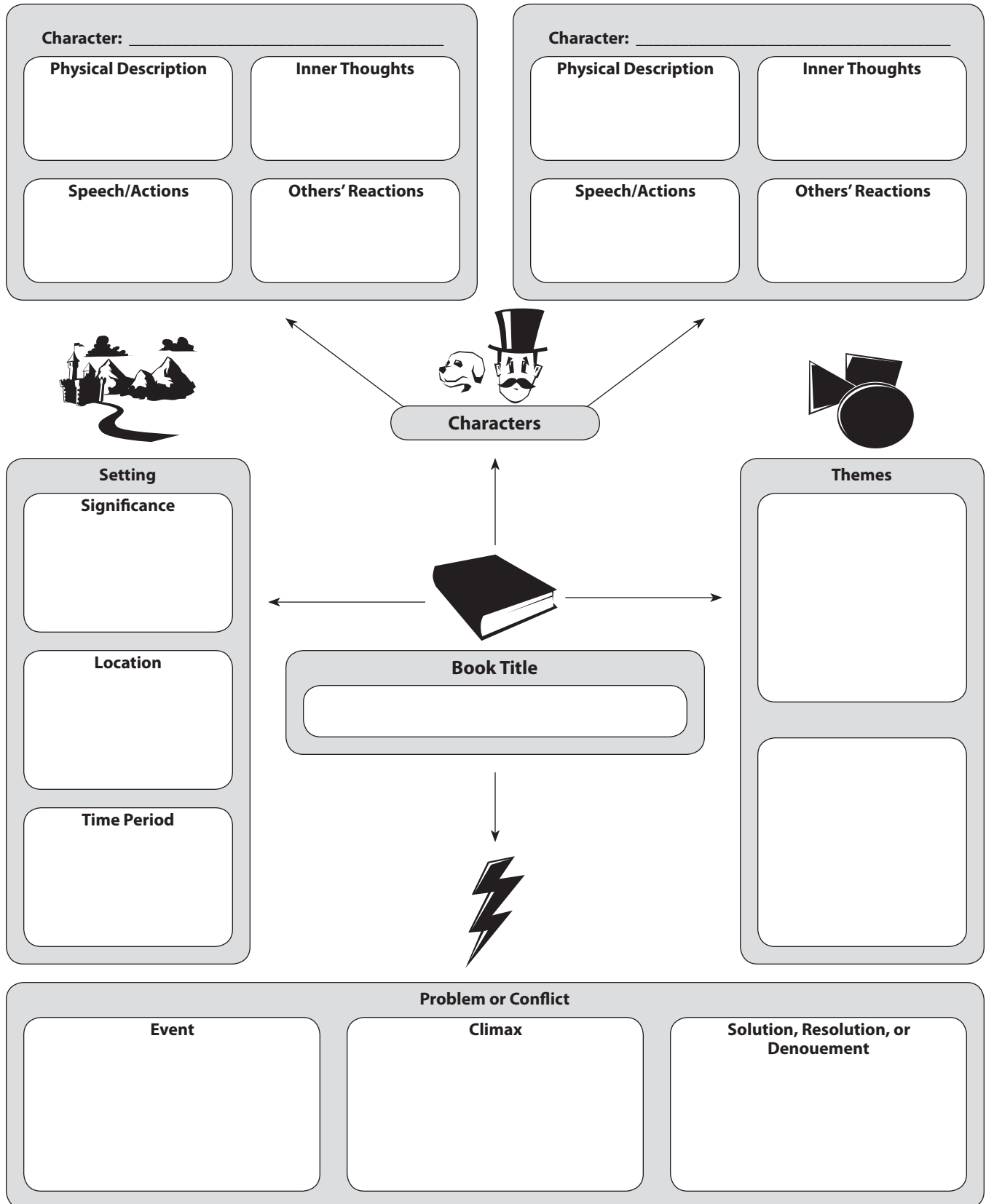**Resolution**

Instructional Practice: Retelling

Activities

1. Have students retell major ideas from a section of their reading. Write one idea per sentence strip. Mix up the sentence strips. Have students sequence the sentence strips.

2. Assign one literary element (e.g., setting, character) to each pair of students. Have students retell what they recall about their literary element.

3. Have students work in pairs or small groups to retell the events of each chapter. Have students prompt each other to guide the retelling when necessary. Possible prompts include:

   - What happened in the beginning?
   - What is the setting?
   - Who were the main characters?
   - What was the problem?
   - What happened next?
   - What did _____ do?
   - Why?
   - How was the problem resolved?
   - How did the reading end?

Literary Elements Map

Character: _____

Physical Description	**Inner Thoughts**
Speech/Actions	**Others' Reactions**

Character: _____

Physical Description	**Inner Thoughts**
Speech/Actions	**Others' Reactions**

Characters

Setting

Significance

Location

Time Period

Book Title

Themes

Problem or Conflict

Event	Climax	Solution, Resolution, or Denouement

Summarization Form

Student Name: _____   Date: _____

Chapter/Passage: _____

Identify three or four important ideas from the reading:

1.

2.

3.

4.

Write a summary statement (2–4 sentences):

Generate three questions about your important ideas:

1.

2.

3.

Create one question that might be on a test about this reading: