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Building on Foundational Reading Skills in Middle School

Interactive Planning Guide

About this Interactive Planning Guide

In the middle school classroom, students have a diverse range of reading skills. Teachers need support in building on foundational reading skills with consistent opportunities for students to learn, practice, and master them.

This interactive guide takes you through a **six-step process** for foundational skill-building, using vocabulary acquisition as an example skill. Look for the heading "**Put It Into Action**," where you'll find practical ideas that you can use in your classroom.

Free Resource: Don't skip over this icon when you see it throughout the guide! Look for a clickable link along with the icon to download free lesson resources.

Let's Get Started

Each of these sections has ideas and strategies for its instructional stage. Click on the numbers below or in the Interactive Classroom diagram to jump to a section.
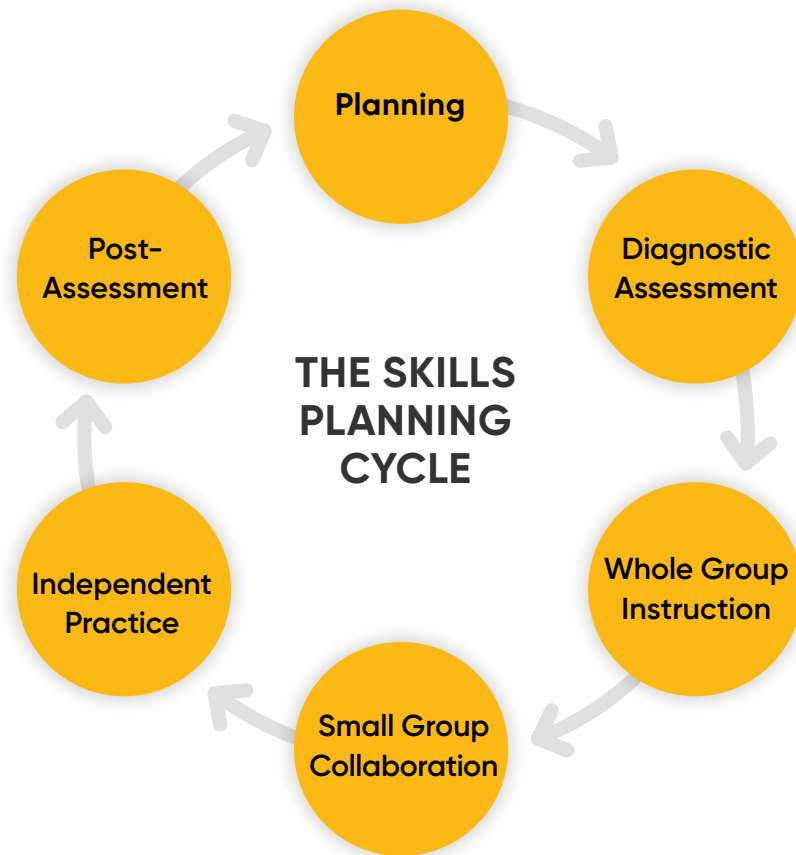
1 Planning

2 Diagnostic Assessment

3 Whole Group Instruction

4 Small Group Collaboration

5 Independent Practice

6 Post-Assessment

Planning for Skills Instruction

Even though "Planning" is only listed here as the first step, it's an ongoing and evolving part of every step of the educational process.

As skills instruction takes place, you can re-evaluate the efficacy of your approach as you and your class progress through the cycle.

THE SKILLS PLANNING CYCLE

- Planning
- Diagnostic Assessment
- Whole Group Instruction
- Small Group Collaboration
- Independent Practice
- Post-Assessment

Planning for Skills Instruction

At the start of the year, when big-picture planning takes place, you'll be considering:

- Standards to cover throughout the year
- Text selections
- Pacing for the year
- Instructional strategies
- Resources

With diagnostic and post-assessments, instruction, and practice, you'll gather information to adapt to students' needs and continue planning for weekly and daily lessons.

Weekly Lesson Plan: Grade 8, Unit 2, Analyze & Apply

Class: _____   Date: _____

Essential Question: *Why do we sometimes like to feel frightened?*

WEEK 1 OF 1	Day 1 (of 4)	Day 2 (of 4)	Day 3 (of 4)	Day 4 (of 4)	
Topic	What Is the Horror Genre?	What Is the Horror Genre?	What Is the Horror Genre?	What Is the Horror Genre?	
Skills	**Reading:** Analyze Literary Criticism **RI.8.2** **Reading:** Paraphrase and Summarize Text **RI.8.2**	**Reading:** Analyze Literary Criticism **RI.8.2** **Reading:** Paraphrase and Summarize Text **RI.8.2**	**Reading:** Analyze Literary Criticism **RI.8.2** **Reading:** Paraphrase and Summarize Text **RI.8.2** **Research:** Masters of Horror **W.8.7, W.8.8** **Writing:** Write a Letter **W.8.1**	**Vocabulary:** Use Suffixes **L.8.4.b** **Grammar:** Commas **L.8.2.a**	

⭐ **Free Resource:** Click <u>here</u> to get this downloadable lesson plan template. It's fully editable so it can be adapted for yearly, monthly, weekly, or daily lesson planning.

Identify Skills Gaps with Diagnostic Assessment

Start the school year off with a diagnostic that targets foundational reading skills. Use questions that are aligned with grade-level standards to better determine where students are experiencing skills gaps.

Put It Into Action
Target these reading skills in your diagnostic:

Language Comprehension:
- Background Knowledge
- Vocabulary
- Language Structure
- Verbal Reasoning
- Literacy Knowledge

Skilled Reading:
- Fluency
- Comprehension

🖋 7th Grade ELA Diagnostic Assessment

Part 1: Vocabulary

Read the questions below and determine the definition of the word in bold using context clues.

1. In the winter months, birds **migrate** south towards warmer climates.
In the sentence above, the word migrate means:
a. Run away
b. Stay in place
c. Move from one place to another
d. Fly

Part 2: Reading Comprehension

Read the passage below and answer the questions that follow.

Excerpt: "Thank You, Ma'am" by Langston Hughes

Target Reading Skills with Whole Group Instruction

With the diagnostic data, you've identified the skills you need to target. Next, you can employ teacher-led, whole group instruction on the target skill(s).

Put It Into Action

Use engaging tools, like this visual vocabulary slide, for direct instruction. This visual approach supports students' understanding of words in context prior to encountering them in the reading.

Visual Vocabulary *Mirror Image* ΔℵΟ HMH | into Literature®

disquieting (paragraph 2)

(dis-kwi´-it)
verb. Something that *disquiets* deprives someone of peace or rest.

To use the word to talk about the story, you could say:
• After her operation, Alice finds it *disquieting* to see herself in a mirror.

To use the word to talk about the photo, you could say:
• *When she was trying to work, Andrea found her daughter's playfulness* disquieting.

☆ **Free Resource:** Click here to download this visual vocabulary template.

Use Small Group Collaboration for Guided Practice

Small group collaboration gives students the opportunity to practice skills, share ideas, and learn from each others' prior knowledge.

Put It Into Action

Use some of these ideas for small group vocabulary activities:

• Personal Thesaurus
  Have students work together to brainstorm a list of synonyms for each vocabulary word.

• Three-Headed Monster
  Have groups work together to tell a short story using their vocabulary words. Assign one word to each student and have them take turns writing their story out on paper.

• Vocabulary Charades
  Have groups pull vocabulary words from a basket and take turns acting them out until someone guesses it correctly.

GRAPHIC ORGANIZER
PERSONAL THESAURUS DIAGRAM

Letter

Word

Word

Word

Free Resource
Click here to download the "Personal Thesaurus Diagram" Worksheet.

Check for Understanding with Independent Practice

Use a variety of vocabulary practice activities that give students the opportunity to see the words in different forms and expand their knowledge of language structures.

Put It Into Action

Use independent practice activities, such as writing sentences with vocabulary words and using suffixes to support vocabulary comprehension, as informal assessment tools to determine progress towards skill mastery.

Expand Your Vocabulary

PRACTICE AND APPLY

With a partner, discuss and answer to each of the following questions. Then, work together to write sentences using each vocabulary word.

| disquiet | prickly | mesmerize | adaptable | grimace |

1. Which vocabulary word goes with *tingling*?
2. Which vocabulary word goes with *fascinate*?
3. Which vocabulary word goes with *uneasiness*?

Vocabulary Strategy
↳ **Suffixes -*able* and -*ible***

A **suffix** is a word part that appears at the end of a root or base word to form a new word. You can use your knowledge of suffixes to figure out word meanings. For example, look for a word with a suffix in this sentence from "Mirror Image."

"The human mind is incredibly adaptable."

Note that *adaptable* is made up of the base word *adapt* and the suffix -*able*. The suffixes -*able* and -*ible* mean "capable of or worthy of." Therefore, *adaptable* means "capable of change."

Highlight the suffix in each boldface word. Then, write the word's meaning.

Provide Opportunities for Extra Practice When Needed

Prior to formal assessment, identify areas for targeted support and independent practice. Then, use activities like these as take-home study guides or intervention resources.

Put It Into Action

To identify target skills that need additional support, look for gaps in students' work from whole group and small group instruction. For example, students might know the meaning of words, but can't determine them in context. This is an opportunity for extra instruction and practice on context clues.

Free Resources
Click here to download a free editable word map.

Click here to download a student visual vocabulary activity for defining words in context.

Check for Skills Mastery with Post-Assessment

Skills assessment can be done individually or in a larger group context, such as a reading selection test.

Put It Into Action

When assessing for skills mastery, give students the opportunity to show understanding in a variety of forms.

For vocabulary, this might include:
- Defining words in context
- Using appropriate prefixes and suffixes
- Defining the Greek and/or Latin roots
- Using the words in a sentence or paragraph
- Determining meaning based on connotation

7th Grade ELA Vocabulary Assessment

Part 1: Using Context Clues

Read the questions below and determine the definition of the word in bold using context clues.

1. Haley **grimaced** at the thought of having her tooth pulled by the dentist.

In the sentence above, the word grimaced means:
a. Pulled her lips into a smile
b. Screamed
c. Twisted her face in fear or disgust
d. Widened her eyes

Part 2: Prefixes and Suffixes

Read the passage below and answer the questions that follow.
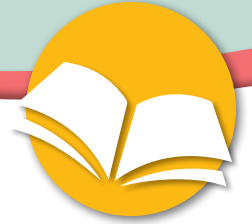
Create Confident Readers with *HMH Into Literature*

Into Literature's research-backed program provides middle school teachers and learners with:

- Explicit skills instruction and reading routines
- Engaging, relevant texts
- Opportunities for students to exercise agency over their learning

To learn more about *Into Literature* for middle school, watch this **video** or visit **hmhco.com/into-literature**

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