

10/12/15

TIMED READING MEETING NOTES

STRENGTHS:

- (Some) collab students showing success (may be smaller group, one on one time?)
- Students stronger at answering factual questions than abstract/inference questions
 - Instructional implications: focus on abstract
- Students able to read a grade level based on ReadWorks texts
- AP Students are able to finish Readworks passages in approx. 3 mins with few errors
 - May need to switch to ACT passages so that they are more challenged
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CONCERNS:

- Would like to have ability to use passages that challenge students. Read works may not be complex enough for students
- Questions not being universal ex: Q1 – main idea, Q2 – vocab, Q3 – key details
- Sources for passages and questions: What are the options? (Answer: Whatever works for you, your students and your school)

PROCESS CLARIFICATIONS:

- You may use whatever text source in appropriate for the instructional needs of your students.
- There is no one best way. Teachers need to use knowledge of their students to choose based on student need and ways to grow students
- The key is that the reading is TIMED, MONITORED, the data is USED to inform instruction and students are using data for reflection and goal-setting.

BC's PROCESS:

- Used ACT passages, students identify question types, reflect on their performance and set goals individually.
- Interventions put into place across contents. ELA classes developed folders with individualized interventions.
- RTI for 20 mins 3x week out of elective classes
- Content area teachers pull science, SS, humanities passages/ACT test sections and incorporate once per week into class structure (ideally connecting subject to classwork)

INSTRUCTIONAL STRATEGIES:

- Wordsplash for Vocabulary
- Exclusion Brainstorming – for key ideas and details
- Use timer that counts UP rather than down.
- Consider student need and perhaps begin by having students work toward accuracy then build in timed component? (This is a separate instructional strategy... it will not build timed reading stamina but can aid in building comprehension and understanding question types.)