What Are The Components Of An Effective Middle School Reading Intervention Curriculum?

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What are the Components of an Effective Middle School Reading Intervention Curriculum?

by

Michelle Hager

A capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in Education.

Hamline University
Saint Paul, Minnesota

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This work is dedicated to my family, friends and colleagues for your support and encouragement. Special thanks to Jared and Sam for all of your patience and for allowing me the gift of uninterrupted writing time. Thank you to my Capstone Committee and writing group for your guidance and feedback. I could not have completed this paper and project without your wisdom.
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Chapter One

Introduction

Much attention has been paid to providing interventions for struggling readers. Most of the best practice research, suggested models, and curricula written have focused on early interventions aimed at young readers. This is logical given that it is vital for students’ reading needs be met as soon as possible. It is no secret that many students’ reading abilities lag behind their peers well into upper elementary, middle school, and even high school. Standardized test scores across the nation, and in the state of Minnesota, can attest to this fact. According to the Minnesota Report Card, 56.6% of 7th grade students who took the state’s accountability measure, the Minnesota Comprehensive Assessment (MCA) for Reading in 2016 were deemed proficient readers. The problem persisted into high school; 59.1% of 10th graders in Minnesota are proficient as measured by the MCA (Minnesota Department of Education, 2016). This means that about 40% of middle and high school readers were not proficient readers as measured by this test.

However, fewer intervention opportunities have generally been provided to meet the reading needs of these older students as compared to elementary students. As a middle school English and reading teacher, I have often struggled to know how to provide meaningful intervention for my students who are struggling readers. This experience has led me to the question: What are the components of an effective middle school reading intervention curriculum?

This question became more pertinent to my professional practice during the 2016-2017 school year as I taught reading intervention using two different models. One model provided
small groups of students with two twenty-minute focused interventions each week. These students received fluency, vocabulary, or comprehension instruction based on the needs of their small group. The students receiving this service were students whose MCA Reading scores from the previous year ranged from 600 to 635, meaning they were in the “Does Not Meet” category. The other model provided a group of fifteen students with a year-long forty-five minute reading support class focusing on comprehension and vocabulary strategies connected to curriculum concepts from their content-area classes. These students’ scores were primarily in the “Partially Proficient” category. Both of these models provided additional service to students in addition to their regular English Language Arts class.

Obviously, the two models differed in many ways. Seeing these differences led me to wonder what the best model and curriculum for reading intervention should include. Who should be identified for intervention? How often should that intervention occur? How should students be grouped? What texts would be used in these groups? These are some of the questions I hoped to answer in my research. Searching for these answers ultimately led me to research best practices and design a curriculum for this class in an attempt to answer the questions uncovered.

**My Personal Journey Towards Becoming a Reading Teacher**

Growing up, I loved school, quite likely because I was good at it and learning came naturally for me. I especially loved reading and could often be found lost in a book for hours. Because of my own experiences, I was quite surprised when it was recommended that my younger brother should repeat kindergarten. I remember thinking something must be wrong with him. How could he not be good at school? I tried and tried to show him how easy it was to read to no avail. He struggled all through elementary school. The two small private schools that we attended did not have the resources to investigate why he struggled. In third grade, he was
diagnosed with dyslexia and his struggles made more sense, but he still did not receive much individualized instruction. When he was in sixth grade, he attended public school for one year and received Special Education services where he thrived under the tutoring of his case manager and reading teacher. Seeing his success this year made me recognize the importance and power of having a good teacher which ultimately led me to choose Education as my major in college.

Years later when I was a new teacher, I often saw students struggling with reading assigned texts. I noticed that some students would become disengaged because the reading was too difficult for them to comprehend. I realized that for these students, most of their school day was spent working with text far beyond their reading levels. I quickly recognized my inadequacies in providing solid comprehension instruction for this group of students. This urged me to seek out resources for supporting struggling readers, and ultimately to take classes at Hamline University in the Reading Licensure program. While I learned a great deal about how children learned to read, and how to assess young readers, I was disappointed that I did not gain as many new strategies specific to adolescent students as I had hoped. I still felt like there must be more I could learn to help my struggling middle school readers. I continued to incorporate comprehension strategies in my English classes and lobbied for increased sections of reading intervention in my position as the English department chair.

My professional duties changed significantly for the 2016-2017 school year. While I had previously taught seventh grade English for 16 years, during this year, I agreed to teach three sections of Literacy Lab in addition to two sections of English. While I had taken all the Reading Licensure classes, this was the first time I taught a reading support class. Reading intervention for seventh graders had been significantly restructured the previous spring, and I was tasked with
implementing the new model. This change led to a natural focus on reading for me as a professional.

I chose this topic because it has been a passion since I first chose to take reading classes at Hamline. I anticipated exploring what research reveals about how to best help older students acquire foundational reading skills. I knew from past research in the general field that the middle school grades are often not addressed in research related to reading intervention because early intervention matters the most.

During the 2016-2017 school year, another development further pushed me to explore this topic as my school’s Leadership Committee concluded a scheduling committee study. This resulted in recommendations that significantly more sections be dedicated to reading and math intervention, and that a consistent curriculum be developed for use in these intervention classes. I was asked to design a model and curriculum to make this recommendation a reality for the following school year. This charge gave more urgency to my question: What are the components of an effective middle school reading intervention curriculum?

**History of Reading/Literacy Lab**

Much like the circuitous route I took towards becoming a reading teacher, the class itself has had quite a few twists and turns. Reading, or Literacy Lab, at my middle school has changed significantly over the years although the class has always been intended to provide reading intervention to students who do not qualify for Special Education or English Language Learner services. Originally, there were five sections of Reading (three seventh grade and two eighth grade) ranging from 8 to 15 students each. These students were identified for intervention because Reading MCA scores were in the “Does Not Meet Standards” or “Partially Meets Standards” categories with scores ranging from 600-649. (To be in the “Meets Standards”
category, a student needs to score at or above 650.) Students would have the class for one or two trimesters only, meaning about 100 students received reading intervention services.

About five years ago, the overall Full Time Equivalent allotment for reading intervention was reduced from a 1.0 to a .6 resulting in a reduction from three sections of seventh grade intervention to two, and from two sections of eighth grade intervention to one; both with about fifteen students in each section. Literacy Lab as it became known, also became a year-long class, meaning that only 45 students received reading support services despite the fact that many others showed need. Students were primarily in the “Partially Meets Standards” category with MCA Reading scores ranging from 635-649, in other words, the “bubble kids” who it was thought were likely to pass with focused reading comprehension strategy lessons.

However, this model did not achieve intended results for the majority of students enrolled. Typically, about one-third of these students achieved a score of 750 or higher on their seventh grade Reading MCA, although some years MCA Reading scores for as many as 50% of students in the course actually decreased from their previous year’s performance. Additionally, another group faltered as well, those students in need of service but not enrolled in a reading class -- most students who scored below 635 did not receive reading intervention unless they were in a Special Education reading class. Predictably, these students struggled in many of their classes as reading is the primary vehicle for getting information in content area classes in middle school. Many of these students did not pass their core classes of math, science, social studies, and English further increasing their knowledge and skill gaps.

While I believed this lack of service to be inequitable, I learned that this was done because reading class sizes were also increased when the FTE allotment was decreased as previously mentioned. Administration recognized that it would be challenging for one teacher to
successfully meet the high needs of fifteen students whose MCA scores were in the “Does Not Meet Standards” category, therefore the target student group was transitioned to students who were “Partially Proficient” and a little below (MCA Reading scores of 635-649). The English department lobbied for many years to get this changed as we felt it was unethical. However, the FTE allotment was not increased to provide for more sections of intervention and/or smaller class sizes due to budget constraints.

Throughout the various forms of the class, the curriculum used was very dependent upon the teacher. The curriculum remained pretty consistent until about 2010 when the long-time reading teacher retired. In the six years prior to me serving as the teacher, there were four different teachers, only one of which taught the class for more than a year. During this time, what served as the curriculum was pulled together by each teacher each year. One teacher placed a high emphasis on choice reading, while another prioritized vocabulary instruction. Only one attempted to align curriculum to content area classes, and she held the position for less than half a school year. Two teachers attempted to use informal reading assessments to gain more information about student reading ability, and Read 180 was partially implemented for a few years. No one assessment system was used consistently throughout the year to assess student progress.

Recognizing that changes were needed to ensure the effectiveness of Literacy Lab, a planning team which I was a part of was formed in the spring of the 2015-2016 school year. Our charge was to consider alternative structures for reading intervention that would not alter the overall schedule or staffing allocations. Our primary finding was that providing reading intervention service to far more students was a high priority as was establishing some kind of consistent curriculum.
New Model Implemented

In an attempt to address these inconsistencies and provide service to more students, I was tasked with implementing a new model for Literacy Lab 7 during the 2016-2017 school year which included purposeful interventions to groups of five or fewer students at a time. These groups met twice a week for twenty minutes at a time for the duration of a trimester. However, students who needed to continue intervention services based on need received services all year. Students were selected based on who presented the greatest need as measured by MCA Reading scores, grade data, and any other reading scores available. Students with MCA scores of 600 to 640 were considered for groups. Students were grouped based on like reading needs as measured by the FAST Adaptive Reading (aReading) screening test given in the fall. This model potentially allowed for 20-25% of the 7th grade population to receive services. Due to some student scheduling conflicts, 31 students were identified for grouping in the first trimester and received intervention.

There are many reasons that this new model was implemented as previously mentioned. First and foremost, this model provided services for students with the greatest need for reading intervention. Therefore, students who had scored between 600 and 635 were considered as candidates for Literacy Lab unlike the old model which focused on “bubble kids”, that is those who were close to passing the Reading MCA.

Another issue that proved to be a challenge with the previous model was providing targeted interventions needed to specific students when they might not be grouped by intervention need. While fifteen is a significantly smaller class size than the building average of thirty-two, it is quite challenging to have fourteen students meaningfully interacting with text while the teacher works one-on-one with a student. Research recommends that the most effective
intervention occurs in a one-on-one setting, but that very small groups (three was the suggested number) can also be effective (Allington, 2009, p. 76). Thus, four intervention groups were scheduled in one class period; two groups met each day, and all groups rotated every other day. The idea was to turn one class period into four mini-classes with up to five students each. Students were to be grouped according to identified reading needs. Students would theoretically change each trimester as well, although we recognized that it would be very likely that some students would receive intervention for more than one trimester. This structure allowed for up to 120 students or 20-25% of seventh grade students to receive reading intervention services as compared to 30 students or 5% in the previous model.

In addition to teaching seventh grade students in this new model, I also taught one section of fifteen eighth graders. This section was structured more like the previous model of Literacy Lab. Students in this class were “bubble” kids, meaning they were considered to be close to passing the Reading MCA as they had earned between 735 and 749 on their previous year’s test. I primarily taught comprehension strategies using nonfiction text. Since my school is an AVID (Advancement Via Individual Determination) school, I used AVID strategies including Marking the Text, Pausing to Connect, Writing in the Margins, Socratic Seminar, and Cornell Notes. All of these strategies are designed to increase critical thinking and engagement when reading nonfiction text (LeMaster, 2011). The overall goal is to create consistent and effective interventions for readers in need.

Because of the outcome of the scheduling committee previously mentioned, several additional sections of reading intervention were scheduled for the 2017-2018 school year. The small groups were not chosen to be continued since more FTEs were allotted. The curriculum I
designed as part of this research project is intended to become the implemented curriculum for the redesigned literacy support classes offered in the 2017-2018 school year.

Chapter Summary

As mentioned, many different structures and strategies have been implemented at my school with the hopes of providing struggling readers with effective targeted intervention. During the 2016-2017 school year, two quite different approaches were tested, one using very small groups made up of readers with the greatest need, and one group of fifteen students made up of partially proficient readers. In an effort to best meet the needs of all struggling readers at my school, my curriculum created during this project was designed to incorporate the best strategies and practices for delivering reading intervention to middle school students.

The next chapter will primarily consist of a literature review of relevant articles related to my question: *What are the components of an effective middle school reading intervention curriculum?* While there is a large body of research about reading intervention, most of it focuses on early intervention with young readers. My research review focuses on adolescent struggling readers and their unique needs in an attempt to lend some context for curriculum. Some topics that are covered are the unique needs of adolescent readers, best practices in reading intervention including considerations of structure and strategies areas to be included, as well as research findings on motivation, engagement and assessment tools.

In Chapter Three, the curriculum project itself is outlined. This includes a description of how the information found in the literature review was used to design the curriculum. It also describes the intended setting of implementation. Finally, chapter four is a reflection on the completed curriculum including its limitations as well as implications for further research.
Chapter Two

Literature Review

Adolescence is a unique period of transition from childhood to adulthood. This transition is multifaceted in that it alters behaviors, thought patterns, physical development, and social awareness (Lewis & Dahbany, 2008). Because of all these developments, the needs of adolescent readers are unique and set apart from those of younger children. Additionally, there is a range of development among adolescents, so these transitions play out differently for different students further affecting their development as readers (Lewis & Dahbany, 2008). These are noteworthy factors to explore when thinking about the adolescent reader, and when seeking an answer to the research question: What are the components of an effective middle school reading intervention curriculum?

In this chapter, research about the unique needs of adolescent readers will be explored in detail, as well as the characteristics and needs of struggling adolescent readers. The chapter will address what researchers have advised to be the best practices for reading intervention. The areas of comprehension, fluency, and vocabulary instruction are specifically addressed, as are the factors of mindset and motivation. Other considerations for intervention and curriculum design, such as scheduling and group size are discussed. Different models for reading intervention are explored including Response to Intervention (RtI), guidelines for implementing RtI in middle school, and a slightly different interpretation of RtI called Multi-Tiered Systems of Support (MTSS). Specific reading strategies intended to be applied in the curriculum are also presented. Lastly, applicable assessment information and tools are discussed.
Adolescent Readers

In an average middle school classroom, there is likely to be a wide range of reading abilities (Lenski, 2008). Furthermore, the reading interests of students are typically quite varied, as is their prior knowledge of topics, reading stamina, and confidence about their reading abilities (Caskey, 2008). Many adolescents struggle significantly with academic and technical reading in middle school. These struggles include decoding unfamiliar academic vocabulary and comprehending what they read. Motivation also plays a role as the typical adolescent is less motivated to read than the typical kindergartner (Biancarosa & Snow, 2004). Most adolescents are incredibly concerned about what others think of them (Lewis & Dahbany, 2008). If it is “uncool” to show an interest in reading, a student who was previously an active and engaged reader may show much less interest and not be very motivated to try out new strategies (Ogle with Lang, 2007). Biancarosa and Snow (2004) pointed out that many readers who show success in third-grade will struggle later, especially “if the teaching of reading is neglected in the middle and secondary grades” (p. 1).

There are many complexities to consider when it comes to the development of adolescent reading abilities. For many years, it was thought and often repeated that students learned to read by 3rd grade and from then on they read to learn. However, this view has been altered more recently to reflect that adolescent readers are really “learning to read to learn” meaning that they are learning how to decipher academic vocabulary about unfamiliar content and learning how to make sense of what they read based on how the author structures the text (Biancarosa & Snow, 2004). Each content area has its own specialized vocabulary, types of text and unique formats for structuring text. Effectively, middle school students are asked to switch from one expertise to another multiple times a day as they move from class to class (Ogle with Lang, 2007).
Furthermore, each discipline lends itself best to certain reading perspectives and strategies (Caskey, 2008; International Reading Association, 2012).

Adolescents are expected to be much more independent learners in secondary settings than in elementary school (Allington & Baker, 2007). Unfortunately, this means that many teachers assume students have strategies for approaching text and independently making meaning from it. Teachers often assign reading without providing scaffolding to assist students in making sense of the content (Caskey, 2008). There are a variety of reasons for this. Often, teachers lack the confidence to teach reading strategies (International Reading Association, 2007). Some think that this type of instruction belongs in elementary settings only, or they may see such teaching as being part of someone else’s job (Ogle with Lang, 2007). Those who do provide some reading strategies may not provide texts that are differentiated to meet students’ reading abilities. One textbook for all, regardless of reading ability, is quite a common occurrence in secondary content area classrooms. If reading strategies are suggested by teachers, these strategies may not actually support the specific learning purpose; teachers may just draw upon a set bank of strategies they are familiar with regardless of whether or not they support learning from the chosen text (Lewis & Dahbany, 2008).

**Struggling adolescent readers.** Taking into consideration the inconsistent use of reading strategies in secondary content area classrooms, it makes sense that adolescents struggle with content area reading. Nationally, 66% of 8th grade students scored below proficiency in reading on the National Assessment of Educational Progress (NAEP), an assessment given nationally to assess students’ academic abilities. In Minnesota, 60% of 8th graders were proficient in reading according to this assessment (NAEP-2015 Mathematics and Reading Assessments, 2015). In Minnesota, the primary standardized measure of reading is the Minnesota Comprehensive
Assessment (MCA). In 2016, only 56.7% of seventh grade students and 57.3% of eighth grade students scored proficient or above in the area of reading (Minnesota Report Card, 2016).

Struggling adolescent readers need strategies to make sense of difficult text if these statistics are ever going to improve. Given the large amount of text that students need to decipher and learn from, it makes sense to emphasize comprehension strategies for middle school readers (Caskey, 2008). This is appropriate for many students. However, some struggling readers also need instruction in fluency (Kuhn & Rasinski, 2007). Fluency is reading with automaticity, fluidity, and prosody. If an adolescent reader is still cognitively focusing on word recognition, or sounding out words, this reader has less mental space for comprehension and understanding (Fawcett & Rasinski, 2008).

When students encounter unknown words repeatedly within a text, comprehension greatly breaks down and may not happen at all as the reader is focusing on decoding individual words (Fawcett & Rasinski, 2008). The process of reading becomes exhausting and frustrating, and may lead many students to give up or think that school is not for them (Biancarosa & Snow, 2004; Block & Pressley, 2007).

Clearly, adolescent readers are in great need of reading instruction and intervention. Knowing the complexities that lead to reading challenges for adolescents brings to mind many questions: What can be done to prevent students from giving up? How do we meet the unique and demanding needs of struggling adolescent readers? What needs to be considered when designing interventions for this unique group of learners? What strategies should be taught to address these needs? These questions represent multiple components considered in the development of an effective curriculum for this group of students.
**Reading Intervention Best Practices**

Adolescents can greatly benefit from solid literacy instruction, and for those who need it, quality reading intervention. Reading intervention is defined as a systematic intervention provided to a student in addition to “regular” literacy instruction, that is the reading and writing instruction a student receives as a matter of the regular curriculum. Both “regular” literacy instruction and intervention must be considered for struggling adolescent readers (International Reading Association, 2007).

**Literacy instruction best practices.** In *Visible Learning for Literacy* (Fisher, Frey & Hattie, 2016) collected the results of multiple studies and meta-analyses to establish a list of effective practices for literacy instruction ranked by effect size, meaning the measured effectiveness of the strategy. A practice that yielded an effect size of .4 or higher was one shown to create above average growth (Fisher, Frey, & Hattie). Their goal was to document practices that lead to visible learning, that is “an understanding of the impact that instructional efforts have on students’ learning” (Fisher, Frey, & Hattie, p. 2). While the list is not specific to adolescent learners, the breadth of the research documented here has significant implications for any and all literacy instruction as these practices are shown to work. To put it simply, this is a list of the most effective practices for literacy instruction. Practices which were shown to have high effect sizes for visible learning in literacy include:

- Self-reported student grades/student expectations (1.44)
- Response to intervention (1.07)
- Teacher credibility (.90)
- Providing formative evaluation (.90)
- Feedback (.75)
● Teacher-student relationships (.72)
● Metacognitive strategies (.69)
● Vocabulary programs (.67)
● Self-verbalization and self-questioning (.64)
● Cooperative versus individualistic learning (.59)
● Direct instruction (.59)  (Fisher, Frey, & Hattie, 2016, p. 169)

These particular practices were have high effect sizes are were most relevant to the research question, What are the components of an effective middle school intervention curriculum?. Therefore, these selected practices were given great consideration in developing the reading intervention curriculum.

Reading intervention best practices. These practices are accompanied by many other recommendations for what good literacy instruction should include, how to structure interventions, as well as what should happen during instructional time allotted for intervention. These factors are essential to consider when seeking to find the best practices and models for middle school reading intervention. Allington (2009) identified eight specific guidelines for best practices in reading intervention after reviewing a wealth of research. These include:

1. Having an intervention plan
2. Matching readers with text at their level
3. Greatly increasing time spent reading
4. Using very small groups
5. Aligning intervention with core instruction
6. Expert teacher(s) lead interventions
7. Including a focus on metacognition and meaning, and using high-interest texts


Because the needs of adolescent readers are so unique, Biancarosa and Snow (2004) suggested fifteen “key elements” specific to reading intervention for adolescents. The authors suggest that each one is part of the perfect mix to achieve ideal results. The first nine address instruction, and the last six address structure and support (p. 12).

**Figure 1: The Fifteen Key Elements of Effective Adolescent Literacy Programs**

<table>
<thead>
<tr>
<th>Instructional Recommendations</th>
<th>Structure and Support Recommendations</th>
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<tr>
<td>-Direct, explicit comprehension instruction</td>
<td>-Extended time for literacy</td>
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<td>-Effective instructional principles embedded in content</td>
<td>-Professional development</td>
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<tr>
<td>-Motivation and self-directed learning</td>
<td>-Ongoing summative assessment of students and programs</td>
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<td>-Text-based collaborative learning</td>
<td>-Teacher teams</td>
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<tr>
<td>-Strategic tutoring</td>
<td>-Leadership</td>
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<tr>
<td>-Diverse texts</td>
<td>-A comprehensive and coordinated literacy program</td>
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<tr>
<td>-Intensive writing</td>
<td></td>
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<tr>
<td>-A technology component</td>
<td></td>
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<tr>
<td>-Ongoing formative assessment of students</td>
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*Figure 1. Adapted from Biancarosa and Snow (2004).*

For reading intervention to be successful, there must to be a two-pronged approach: literacy instruction in academic classes and reading intervention for struggling readers. Reading intervention alone is not likely to improve the reading abilities of adolescent readers (Lenski, 2008). Great attention needs to be paid to having a schoolwide approach to literacy instruction. Several researchers have advocated for school-wide implementation of a set of tools or strategies, meaning that teachers in every content area use a set of shared strategies (Allington & Baker, 2007; Ogle with Lang, 2007). This leads to consistency for students which builds confidence. Additionally, it creates an environment where teachers can refine their practice
through professional development and informal discussions about what has worked with a certain strategy or tool (International Reading Association, 2007).

While schoolwide strategies are needed, and literacy instruction in content area classes is important, there is certainly a need for many students to receive additional reading intervention in addition to this regular instruction, most specifically for students who are more than a grade behind in literacy development (Allington, 2009). For this type of intervention to be successful, specific components of meaningful intervention have been recommended including very small groups focused on intensive intervention consisting mostly of reading aloud, along with some academic vocabulary building and word recognition work (Allington, 2009). Allington (2009) also suggested that groups should range from one to five students for maximum effectiveness.

Best practice instructional suggestions are most often grouped by reading areas, such as comprehension, fluency, and vocabulary.

**Comprehension, fluency, and vocabulary instruction.** Student needs are unique, and each student is a unique reader. “No single intervention or program will ever meet the needs of all struggling readers and writers” (Biancarosa & Snow, 2004, p. 11). While every student will not have the same needs to address within intervention time, there is some commonality. Most adolescent students are in need of comprehension strategies, while some require fluency instruction, and very few need decoding (Biancarosa & Snow, 2004). Almost all adolescent readers can benefit from vocabulary strategy instruction as academic vocabulary is necessary for unlocking content specific to a discipline, and much of this academic language will be unfamiliar to most adolescent readers (Fawcett & Rasinski, 2008; Kuhn & Rasinski, 2007).

If students are not fluent with typical grade level sight words, they are exhausting their stamina with every reading they attempt as they are exerting effort figuring out words that should
be known automatically in addition to the unfamiliar vocabulary specific to a given content area. This greatly impedes comprehension (Block & Pressley, 2007). Reading aloud works primarily on developing reading fluency, as does word recognition practice making both crucial components of intervention for many students (Fawcett & Rasinski, 2008). Specific fluency strategies include word study, reading while listening, paired repeated readings, authentic repeated reading, and fluency oriented oral reading (Kuhn & Rasinski, 2007). Any fluency strategy taught to students should be done using teacher modeling and coaching (Fawcett & Rasinski, 2008).

Additionally, students need to be taught comprehension strategies with a focus on metacognition in order to self-monitor their own understanding of what they have read (Ogle with Lang, 2007). From here, they can draw upon a menu of “fix it” strategies to figure out what the breakdown is and how they can solve it. Once a resolution is reached, they can move on (Caskey, 2008). Block and Pressley (2007) made it clear that comprehension strategies need to be modeled for student use during the reading, as opposed to processing after reading to become an active reader. Comprehension strategies should allow for previewing text features and structure, making predictions, interpretations, connections, and organizing ideas within the text (Block & Pressley, 2007). Explicit teaching and teacher modeling are key to learning and internalizing these strategies (Caskey, 2008). Certainly, teacher modeling of strategies, most specifically LeMaster’s (2011) Critical Reading process, was taken into consideration when creating this curriculum.

**Critical reading process and strategies.** LeMaster (2011) presented a model which stresses strategies for interacting with text in *The Critical Reading: Deep Reading Strategies for Expository Text Teacher Guide*. The model itself was created based on best practice research for
teaching reading and applies many of the recommendations already presented. LeMaster advises that teachers need to “make transparent what good readers do while reading” (p. xii). For each reading, an instructor is advised to begin with a purpose and plan, select pre-reading strategies, provide multiple opportunities to return to the text and interact with it, and chose an appropriate extension. Along the way it is expected vocabulary instruction is addressed as needed and that scaffolds are provided so that students reach the goal of understanding rigorous text (LeMaster).

As Block and Pressley (2007) emphasized, interacting with text or using strategies to aid comprehension during reading is key for achieving comprehension. The primary interacting strategies recommended by LeMaster (2011) are Marking the Text, Pausing to Connect, and Writing in the Margins. The purpose of Marking the Text is to isolate important information within a text; this strategy consists of three steps: number the paragraphs, circle key terms, and underline claims or main ideas (LeMaster, 2011). Pausing to Connect asks students to pause in their reading and make connections within the text and/or to another text. This strategy intends to teach what proficient readers do automatically in their heads. This can be done on the text by drawing arrows, or through discussion with a partner or small group using a list of questions (LeMaster). Writing in the Margins asks students to make note of questions, visualization, clarifications, summaries, connection, and in the margin of the text. It is not suggested that students use all types of this strategy at once; ultimately, the goal is that students self-select they type of Writing in the Margins that is the best fit for their comprehension and the text (LeMaster, 2011). All of the strategies are to be taught using consistent modeling and the gradual release of responsibility, meaning that students gradually take ownership of choosing and using strategies that are the best fit for the text (LeMaster). These strategies were key foundations in the
curriculum developed. However, it was also recognized that teaching strategies alone would not be enough to engage students as motivation also must be addressed.

**Mindset and motivation.** As previously mentioned, student motivation is connected to reading proficiency (Biancarosa & Snow, 2004). In her book, *Mindset: the New Psychology of Success* (2007), Dr. Carol Dweck furthered research on motivation by explaining that there are two types of mindsets—fixed mindset and growth mindset. She posed that those with a fixed mindset believe that their abilities are fixed, meaning they will not change, while those with a growth mindset perceive that their abilities can grow and change. Those with a growth mindset are more willing to take risks and accept challenges as opportunities for growth (Dweck, 2007). A student with a fixed mindset accepts a lack of talent of ability as permanent while a student with a growth mindset recognizes that talents and abilities can be developed. Dweck’s research showed that mindset was a key factor in motivation and achievement and that “if we could change their mindsets, we could boost their achievement” (Dweck, 2015, p.20). Dweck (2007) also advised teaching students about mindset, most importantly teaching them that brains can grow and change.

There are clear connections between Dweck’s research and adolescent reading intervention. A student who believes that his reading ability is static is far less likely to accept suggestions and engage in strategies aimed at improving his reading skills, while a student with a growth mindset would be more likely to do so. Dweck also said that “students need to try new strategies and seek input from others when they’re stuck. They need this repertoire of approaches -- not just sheer effort-- to learn to improve” (Dweck, 2015, p. 20). For any of the strategies mentioned to be effective, mindset must be addressed for students receiving intervention. When students understand that their comprehension can increase by applying the reading strategies
taught, their motivation, and ultimately their reading skills improve (Culang, 2016). However, Dweck (2015) cautioned that teachers should not use the excuse of a fixed mindset to explain a student’s lack of growth. If a teacher truly espouses the theory of mindset, she will continue to search for the key that will unlock learning for such a student (Dweck, 2015). Mindset and motivation were given key considerations in developing the curriculum for this project.

Motivation goes beyond simply teaching students that they can become better readers; students also need to want to read. In Igniting a Passion for Reading, Layne (2009) encouraged teachers to consider the complete picture of a student reader by defining a reader as “a kid who has both the skill and the will to read” (p. 6). He further argued that much attention has been given to building reading skills such as fluency and comprehension without addressing the affective needs of interest, attitude, motivation, and engagement thus creating “disengaged readers” (Layne, 2009, p. 5). Without addressing these needs, students may be able to read but likely will not choose to do so because they do not see reading as as enjoyable (Layne). Students must be presented with engaging reading material of all types and allowed to choose what they want to read whenever possible. Additionally, Layne (2009) claimed that time must be allotted within the school day for student choice reading so that students have an opportunity to develop the habit of reading for enjoyment. Atwell and Merkel (2016) also advocated for this dedicated choice-driven reading time and termed it Reading Zone. They further suggested that students could be taught to use their own metacognition to gauge how “into” a book they were using a scale of one to five with five being the goal of getting lost in the book, while a score of one or two meant the book is not a good fit and that the teacher should intervene to help the student find more appropriate and interesting reading material (Atwell & Merkel, 2016). These principles and the term Reading Zone were utilized when creating this curriculum.
To develop motivation, student choice must be given consideration. Providing students with “autonomy, choice, and opportunities to develop mastery during the learning process strengthens their motivation” (Culang, 2016). There have been many studies showing that choice increases motivation (Patall, Cooper, & Wynn, 2010). Furthermore, Allington (2009) and Biancarosa and Snow (2004) emphasize high-interest text. Somewhat implicit in this recommendation, but not always directly stated is that high-interest differs from student to student, meaning that students need the opportunity to choose reading material that is high interest to them as an individual. Certainly, classroom practitioners have found this to be true, one even stated that no other practice motivates students as much as choosing what they read (Miller, 2012). Choice as a form of motivation was given consideration in curriculum design as were several other design considerations.

**Other Considerations for Intervention Design**

Scheduling reading intervention for middle and high school students is often a challenge given that traditional middle and high school schedules allow for less flexibility than most elementary settings (Caposey, 2011). However, there are models present for various secondary schedules that meet the guidelines suggested by experts (Prewett, Mellard, & Lieske-Lupo, 2011). These guidelines include providing additional time, ideally every day, to focus on learning and practicing reading strategies with content area text (Allington, 2009). Biancarosa and Snow (2004) suggested that a total of two hours per day be devoted to literacy instruction intended to include solid literacy and strategy instruction within content-area classes as well as intervention. Intervention needs to be in addition to regular literacy instruction to be successful, as opposed to be offered in place of English or Language Arts (Allington, 2009; Biancarosa & Snow, 2004).
In the middle school setting, students are often grouped into classes of between 10 and 15 with the classes or groups consisting of students who have significantly different needs as readers (Allington, 2009; Vaughn et al., 2010). Fuchs, Fuchs, and Compton (2010) suggested that this will not likely be successful as those students with significant needs will not be met and that group size should vary based on student need. While group size varies greatly from setting to setting, the greatest gains are to be made when groups are quite small. Allington (2009) suggested groups of one to three for intensive intervention. All agree that students with the greatest need should be in the smallest groups; potential even in a 1:1 tutoring setting.

Another key consideration when designing an intervention model is that of instruction and teacher selection. “Study after study points to teacher expertise as the critical variable in effective reading instruction” (Gambrell, Malloy, & Mazzoni, 2007, p. 15). Effective teachers are required to put best practice theory to work by designing actual instruction and creating learning opportunities individualized to meet students’ varied needs. It takes expert teachers to do all of this effectively (Allington, 2009). Fisher, Frey, and Hattie (2016) reported that the body of reading research shows an effect size of .90 for “teacher credibility” (p.11). Simply put, these authors stated “every student deserves a great teacher not by chance, but by design” (Pp.2, 169). Assigning a teacher with demonstrated results is important to ensuring that any curriculum is successful; because of this research finding, the curriculum designed as part of this research project was intended to be taught by an experienced teacher with a strong reading background who was familiar with methods and structures for reading intervention.

Response to Intervention

A popular framework used for structuring differentiated intervention within public schools is known as Response to Intervention. Response to Intervention (RtI) is a tiered approach
for identifying students with behavior and learning needs. It was mandated by the reinstitution of Individuals with Disabilities Education Act (IDEA) in 2004 for the purpose of ensuring that a scientific process was in place for identifying students who need additional support, including those who may be referred to Special Education (Allington, 2009; Gorski, 2016). This framework has regularly been applied to the areas of reading, mathematics, and behavior, and is quite relevant when designing a middle school reading intervention model (Gorski, 2016; Prewett, Mellard, & Lieske-Lupo, 2011). Response to Intervention is intended to ensure that schools have provided early identification and intervention to students who struggle, verify that schools develop a different way of identifying students with disabilities, monitor each individual student’s progress, provide high-quality professional development, create a problem-solving team, and produce accelerated reading growth (Allington, 2009). Furthermore, research has shown that the RtI model works when implemented with intentionality; Fisher, Frey, and Hattie showed that its effect size was 1.07 (2016, p. 143).

Many implementations of RtI include three tiers as part of the model for delivering intervention service. According to Gorski (2016) Tier 1 is intended to include general education classroom practices and all students. All Tier 1 students are screened to determine proficiency in the measured area of learning. Tier 2 includes students identified as needing additional supports to meet learning outcomes as measured by the screening assessment; approximately 5-10% of students theoretically will qualify for Tier 2 service (Gorski, 2016). Tier 3 is made up of students who need even more support and intervention to meet standards than what they received in Tier 2; less than 3% of students are intended to be eligible for this service (Gorski). The curriculum designed by this project will be implemented in a reading support class that is considered a Tier 2 intervention.
Fuchs, Fuchs, and Compton (2010) suggested a slightly different way to interpret RtI. They proposed that whatever interventions are provided in the general education classroom by the core curriculum be called “primary prevention”. “Secondary prevention” includes tutoring within small groups of two to five students identified by a screening assessment as at risk for significant difficulty in academic performances. This level of intervention is expected to be successful for all but about 5% of students who would need a final level of intervention, called “tertiary prevention”. The authors suggest that this level consist of 1:1 tutoring (Fuchs, Fuchs, & Compton, 2010).

It should also be noted that there is some disagreement with the three tier model of RtI as some researchers argue that students do not neatly fit into three categories of need. Indeed, it is quite common for the actual percentages in tiers to be outside of alignment with suggested percentages (Gorski, 2016). Additionally, there are various frameworks in place for RtI that may use more than just three tiers (Fuchs, Fuchs, & Compton, 2010). The state of Minnesota has chosen to use Multi-tiered System of Support (MTSS), a more encompassing form of RtI as its primary structure for intervention (Minnesota Department of Education, 2015). The framework behind MTSS “acknowledges that instruction and/or contextual issues, not student inability, could be the reason why students are not learning” (Averill & Rinaldi, 2011, p. 92).

While MTSS is very similar to RtI, it allows for more overlapping layers and methods of academic and behavioral interventions, along with professional development for teachers (Averill & Rinaldi, 2011). The goal of MTSS is that all of these structures are woven together to provide more support for students so that it becomes “a framework that provides schools with an integrated system of high-quality, standards-based instruction and interventions that are matched
to students' academic, social-emotional, and behavioral needs” (Minnesota Department of Education, 2015).

**RtI and middle school.** While structures like the RtI model or MTSS are commonly implemented in elementary school, they have been implemented less frequently in secondary schools, often due to scheduling difficulties (Prewett, Mellard, & Lieske-Lupo, 2011). Additionally, adolescents are often less receptive when it comes to receiving intervention assistance (Fuchs, Fuchs, and Compton, 2010). It is often challenging for school leaders to provide for very small groups of students to have an intervention class within an existing schedule and with staffing allocation restraints (Prewett, Mellard, & Lieske-Lupo, 2011). Lastly, many middle schools do not have a screening assessment in place to measure or document the effectiveness of primary in-class interventions (Fuchs, Fuchs, & Compton, 2010). According to Allington (2009), due to scheduling and staffing allocations, what often ends up being implemented is a class of too many students with a wide range of needs.

However, many middle schools have implemented RtI structures with positive results (Gorski, 2016). Fuchs, Fuchs, and Compton (2010) suggested some tweaks that make sense for implementing such an intervention structure in middle and high schools including using the statewide assessment along with teacher recommendation in place of a screener for identifying students in need of intervention. The National Center on Response to Intervention offers several suggestions for middle schools to successfully implement RtI. These include:

- Establish a team that regularly meets to evaluate student scores and needs.
- Build classes to meet the identified needs and make sure students are scheduled for these classes as needed.
• Replace an elective class with an intervention class, or shorten the length of class periods and add an additional class period.

• Allot teaching assignments (FTEs) to staff intervention classes as needed.

• Hire or assign qualified teachers to teach the intervention classes. Those with the most experience should teach the students with the most need (Prewett, Mellard, & Lieske-Lupo, 2011).

Of course, as mentioned earlier, there are obstacles to overcome in making each of these suggestions a reality. Consideration will need to be given to the master schedule and teacher assignment in place at the site of implementation when the curriculum is developed. The ideal group size of five or fewer students is not a reality given scheduling and staffing allocations.

RtI intensity and timeliness. The original intent of RtI is to try out the interventions offered at each level before recommending that a student be moved on to the next level (Allington, 2009). However, there is also a school of thought that suggests that Tier 2 and 3 interventions should be put in place much more quickly for secondary students given that the gap between actual reading ability and grade-level reading is often quite wide for secondary students (Fuchs, Fuchs, & Compton, 2010; Vaughn et. al, 2010). Vaughn et. al (2010) even suggested that a tier may be skipped based on assessment data showing a need for students to move two or more grade levels in reading proficiency. Given current school and district policy at the site, this suggestion will not be implemented.

Assessment Information and Tools

In order to measure the effectiveness of practices and curriculum implemented in a middle school reading intervention class, it is necessary to determine how progress will be assessed. Assessment is also needed to address what specific reading skills each student
receiving intervention needs to improve upon (McKenna & Stahl, 2009). This will certainly be considered in developing a curriculum.

Research has shown that too often, a standardized assessment given yearly, like the Reading MCA (Minnesota Comprehensive Assessment), becomes *the* reading assessment for adolescent students (McKenna & Stowe, 2009). Unfortunately, standardized tests like the MCA are not intended to give instructional guidelines; they are in place to measure students’, schools’, and districts’ performance in comparison to others. What is needed are assessments that measure students’ strengths and needed areas of improvement in reading (Afferblach, 2007; International Reading Association, 2007).

There are two main types of assessment—formative assessment and summative assessment. Formative assessment is intended to be informal and usually takes place during the learning process. Summative assessment is more formalized and sometimes standardized. It is intended to take place at the end of the learning process and/or serve as benchmarks of the learning (McKenna & Stahl, 2009). Many standardized assessments for reading are norm-referenced, meaning that an individual student’s performance on such an assessment can be compared to what might be “normally be expected of other students in the same grade, of the same age, etc. Percentile ranks, grade level equivalents and scale scores are often used in norm-referenced tests” (McKenna & Stahl, 2009, p. 25). Some standardized tests are criterion-referenced meaning that they are intended to measure a student’s progress against established criteria (McKenna & Stahl, 2009). Both types of assessment are useful when determining the needs of student readers.

Theoretically, to measure readers’ progress, there should be a pre-assessment which might be a screening test, on-going formative assessment, possible a middle assessment, and a
post-assessment (Afferblach, 2007). At the secondary level, assessments would ideally provide information about a student’s word recognition, fluency and comprehension abilities (Afferblach, 2008; McKenna & Stahl, 2009).

In Minnesota, the Minnesota Comprehensive Assessment III for Reading (MCA Reading) is the state mandated standardized test (Minnesota Department of Education, 2016). It is an example of a summative criterion-referenced assessment in that it measures student performance on defined grade level achievement benchmarks derived from the reading standards for that grade level (Minnesota Department of Education, 2016). Reading MCA results from the previous year were used to identify students to be considered for reading intervention classes. The group of students who were in either the Partially Proficient range or the Does Not Meet category took the Formative Reading Assessment for Teachers’ Adaptive Reading (FAST aReading) assessment at the beginning of the year and/or trimester during which they were considered for intervention. This assessment is a norm-referenced and primarily measures students’ fluency; it served as both a screening test and progress monitoring assessment throughout the school year for students enrolled in reading intervention (FastBridge Learning, 2016).

In the area of reading in particular, since multiple skills are needed to be a proficient reader, it can be difficult to identify if the student need is word recognition, fluency, vocabulary instruction, comprehension, or some combination of these. Because students have different needs as readers, secondary diagnostic assessments were needed to determine student instructional needs. Diagnostic assessments by design are intended to identify areas of student need for instruction and planning purposes (McKenna & Stahl, 2009). Some of the diagnostic assessments used for word recognition and fluency include the Fry Reading Inventory, and the San Diego
Quick Assessment (McKenna & Stahl, 2009). Comprehension was also assessed informally using questioning, performance on assignments, and written responses.

All of this research attempts to answer the question: *What are the components of an effective middle school reading intervention curriculum?* It is clear that there are many factors to be considered when developing such a curriculum. One who is developing a reading intervention curriculum for middle school students needs to take into consideration the unique needs of adolescents, and acknowledge that there is a continuum of reading needs amongst adolescents. These needs will likely include instruction in the areas of academic vocabulary, fluency, and comprehension. Strategies used to meet these needs need to be explicitly taught and modeled with an emphasis on strategies used during reading, or while interacting with the text. Such strategies need to include multiple opportunities for practice and development of metacognition. These strategies should be taught with text and concepts that are closely connected to what students are learning in their content area classes. Additionally, student motivation via mindset and choice must be addressed in order for these strategies to be effective. Some type of consistent assessment must be used to be measure the effectiveness of the intervention. Finally the grouping of students, scheduling of the class, and the amount of time allotted for intervention must be addressed.

**Conclusion**

In conclusion, there are many factors to consider in answering the question posed. The research shows that designing reading interventions for middle school students requires careful consideration of many factors including student characteristics and needs, scheduling of the intervention time given the existing schedule, the duration and frequency of the intervention, careful strategy and text selection, emphasis on modeling and choice, and assessment of
progress. It also must include instruction in the key areas of vocabulary instruction, fluency, and comprehension. All of these factors were given consideration in designing the curriculum intended to address to answer the question: *What are the components of an effective middle school reading intervention curriculum?*

In Chapter 3, the processes and procedures used in developing a curriculum to address this question are reviewed in detail. This chapter contains information about the design process selected for this curriculum, the standards addressed by the curriculum, and the overall outline designed for the curriculum to address the recommendations of experts as outlined in Chapter 2. Chapter 3 also describes the intended setting of implementation. Finally, Chapter 4 reflects upon the completed curriculum, including implications for further research and refinement.
Chapter Three
Methods and Theory

Introduction and Overview

When conducting research about the elements of an effective reading intervention curriculum for middle school students, this writer was presented with a unique opportunity to be part of a very small team tasked with redesigning a course for struggling middle school readers. The redesigned course was given the title Learning Literacy to encompass that literacy, meaning reading and writing, are the primary methods for most learning at the secondary setting. In recognition that adolescent readers have their own unique needs, this committee realized quickly that it did not make sense to duplicate reading intervention structures present in elementary schools within the district of study. During the course of this design work, it became evident that a curriculum would need to be created for this course. This opportunity quite naturally led to the research question: What are the components of an effective middle school reading intervention curriculum?

Anytime a curriculum is created, there are many factors to be considered. In this case, the curriculum needed to reflect the best practices suggested by experts in reading intervention, as well as the unique characteristics of adolescent students, all of which were outlined in Chapter 2. In this chapter, the setting and participants where this curriculum will be implemented are described, followed by an overview of the curriculum’s structure and design considerations including discussion of how each reflects recommendations by reading experts. Furthermore, the theories behind the process used for designing curriculum and the decisions made in the actual design are presented. Lastly, the effectiveness of the curriculum and its limitations are addressed.
### Setting and Participants

The intended audience and setting for the implementation of this reading intervention curriculum is a middle school located in an inner ring suburb of the Twin Cities of Saint Paul and Minneapolis. During the last decade, the community in which the site is located has experienced considerable demographic changes and become much more diverse than it once was. While the community still consists primarily of older residents, the schools within the district have experienced considerable growth in the last five years due to families with school age children moving into the district. As a result, at the time the curriculum was designed, schools in the district, including the selected middle school, were at or near enrollment capacity.

The middle school where this curriculum was implemented served grades seven and eight. At the time of initial implementation, there were 958 students total attending the selected middle school. The overall student body was quite diverse. About 50% of the student body was made up of students of color, including African-American students, Hispanic/Latino students, Asian-Pacific Islander students, and Native American students. There were 52 languages spoken amongst students, and approximately 20% of students were identified as Limited English Proficiency. Additionally, over 50% of students qualified for free and reduced lunch.

The Reading MCA scores for this diverse group of students were lower than the state averages for seventh and eighth grades in all tested racial subgroups except white. The overall proficiency rates at the site of implementation showed that 43% of seventh grade students scored proficient or above, and 45% of eighth graders attained a proficient score. This compares to the statewide averages of 56.6% proficiency for seventh grade students and 57% proficiency for eighth grade students (Minnesota Report Card, 2016). The achievement gap data for the site of implementation shows that in seventh grade, African American students’ rate of proficiency on
the Reading MCA was 43.8 percentage points lower than white students; the same groups had a
difference of 33.5 percentage points for eighth grade students. The gaps for Hispanic/Latino
students and white students were reported as being 31.1 percentage points for seventh grade
students, and 28.4 points for eighth grade students (Minnesota Report Card, 2016).

More specifically, the students in the classes where the curriculum was implemented
were students who had been identified as struggling readers based on various measures. The
primary measure of identification was that their MCA Reading scores for the previous year were
in the Does Not Meet category, meaning they had scored at or below 640. Other indicators were
considered as well, including fifth grade MCA Reading scores in the Does Not Meet category,
FAST aReading assessment scores of 40th percentile or below, sixth grade teacher
recommendation, and sixth grade Literacy report card scores of one or two for the reading fiction
and/or reading nonfiction benchmarks. Students in these classes reflected the overall diversity of
the school itself; most were students of color, and many spoke a language other than English at
home. Roughly one-third were students who previously had or were currently in sheltered
content or co-taught classes for English Language Learners. Over one-half received free or
reduced price lunch. Additionally, several students struggled with housing insecurity. Students
receiving Special Education services did not qualify for these classes due to funding restrictions.
The curriculum designed would need to meet the needs of this diverse group of learners.

Curriculum Design Process

When designing curriculum, it makes sense to begin with the desired end result in mind.
McTighe and Wiggins (1998) created a framework known as the Backward Design model of
curriculum design in their book, *Understanding by Design*. The basic concept suggested was that
a teacher would consider the intended end product or learning target first and plan “backward” in
order to articulate that all skills and knowledge necessary for completion of the end product were taught and practiced during the learning opportunities designed as part of the unit (McTighe & Wiggins, 1998). These authors also suggested that teachers should create “essential questions” to guide the learning and identify the specific understandings, knowledge, and skills necessary to demonstrate that students had accomplished the intended learning (McTighe & Wiggins).

For this curriculum, the primary learning targets were articulated in the Minnesota English Language Arts Standards Reading Benchmarks for Informational Text for Grade 7 (Appendix B). Specifically, this curriculum focused on the following standards:

- 7.5.1.1- Make inferences from text and provide support for that inference.
- 7.5.2.2.- Identify main ideas within a text and summarize the text.
- 7.5.4.4- Figure out word meanings within a text based on how those words are used.
- 7.5.5.5- Identify text structure and why the author chose the structure.
- 7.5.10.10- Read and comprehend text independently, and choose appropriate reading materials (Minnesota Department of Education, 2014).

The curriculum was designed by taking into account these standards along with Writing Standards for Grade 7 and Reading Standards placed specifically within the intended curricular support areas of science and social studies. With these guidelines in mind, I worked backward, as suggested by McTighe and Wiggins (1998), to break apart the skills needed to achieve the end result. I then created an overall design for my curriculum and from there designed the specific units included. I also chose the overarching essential question of “How can reading strategies help me learn?” to incorporate the end goal of reading improvement and reflect the course title of Learning Literacy. This design process led to the development of an overall outline for the course and a weekly schedule to incorporate best practice elements for reading instruction.
Curriculum Outline and Basis

This curriculum was designed to follow a similar schedule each week which included the guidelines and best practices identified within the body of research related to reading intervention. These primarily included Allington’s (2009) guidelines for reading intervention, but also Biancarosa and Snow’s (2004) suggestions from Reading Next (Appendix A), and also the International Reading Association’s (2012) recommendations in their position statement on adolescent literacy. Additionally, Fisher, Frey and Hattie’s (2016) list of effect size ratings for literacy instructional practices as reported in Visible Learning for Literacy were regularly referenced. With all of this research in mind, the course planning subcommittee I worked with identified further overarching guidelines for course entrance and exit criteria, and assessment timelines (Appendix D). My research findings largely contributed to the overall structure created for the course and the curriculum guidelines.

Mindset and motivation. Mindset Monday (or Motivational Monday) was designed to be used for addressing motivation and affective areas of reading as suggested by the International Reading Association’s (2012) position statement on adolescent literacy and Reading Next’s (Biancarosa & Snow, 2004) direction to address motivation. Without student buy-in and belief that their abilities can be strengthened through practice and effort, experts suggest little gains are likely to be made. Lessons on Mondays included readings, videos, and other work related to Dweck’s (2007) Growth Mindset theory in recognition that student effort and motivation play a huge role in their academic success. These lessons allowed for additional time spent reading and also provided opportunities for practicing key skills of fluency, vocabulary building, and comprehension.
**Content area support.** Tuesday through Thursday of each week were when vocabulary, fluency, and comprehension were primarily addressed (Appendix E). Vocabulary, fluency, and comprehension skills were modeled explicitly using the gradual release of instruction as suggested by various experts in reading intervention (Allington, 2009; Biancarosa & Snow, 2004; Fawcett & Rasinski, 2008). As Biancarosa and Snow (2004) advised, small collaborative groups and “strategic tutoring” (p. 18) were employed as appropriate to the situation and text. One additional goal was to incorporate as much content area reading from students’ core classes as possible, especially science and social studies as those two disciplines contained significant amounts of unfamiliar academic vocabulary which had been shown to hinder students’ comprehension in these content areas. In the past, this had led to grades for these two content areas often being the lowest grades for students in previous literacy support classes. This was in line with Allington’s (2009) advice that intervention should be aligned with core instruction to make the maximum impact.

**Critical reading strategies.** The Critical Reading process as described by LeMaster (2011) served as the primary instructional model for delivering this reading support. Every week’s lessons included a pre-reading strategy, multiple interactions with the text, and an extension, along with vocabulary instructions as appropriate. Interacting with the text was given priority in keeping with what Block and Pressley (2007) recommended about using active reading strategies during the reading and not after the reading. Primary methods of interacting included Marking the Text, Pausing to Connect, and Writing in the Margins. The purpose of Marking the Text is to isolate important information within the text; this strategies steps include numbering the paragraphs, circling key terms, and underlining main ideas (LeMaster, 2011). Pausing to Connect asks students to pause in their reading and make connections within the text
and/or to another text. This strategy intends to teach what proficient readers do automatically in
their heads. This can be done on the text by drawing arrows, or through discussion with a partner
or small group using a list of questions (LeMaster). Writing in the Margins asks students to make
note of questions, visualization, clarifications, summaries, connection, and in the margin of the
text. It is not suggested that students use all types of this strategy at once; ultimately, the goal is
that students self-select they type of Writing in the Margins that is the best fit for their
comprehension and the text (LeMaster). As suggested by LeMaster, all of the strategies were
taught using consistent modeling and the gradual release of responsibility, meaning that students
gradually took ownership of choosing and using strategies that are the best fit for the text.

**Reading zone.** Fridays were reserved for what Atwell and Merkel (2016) called Reading
Zone, a dedicated time for students to engage in choice reading of self-selected books at their
reading level. This choice was made to increase the amount of time students spend reading, and
also to match students to texts at their reading level in order to build reading stamina as
suggested by Allington (2009). This time was specifically set aside for students to read what they
wanted to read in hopes of creating lifelong readers who not only *know how* to read but *want* to
read for enjoyment (Layne, 2009). Every effort was made to reserve the entire period for choice
reading outside of a quick check in at the beginning of class or students quickly sharing book
recommendations to each other. During the period, students would gauge where they were at in
the Reading Zone, meaning how into the book they were, using a scale of one to five as
suggested by Atwell and Merkel (2016).

**Assessment of Curriculum**

The curriculum’s effectiveness was designed to ultimately be assessed using preliminary
MCA Reading scores at the end of the current school year for students in the course using the
curriculum (Appendix D). The goal was for students in this course to demonstrate high growth from their previous year’s Reading MCA score to the one at the end of the current school year. This goal was in place in recognition that many students in this course would likely not meet standards as assessed by the Reading MCA given their low levels of proficiency at the beginning of the course. Unfortunately, official MCA Reading scores were not released by the Minnesota Department of Education until the summer following implementation. So, other measures of effectiveness were sought.

Because of this and the need for progress monitoring assessment, the curriculum’s effectiveness was assessed regularly during the course. The Formative Assessment System for Teachers Adaptive Reading Assessment (FAST aReading) served as both a screening and progress monitoring assessment. This nationally normed assessment was administered a total of four times during the school year (Appendix D). Each time, student scores were analyzed for growth and compared to grade level national norms (Fast Bridge Learning, 2016).

Formative assessments of daily and weekly learning were also used including ongoing formative assessment of vocabulary, fluency and comprehension through regular assignments and other reading assessments specific to these areas. Comprehension formative assessments primarily included daily assignments. Fluency areas measured included automatic word recognition as assessed by oral reading fluency assessed by informal regular read alouds.

Additional assessments were occasionally needed to determine student instructional needs. When more formalized and normed word recognition assessment was needed, the Fry Sight-Word Inventory was used (McKenna & Stahl, 2009).
Project Presentation Rationale

The purpose of the reading intervention course curriculum designed was to answer the research question: What are the components of an effective middle school reading intervention curriculum? The chosen format for presenting the curriculum was a Google folder containing all relevant materials for both an overview of the course design and more specifically individually units within the course. This format is logical choice for a curriculum design project as it organized in a way to be usable to a teacher teaching the course. Within this folder are subfolders for course overview materials, and for each of the three samples units (Appendices F, G, and H). The course overview folder includes several documents including the course guidelines, a week by week plan for each trimester and the corresponding reading standards which the course is aligned to (Appendices B, C, D and E). Individual unit folders contain a unit plan which includes links to all student assignments and handouts, selected reading material, Google Slides presentations for each day’s lesson within that unit, and any other needed materials for teaching the unit. The goal was to have everything required for teaching that unit accessible in one place for easy access.

Timeline of Implementation

The research was primarily conducted in the 2016-2017 school year which is also when the course was in the process of redesign. The research findings were given a great deal of consideration as course design elements were determined. During this school year, the curriculum was partially implemented in reading support classes at the site. Doing so allowed for discoveries of what worked and what needed improvement. The curriculum is scheduled for full implementation in the 2017-2018 school year in the newly redesigned course titled Learning Literacy.
Conclusion

In this chapter, I described the rationale for design considerations present in this curriculum. Additionally, the district and school setting were described, as were the participants. These factors were all given consideration in the design process and were key factors in the implementation of the curriculum.

In the following Chapter 4, I present individual lesson plans and the reasoning behind their creation. One lesson of each type, motivation, reading skill instruction with content area text, and choice reading, is presented to provide a more holistic picture of the curriculum. In this final chapter, I also reflect upon the overall process of designing this curriculum including the limitations recognized and hurdles encountered.
Chapter Four

Conclusions

Introduction

During the 2016-2017 school year, I was presented with a unique opportunity to be part of a very small team charged with redesigning the literacy support class at my middle school site. I was also assigned to be the sole teacher of the course in both the current school year, and for the launch of the redesigned course the following year. The reading support course title was changed to Learning Literacy to encompass all aspects of literacy and the process of learning, as opposed to focusing solely on reading. Knowing the unique needs of adolescent readers, and recognizing the importance of a strong connection to core instruction, I realized that the curriculum required would need be unique to this specific course. No prepackaged program selected would closely align to the specific content taught in students’ core classes as the course was intended to do. Ultimately, it became increasingly clear that I would need to design the curriculum for this course. These factors guided me to my research question: What are the components of an effective middle school reading intervention curriculum?

This curriculum was developed using best practice research as outlined in Chapter Two including considering the unique needs of struggling adolescent readers. Considerations for how to develop academic vocabulary, fluency, comprehension, and metacognition were given high priority and led to selecting LeMaster’s (2010) Critical Reading strategies, specifically those which most closely connected to practices reported by Fisher, Frey, and Hattie (2016) to have high effect size upon literacy learning. The backward design structure of curriculum design laid out by McTighe and Wiggins (1998) in Understanding by Design was used to plan units and
lessons so that the end goals or objectives were used to plan learning experiences. Furthermore, Dweck’s (2007) mindset research was utilized to embed regular mindset and motivation lessons. Finally, research about the power of choice reading and the amount of time spent reading were considered in developing a guideline that at least 50% of the class time would be devoted to actively reading, including both interacting with the text and regularly reading for enjoyment (Biancarosa & Snow, 2004; Layne, 2009, Atwell & Merkel, 2016).

Curriculum Development Process

Engaging in the process of curriculum development was quite enlightening. While I had significant experience as an English teacher in planning and preparing for teaching a reading, and substantial knowledge about reading instruction and application of that knowledge in lesson planning, my research prompted me to keep pushing myself to the next level in the process of developing the curriculum. This created an experience wherein a unit plan or individual daily plan continued to evolve and be reshaped as my awareness of best practices increased.

One primary goal was to provide clearly articulated expectations for the reading support class at my school site, so that anyone else who might hold the reading intervention position would have a solid foundation. More specifically, the goal was to develop a comprehensive curriculum aligned to best practice reading research which could be implemented by any teacher assigned to teach the course. Therefore, I chose to provide both an overview of the course itself along with individual unit plans that would be used in the course. The overview grew from including only a document of guidelines established for the course to including reading and writing standards addressed by the course as well as an outline for the year (Appendix D). This required creating a rough plan for an entire year that incorporated support units for the core content areas of science, social studies, and English (Appendix E). This also led to the
recognition that the course would need to encompass writing standards in addition to reading standards (Appendices A and B).

For the individual units, I chose to use McTighe and Stiggins’ (1998) *Understanding by Design* model for unit planning recognizing that the objectives and reading purpose must be established before individual strategies or readings could be selected. This led to the creation of essential questions for each unit as suggested by McTighe and Wiggins (1998); it also led to the creation of an overall essential question for the course: *How can I use reading strategies to help me learn?*. From there, three sample units were selected from the curriculum that were a good representation of the learning process employed in the entire course.

Since the course by design is primarily intended to support the content areas of science and social studies, content units were chosen from each of these areas to include in the curriculum sample (Appendices F, G, and H). Within each of these units, all parts of the critical reading process were carefully planned for as suggested by LeMaster (2011) so that pre-reading, multiple interactions, and an extension were included. Both of these units included a Mindset Monday lesson and a Reading Zone Friday lesson in alignment with the typically weekly schedule established for the course. As I had previously learned through experience the importance of incorporating direct instruction about Dweck’s (2009) mindset research, an introductory unit on this topic was also included which employed the critical reading process to teach the content of mindset.

Each unit was created by beginning with a template for planning aligned to McTighe and Stiggins’ (1998) *Understanding by Design* model in which essential questions were created, and then the specific understandings, knowledge and skills necessary to demonstrate the intended learning were identified in order to develop the learning activities that would achieve these goals.
As the daily plans for the learning activities were written, I determined it would make the most sense to embed links for easy access within the unit plans for all materials, such as Google Slides, student handouts, selected readings, and videos needed to actually teach the unit. Again, the goal was that this curriculum would be aligned to the overarching guidelines identified in my research and also be readily accessible to anyone who might teach the class (Appendices F, G, and H).

**Characteristics of the Curriculum**

As previously mentioned, the curriculum was primarily structured to follow a similar weekly structure to include weekly mindset and motivation lessons, reading strategies taught and/or reinforced using content area text, and time allotted for choice reading. The general weekly schedule which largely characterized the curriculum included “Mindset Monday”, reserved Tuesday through Thursday for content area support, and ended with “Free Reading Friday” (Appendix E). Mindset Mondays included lessons reviewing mindset and motivation using readings, videos, and activities related to the concept of developing a growth mindset and setting goals. The middle of the week is when the critical reading process was used with content area text including a focus on interacting with the text using the core strategies of Marking the Text, Pausing to Connect, and Writing in the Margins as suggested by LeMaster (2011). Lastly, the week ended with a choice reading day to allow for the development of reading for enjoyment as suggested by Layne (2009) and Atwell and Merkel (2016). There were deviations from this standard schedule for special school events, and even some units, but it was standard practice to adhere to this structure.

Other characteristics of the curriculum were more related to implementing the overall guidelines established for the course (Appendix D). One such guideline that drove many
instructional decisions was the expectation that at least fifty percent of class time be allotted to students engaging in actual reading. Additionally, the guidelines of incorporating student choice and a great amount of collaboration also influenced instructional decisions. Lastly, a metacognitive approach was used as much as possible. For example encouraging students to use strategies that included asking their own questions to make sense of text, like Pausing to Connect, were prioritized. These characteristics are demonstrated in the Genetics science content support unit (Appendix G).

Example Unit Overview

The plan for the Genetics science content support unit illustrates the curriculum design process well and is representative of the other two sample units in its structure and strategy selection (Appendix G). In keeping with the overall weekly structure of the course, it begins with a Mindset Monday lesson which asks students to reflect upon their academic performance during Trimester 2 and set specific goals for Trimester 3. This is in keeping with principles of growth mindset in that students are reminded that they can learn from and improve upon their progress (Appendix E).

By design, Tuesday through Thursday were planned to contain the lessons related to support the content of a core class; in this case the topic of genetics was selected as it aligned to learning in students’ science classes. The essential question for this unit, *How can I use reading strategies to make sense of information about genetics careers?* is connected to the overall essential for the course: *How can I use reading strategies to help me learn?* The other daily lesson essential questions were then added and key understandings, knowledge and skills as shown below in Figure 2, were formulated to articulate what students were expected to know and be able to do at the completion of this unit.
### Figure 2: Excerpt of Genetics Science Support Unit Plan

<table>
<thead>
<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will understand...</em></td>
<td><em>-How can I use reading strategies to make sense of information about genetics careers?</em></td>
</tr>
<tr>
<td>-there are careers based on genetics</td>
<td>-What are key terms and main ideas related to this career in genetics?</td>
</tr>
<tr>
<td>-they can make sense of challenging text</td>
<td>-What can I do to make sense of a text?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will know...</em></td>
<td><em>Students will be able to...</em></td>
</tr>
<tr>
<td>-the definitions of genetics, genome, geneticist, gene editing (depending on chosen article)</td>
<td>-Make predictions about a text</td>
</tr>
<tr>
<td>-basic information about the role of a geneticist or the process of gene editing</td>
<td>-Identify key terms and main ideas</td>
</tr>
<tr>
<td></td>
<td>-Utilize the steps of Marking the Text</td>
</tr>
<tr>
<td></td>
<td>-Apply Pausing to Connect to monitor and grow their own comprehension of a text</td>
</tr>
<tr>
<td></td>
<td>-Identify unknown words and use context clues to figure out their meanings</td>
</tr>
<tr>
<td></td>
<td>-Summarize information presented in a nonfiction text</td>
</tr>
</tbody>
</table>

*Figure 2. Four content elements used to create the Lesson Activities for the Science Genetics Support unit. Template adapted from the work of McTighe & Stiggins, 1998.*

The understandings, skills and knowledge identified were used to create assignments, select readings, and develop the learning plan. The first pre-reading activity selected was intended to gauge students’ knowledge of academic vocabulary related to genetics that students had already been taught in their science classes. Students then chose the text they wanted to work with from two readings chosen on the topic to offer student choice: “Dream Job: Geneticist” (Insley, 2016) and “Gene Editing” (Lauerman, 2016). The reading level of these articles was also altered using Newsela’s lexile selector to be more appropriate to students’ abilities. Students also chose a partner to work with so that they would have an opportunity to collaborate and process learning with someone else. Partners were instructed to complete the Active Reading Log assignment shown below in Figure 3 over the course of the three days. This allowed students to have one place to record all of their thinking about the chosen text.
Figure 3: Active Reading Process Log Student Assignment

**Active Reading Process Log**

**Pre-Reading:**
Make a prediction after reading each part of the article listed. Based on that info, what do you think the main idea of this article will be?

Title: _________________________________________________________________

Subheadings: __________________________________________________________

First and last paragraphs: _________________________________________________

**During Reading: Pause to Connect**
The reader will choose a question from the “Pause To Connect” question sheet at the end of stopping points you’ve chosen. Discuss with your partner and fill in the table as you read. If you need more space, use some C-Note Paper.

| Stopping Place | Pause to Connect Question | Discussion points-
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Look for chunks or sections</strong></td>
<td><strong>What do I understand so far?</strong></td>
<td>short summary of what you discussed</td>
</tr>
<tr>
<td><strong>Example:</strong> Paragraph 3</td>
<td><strong>Geology is the study of rocks AND other features of the earth</strong></td>
<td></td>
</tr>
</tbody>
</table>

| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
During Reading: Mark the Text
Return to the text and mark the text. Don’t forget to make your key!

1- Number the paragraphs
2- Circle key terms
3- Underline main ideas
   * Mark unknown words with a question mark ?

What are key terms related to this topic? List 3-5 and their definitions (get from the text or use context clues to figure out what they mean).
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What are main ideas related to this topic? List 2-3.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What are some unknown words you came across? List them and use context clues to figure out what they mean. (Still don’t know? Look them up!)
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

After Reading: GIST Summary
What have you learned about this topic? Write a summary using 15 words or less! Make sure to include key terms and main ideas (just simplify!)
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Figure 3. Shows an example of the assignment students would use to show their thinking about the text.
An additional pre-reading strategy suggested by LeMaster (2010) of using the text to make a prediction was chosen to get students “into” their chosen text. The first interacting with the text strategy selected was LeMaster’s (2010) Pausing to Connect. This strategy is highly metacognitive in that students choose and discuss questions which require them to actively think about their understanding of what they have read. At this point in the year, students had much experience using this strategy, so it did not need to be explicitly taught although they could reference a handout if needed (Appendix G). The second interacting strategy selected was another one already familiar to students, LeMaster’s (2010) Marking the Text strategy. To engage in this active reading strategy, students circled key terms and underlined main ideas in the text. Students were also instructed to look for and define any unknown words to address unknown vocabulary. Finally, the chosen extension for this unit was a GIST summary which asks students to summarize the text in 15 or fewer words providing an opportunity for the teacher to gauge overall understanding of the text.

This unit ended with Reading Zone time on Friday in keeping with the typical weekly schedule established. Students were expected to bring a book or other self-selected reading material to class. The majority of the class period was spent simply reading for enjoyment in keeping with Layne’s (2009) and Atwell and Merkel’s (2016) advice about providing ample time for students to engage in reading for pleasure. This unit is a good representation of most units taught in the course, especially in that it adhered to the established weekly schedule.

**Effective Elements**

As demonstrated in the genetics example unit, I believe the overall organization of the curriculum is one of its most effective elements. A curriculum can be extremely useful, but it will only actually be used if it is easy to access. In light of this awareness, it was purposefully
arranged to begin with the “big picture” pieces-- the course guidelines (Appendix D), standards (Appendices B and C), and weekly plan (Appendix E). This was necessary for me in order to be able to develop the individual lessons, but would also benefit anyone else who might implement the curriculum. Another teacher would understandably be less likely to follow the critical reading process structure if he or she was not aware of the overarching guidelines or the reasoning behind the design. Being able to clearly see essential questions and unit outcomes in the unit plan for each lesson further establishes this logic. Additionally, knowing that myself and many other teachers are often pressed for time, everything necessary to teach each unit was embedded in one central location for the sake of efficiency (Appendices F, G, and H).

Another effective element is that the curriculum is highly aligned to best practice research about literacy instruction. Fisher, Frey, and Hattie’s (2016) list of literacy instruction practices and their correlating effect sizes was often referenced in all stages of curriculum design. It absolutely made sense to include these practices when there is clear evidence that they work. LeMaster’s (2011) critical reading process and strategies were chosen to more specifically implement these practices as there is a strong alignment between the strategies he recommends and those practices shown by Fisher, Frey, and Hattie (2016) to have high effect sizes.

**Design Process Learning**

All throughout the curriculum design process, I found myself having a hard time determining an “end” to the project since ultimately individual units and lessons for the entire year could be included. As my own understanding of effective reading intervention practices increased and was applied to the curriculum created, I found myself uncovering multiple connections between the research and the curriculum which further propelled the work of its
creation. For example, I realized fairly early on that writing standards should be included and referenced along with reading standards given that literacy includes both skill areas.

In wanting the curriculum to be easily transferable to another teacher, additional overall course guidelines were deemed necessary. For example, the guidelines did not originally state that the course should be taught by a teacher with a strong background and/or significant academic coursework in the field of reading, but I realized that it would be almost impossible for someone without this background to understand the course design or importance of the instructional models chosen as multiple authors and studies point to teacher credibility as an important factor in the likelihood of attaining reading growth for struggling students. From a limited perspective, the need for experience in literacy instruction could be considered a limitation of the curriculum.

**Limitations**

The curriculum designed was certainly not without limitations. As previously mentioned, an entire year of lessons could have conceivably been included. While that would not have been realistic for the scope of this project, it is still a limitation in that only three sample units are included. To ultimately facilitate the ease of transfer to another instructor, sample lessons of how to begin teaching the primary strategies of Marking the Text, Pausing to Connect, and Writing in the Margins should have been included to accompany the existing student handouts provided as these strategies embodied the critical reading process structure utilized in the curriculum. I chose not to include these lessons as they would only be typically taught at the very beginning of the year. One last identified limitation is that reading standards embedded in core areas of science and social studies were not referenced in the unit plans. This choice was made to more fully focus on ELA reading and writing standards, but it would certainly be logical to reference these
additional standards as well. This will likely be something I pursue when piloting this curriculum fully. These limitations were also revealed as I implemented pieces of the curriculum in the 2016-2017 school year.

**Partial Implementation Results**

During the 2016-2017 school year, I implemented portions of the curriculum were implemented in the reading support classes I taught. This school year was one of significant transition for me; I had four different courses to prepare for each day, three of which I had never taught before including sections of reading support for both seventh and eighth grade students. In essence, I was designing these classes as I taught them since very little curriculum or guidelines had been provided. While I had a significant amount of theoretical understanding of how to teach struggling readers and had planned the big picture of what the reading support classes should include, the reality or preparing for four courses each day quickly set in. Admittedly, I floundered quite a bit until I came to the realization that both I and my students needed a more consistent structure to follow.

Implementing the weekly structure outlined above provided a predictable routine for my students and a more concrete planning framework to lessen the workload for me. I found that I could use different texts about varying content, often with the same strategies for all three of my reading support classes. More importantly, I knew that many of the important elements mentioned in the reading research were included. According to my research into best practices for reading instruction, what I was doing should yield positive results. Indeed, I found the results to be quite positive as students grew in their ability to read and comprehend text, and even began using the suggested strategies without being instructed to do so. I also noticed that when we strayed from this weekly structure and strategy framework that this engagement was not as
present. This led me to realize the importance of implementing the framework created with stronger fidelity.

**Full Implementation Plan**

This realization along with the mandated redesign of the course led me to my research and related curriculum writing project intended to answer the question *What are the components of an effective middle school reading intervention curriculum?* I was fairly confident that this weekly structure combined with the use of the critical reading process would continue to yield positive results if only I had the time to devote to deep research and curriculum writing. However, at the time, I was still struggling to plan day to day lessons for four courses. Fortunately for me, the timing of the redesign and my Capstone research project coincided. Additionally, since more sections of reading intervention were to be added, and I was asked to teach these classes, it meant that I would have the opportunity to design an entire curriculum and implement it more fully in the 2017-2018 school year.

My plan is do exactly that; the curriculum that is developed as a part of this project will be fully implemented in the following school year in all Learning Literacy classes (Appendix E). While I have chosen to focus more specifically on curriculum for the seventh grade course, a very similar curriculum will be implemented in the eighth grade course as well although it will use content from eighth grade science and social studies classes and other content area classes. In fact, one of the units included as part of this project, the Mindset Introduction unit, will be one of the very first units taught in both the seventh and eighth grade classes at the beginning of next school year (Appendix F). I anticipate a positive start to the school year as a result of creating this curriculum.
Notes on Effectiveness

I believe this curriculum will be effective with students because a great body of research shows that it should be effective. As previously mentioned, many of the strategies have high effect size correlations. I have already witnessed its effectiveness when partial pieces of the curriculum were implemented. Furthermore, I am a better teacher of literacy as a result of the research I have conducted and the practice I have had in translating that research to course, unit, and lesson design.

Summary

I ultimately designed a curriculum as a response to the research question: What are the components of an effective middle school reading intervention curriculum? The curriculum designed for the Learning Literacy course applies sound research based strategies to teach students how to independently decipher academic vocabulary, increase reading fluency and comprehension while also using metacognition to monitor and take ownership of their own learning. The weekly structure established which included devoting Monday to mindset and motivation instruction, providing core content reading support Tuesday through Thursday, and reserving Friday for choice reading for enjoyment, was put into place to provide a predictable structure for including the key elements of successful reading instruction.

While it may never seem easy to meet the challenge of teaching adolescents with a wide range of instructional literacy needs, I do believe I have established a curriculum for doing so that shows great promise. The curriculum was designed to teach sound strategies for making sense of challenging text by incorporating a predictable framework that students can ultimately apply on their own. I know that there will be challenges along the way, but I also believe I now possess a great ability to meet those challenges with sound researched practices. In the words of
Fisher, Frey, and Hattie (2016), “Every student deserves a great teacher, not by chance, but by design” (p. 2). My research and the process of applying the research to create this curriculum have given me hope that I can indeed be a great teacher by design who can truly meet the needs of my students.
References


Appendix A:

The Fifteen Elements of Effective Adolescent Literacy Programs

as identified by Biancarosa and Snow (2006) in *Reading Next*

1. **Direct, explicit comprehension instruction**, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one’s own understanding, and a host of other practices

2. **Effective instructional principles embedded in content**, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area

3. **Motivation and self-directed learning**, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation

4. **Text-based collaborative learning**, which involves students interacting with one another around a variety of texts

5. **Strategic tutoring**, which provides students with intense individualized reading, writing, and content instruction as needed

6. **Diverse texts**, which are texts at a variety of difficulty levels and on a variety of topics

7. **Intensive writing**, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond

8. **A technology component**, which includes technology as a tool for and a topic of literacy instruction
9. **Ongoing formative assessment of students**, which is informal, often daily assessment of how students are progressing under current instructional practices

10. **Extended time for literacy**, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes

11. **Professional development** that is both long term and ongoing

12. **Ongoing summative assessment of students and programs**, which is more formal and provides data that are reported for accountability and research purposes

13. **Teacher teams**, which are interdisciplinary teams that meet regularly to discuss students and align instruction

14. **Leadership**, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools

15. **A comprehensive and coordinated literacy program**, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community
Appendix B:

Minnesota K-12 Academic Standards in Language Arts

Standards Reading Benchmarks: Informational Text 6-12

Grade 7 Reading Benchmarks:

Key Ideas and Details:

7.5.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.5.2.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

7.5.3.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure:

7.5.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

7.5.5.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

7.5.6.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
**Integration of Knowledge and Ideas:**

7.5.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

7.5.8.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

7.5.9.9 Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians; shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Range of Reading and Level of Text Complexity:**

7.5.10.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

   a. Self-select texts for personal enjoyment, interest and academic tasks.
Appendix C:

Minnesota K-12 Academic Standards in Language Arts

Writing Benchmarks 6-12

Grade 7 Benchmarks

Text Types and Purposes:

7.7.1.1 Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

7.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, rhyme, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.
Writing Process: Production and Distribution of Writing:

7.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

7.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.

7.7.6.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge:

7.7.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

7.7.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

7.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

    a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American
Indians, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

**Range of Writing:**

7.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
## Appendix D: Learning Literacy Course Guidelines

### Flexible Selection Criteria

<table>
<thead>
<tr>
<th></th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MCA</strong></td>
<td>Does Not Meet in Grade 5</td>
<td>MCA</td>
</tr>
<tr>
<td></td>
<td>Consider Grade 4</td>
<td>Does Not Meet in Grade 6</td>
</tr>
<tr>
<td></td>
<td>*Review Grade 6 data once available</td>
<td>Consider Grade 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Review Grade 7 data once available</td>
</tr>
<tr>
<td><strong>FAST</strong></td>
<td>Below 30th percentile on most recent FAST assessment</td>
<td>FAST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below 30th percentile on most recent FAST assessment (if available)</td>
</tr>
<tr>
<td><strong>Optional</strong></td>
<td>Consider teacher recommendation and/or grades (Grade 6 fiction/nonfiction</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>report card indicators)</td>
<td>Consider teacher recommendation and/or grades (Grade 7 English/Science/SS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>grades- GPA of below 2.0)</td>
</tr>
</tbody>
</table>

- Overall demographic makeup of reading classes is reflective of overall Does Not Meet population
- Principal approves final class lists

### Flexible Exit Criteria

<table>
<thead>
<tr>
<th></th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MCA</strong></td>
<td>Partially Meets or Higher</td>
<td>MCA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partially Meets or Higher</td>
</tr>
<tr>
<td><strong>FAST</strong></td>
<td>Above 30th percentile on most recent FAST assessment</td>
<td>FAST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above 30th percentile on most recent FAST assessment</td>
</tr>
<tr>
<td><strong>Optional</strong></td>
<td>Consider teacher recommendation and/or grades (Grade 7 English/Science/SS</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>GPA of 2.0 or above)</td>
<td>Consider teacher recommendation and/or grades (Grade 7 English/Science/SS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>grades- GPA of 2.0 or above)</td>
</tr>
</tbody>
</table>

- All decisions are to be based on data. Teacher perceptions on student behavior and effort are not exit criteria.
### Screening/Progress Monitoring Schedule

<table>
<thead>
<tr>
<th></th>
<th>Fall (Sept)</th>
<th>Winter (End of Tri 1)</th>
<th>Spring (End of Tri 2)</th>
<th>End of Year (May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>aReading Screening*</td>
<td>aReading Progress Monitoring</td>
<td>aReading Progress Monitoring</td>
<td>aReading Progress Monitoring</td>
<td></td>
</tr>
<tr>
<td><em>All students with no incoming MCA score will be screened</em></td>
<td>aReading Progress Screening (for new students)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: *All students with no incoming MCA score will be screened*
<table>
<thead>
<tr>
<th>Course Component</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question</td>
<td>● How can I use reading strategies to help me learn?</td>
</tr>
<tr>
<td>Teacher Selection</td>
<td>● It is recommended that this course be taught by a teacher with a strong background in reading research and/or instruction; preference should be given to assigning this course to a teacher with experience in reading intervention</td>
</tr>
<tr>
<td>Mindset/Motivation</td>
<td>● Heavily emphasized at beginning of each trimester; transition to a weekly activity as determined by teacher</td>
</tr>
<tr>
<td></td>
<td>● Connect to student progress through goal setting and grade checks</td>
</tr>
<tr>
<td></td>
<td>● Focus on growth mindset (Dweck)</td>
</tr>
<tr>
<td>Reading</td>
<td>● About 50% of instructional time is spent on actual reading</td>
</tr>
<tr>
<td></td>
<td>● Utilize readings from current content area classes- both actual textbooks and readings related to content studied</td>
</tr>
<tr>
<td></td>
<td>● Heavy emphasis on informational text - including direct instruction in textbook reading (using textbooks from content area classes)</td>
</tr>
<tr>
<td></td>
<td>● Incorporate student choice in both teacher-led reading and independent reading</td>
</tr>
<tr>
<td>Critical Reading Process</td>
<td>● Incorporate a before/during/after reading instructional approach (Critical Reading framework)</td>
</tr>
<tr>
<td></td>
<td>● Heavy emphasis on strategies for interacting with text (Marking the Text, Pausing to Connect, Writing in the Margins)</td>
</tr>
<tr>
<td></td>
<td>● Discussion strategies of Socratic Seminar and Philosophical Chairs used</td>
</tr>
<tr>
<td></td>
<td>● Prioritize use of all AVID reading strategies as appropriate to individual lessons</td>
</tr>
<tr>
<td></td>
<td>● Menu of Critical Reading Strategies</td>
</tr>
<tr>
<td>Writing</td>
<td>● Focus on writing that connects to reading/short response</td>
</tr>
<tr>
<td></td>
<td>● Use sentence starters, templates and academic frames as scaffolds for writing</td>
</tr>
<tr>
<td>Other</td>
<td>● Core departments (Science, Social Studies, English) provide a list of topics/areas of study in each trimester</td>
</tr>
</tbody>
</table>
Appendix E:

Learning Literacy 7

Trimester Outlines by Week

This is the general plan for each week of Learning Literacy. However, changes often need to be made to accommodate student learning, adjust to content area class schedules, and/or allow for school events.

**Weekly Outline**

M- Mindset/Motivation*
T- Content- Pre-reading/Vocab, Clean Read
W- Content- Interacting with text (usually Marking the Text)
Th- Content- 2nd interaction (usually Pausing to Connect or Writing in the Margins) and Extension
F- Reading Zone (silent reading of choice novel) and snack

*Regular individual grade checks are done as well to monitor progress in content area classes.

**Trimester 1**

1- Relationship Building- Puzzle Piece, Interest Inventory, Tri 1 Goal Setting, Reading Goal
2- Growth Mindset- learning about fixed and growth mindsets, Media Center orientation
3- Growth Mindset- Mindset choice project, FAST assessment
4- Textbook Intro- teach textbook vocabulary, structure using Science and Social Studies textbooks
5- Core content- Science (Biology intro)
6- Core content- Science (Plant Kingdoms overview), Revisit Goals (Mid-trimester)
7- Core content- Social Studies (Biomes)
8- Core content- English (Literary Analysis Paragraph- select evidence, plan, draft)
9- Core content- Social Studies (Minnesota as a territory)
10- Core content- Science (Metric system), FAST assessment
11-Gratitude Project- Learning about importance of gratitude
12-Gratitude Project- Create choice project

**Trimester 2**

1- Restart- Revisit Goals/ Tri 2 Goal Setting, Reading Goals, Strength Maps
2- Growth Mindset- Review and apply- Where do you see this in your life?
3- Core content- Science (Cancer)
4- Core content- Social Studies (Human Rights Essay research and writing)
5- Core content- Science (Cells)
6- Core content- English (poetry vocabulary and writing), Revisit Goals (Mid-trimester)
7- Choice article- read and respond with partner, Socratic Sem with small group
8- Core content- Science (Genetics)
9- Core content- Social Studies (Minnesota during Civil War)
10- Core content- Science (Cloning)
11- Literature circle with choice book- reading and response, Socratic Sem with group, FAST assessment
12- Literature circle with choice book- reading and response, Socratic sem with group

**Trimester 3**
1- Literature circle with choice book- reading and response, Socratic Sem with group, group project
2- Mindset choice article, Revisit Tri 2 goals
3- Core content- Science (animal kingdoms overview)
4- Review MCA Reading vocabulary and test-taking tips, practice passage on iPad together
5- Choice reading about relaxation tips for test taking, MCA Math test, Alternate schedule for 2 days
6- What I love (gratitude), MCA Reading test, Alternate schedule for 2 days
7- Core content- English (Social Justice essay evidence selection, outline)
8- Core content- Social Studies (Festival of Nations research)
9- Core content- Science (Adaptations)
10- Community choice reading, School community celebration, FAST Assessment
11- Core content- Science and Social Studies- vocabulary and concept review
12- Revisit goals, Growth celebrations
Appendix F:

Mindset Introduction Unit

<table>
<thead>
<tr>
<th>Stage 1 - Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established Goal(s)*:</td>
</tr>
<tr>
<td>7.5.1.1- I can support my main point with evidence from a text.</td>
</tr>
<tr>
<td>7.5.2.2- I can identify main ideas in a text.</td>
</tr>
<tr>
<td>7.5.4.4- I can figure out what words mean using context clues.</td>
</tr>
<tr>
<td>7.5.10.10- I can read and make sense of nonfiction text.</td>
</tr>
<tr>
<td>7.7.1.1- I can support my opinion with evidence from the text.</td>
</tr>
<tr>
<td>7.7.4.4- I can clearly communicate my thinking.</td>
</tr>
</tbody>
</table>

*All numbers represent MN ELA Standards for 7th grade, and are written in student-friendly “I can” language.

<table>
<thead>
<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will understand . . .</em></td>
<td>-How can a growth mindset help me learn?</td>
</tr>
<tr>
<td>-that there are two kinds of mindset- growth mindset and fixed mindset</td>
<td>-What are growth mindset and fixed mindset?</td>
</tr>
<tr>
<td>-people with a growth mindset believe they can change and grow their intelligence; those with a fixed mindset think “it is what it is”</td>
<td>-How does the brain grow and develop?</td>
</tr>
<tr>
<td>-which mindset most closely matches their own outlook</td>
<td>-What can I do to develop a growth mindset?</td>
</tr>
<tr>
<td>-that the brain can grow and change</td>
<td></td>
</tr>
<tr>
<td>-thinking habits can develop a growth mindset</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will know . . .</em></td>
<td><em>Students will be able to . . .</em></td>
</tr>
<tr>
<td>-the definition of growth mindset, fixed mindset, plasticity, neuron, axiom</td>
<td>-Identify examples of growth mindset and fixed mindset</td>
</tr>
<tr>
<td>-pathways in the brain can grow and change</td>
<td>-Apply knowledge of growth mindset and fixed mindset to their own lives</td>
</tr>
<tr>
<td>-strategies for developing a growth mindset</td>
<td>-Support opinion with evidence</td>
</tr>
</tbody>
</table>

-Summarize information about growth and fixed mindset
-Identify key terms and main ideas
-Utilize the steps of Marking the Text
## Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Tasks: (GRASPS)</th>
<th>Other Evidence:</th>
</tr>
</thead>
</table>
| **Formative:** Growth Mindset Packet activities: includes anticipation guide, Philosophical Chairs prep space, Classroom Dojo assignment (key term/main idea, summary) | - Growth/fixed mindset pre-assessment  
- Philosophical Chairs participation and reflection  
- Informal check-ins and feedback at all stages of the learning process  
- Whole group discussion  
- Small group and partner discussion  
- Graphic organizer for final project |
| **Goal:** Learn about growth and fixed mindset to apply this knowledge to their own thinking patterns. Ultimately, the goal is for students to recognize that they can grow their brains. | |
| **Role:** Investigator- Students are investigating what growth and fixed mindset are, how these show up in their own lives, and how they can change their thinking | |
| **Audience:** each other and teacher. Students are often collaborating and will ultimately share final projects with each other | |
| **Situation:** varies a bit depending on individual activity | |
| **Products:** Varies depending on activity- notes, quickwrites, final choice project | |
| **Standards:** MN ELA 7.5.1.1, 7.5.2.2, 7.5.4.4, 7.7.1.1, 7.7.4.4 | |
| **Summative:** Growth vs. Fixed Mindset project: | |
| **Goal:** Show the difference between growth and fixed mindset AND apply this learning to their own lives by creating a goal | |
| **Role:** Writer, designer | |
| **Audience:** Other students and teacher (will share and projects will be hung in classroom and/or hall) | |
| **Situation:** Inform others | |
| **Product(s):** Depends on what student chooses to create | |
| **Standards:** MN ELA 7.5.1.1, 7.5.2.2, 7.5.4.4, 7.7.1.1, 7.7.4.4 | |
| Project rubric | |
Stage 3 - Learning Plan

<table>
<thead>
<tr>
<th>Learning Activities: Mindset Packet activities, Final project</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Timelines for all lessons may need to be adjusted given student pacing, etc.</td>
</tr>
</tbody>
</table>

**Materials Needed:**
- Student Mindset packet includes: anticipation guide, Philosophical Chairs prep space, Classroom Dojo assignment (key term/main idea, summary), final project graphic organizer, final project rubric, final reflection
- “The Growth Mindset is the Only Way to Learn” (Edudemic staff, 2014)
- Google Slides for each day
- Philosophical Chairs rules - student handout
- Class Dojo Mindset videos (n.d.)
- Marking the Text student handout

**Day 1: Intro mindset concepts using pre-assessment and Philosophical Chairs**
1. Pre-assessment- anticipation guide- agree or disagree with 5 statements.
2. Students write talking points based on 3 of the 5 anticipation guide statements to prepare.
3. Review rules for Philosophical Chairs using slide and student handout.
4. Philosophical Chairs Debate-First Central Statement: “Brains can grow and change at any age.” Students choose a side- agree or disagree. Sides take turns sharing with one student speaking at a time. Switch to other statements- you may not get to all five. Gauge student interest in each statement. Each “round” will last no more than 5 minutes.
5. Philosophical chairs reflection.

**Day 2: Classroom Dojo Videos**
1. Review yesterday’s Philosophical Chairs points: Ask students to turn and talk to an elbow partner to share one idea they found interesting.
2. Watch Classroom Dojo video, “Growth Mindset for Students Ch. 1” with purpose of identifying key terms with definitions and main ideas.
3. Give One, Get One. Students record definitions for growth and fixed mindset. They then trade and discuss ideas with two different partners. They sit by 2nd partner.
4. Discuss definition together and record on video page in packet. Go on to add main idea(s) together.
5. Partners use QR codes to access the other 3 videos. They watch together on iPads and record key terms and main ideas on chart.
6. Write summary of all videos as exit ticket with partner using template, “The growth mindset is important to learning because…”

**Day 3: “The Growth Mindset is the Only Way to Learn”**
1. Think-Pair-Share: “What do you know about growth and fixed mindset?”
2. Intro text and Cold read (read together, make no markings). Begin as a whole group and then finish with choice partners taking turns to read to each other.
3. Reread with the purpose of Marking the Text- Number paragraphs together. Share out what we think some key terms will be (growth mindset, fixed mindset). Begin reading together as class with me modeling what to circle and underline for first chunk of text. From there, partners complete together. Partners may not finish today.
4. Exit ticket- each group shares one key term and one main idea they found today.

**Day 4: “The Growth Mindset is the Only Way to Learn” cont.**
1. Popcorn out 5 key terms and 5 main ideas to whole class.
2. Finish reading and marking the text.
3. Share out what was circled and underlined by checking in with another partner group (4 students together).
4. Begin article summary statement with original partner, together using template: “Growth mindset is…” “Fixed mindset is…” “It is important to develop a growth mindset because…” Finish with original partner.
5. Connect- Ask students to respond to question, “What does any of this have to do with school?” Discuss as a class making sure the idea that we can learn and grow academic skills (like becoming better readers) comes up.

1. **Day 5: Intro Project and rubric, create plan**
   2. Think, pair, share: What is growth mindset and why is it important for learning?
   3. Individual student quickwrite: When have you shown a fixed mindset? Growth mindset?
   4. Share with partner of choice
   5. Discuss how to turn fixed mindset thinking into growth mindset thinking using “yet”.
   6. Intro project requirements, rubric, and examples.
   7. Students complete project plan.

**Day 6: Create final project, Self-assess using rubric***

1. Share idea for project
2. Students use remainder of class time to create project.
3. Students self-assess project as exit ticket for day.

*May require an additional day depending on how quickly students work.

**Day 7: Share project with small group, Reflect upon learning**

1. Students reflect upon project: I’m proud of… I wish I had.
2. Students share projects with small groups.
3. Students turn in projects
4. Final reflection: What did you learn about growth mindset? How can you apply this in your life?

Unit plan template adapted from the work of McTighe and Stiggins, 1998
Mindset Packet

Name: ________________________________
Anticipation Guide

Think about each statement and then check Agree or Disagree in the **Before** section.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brains can grow and change at any age.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Some people are smart, others are not.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Failing is never ok.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The harder you work at something, the better you will become at doing it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. You are a certain kind of person and nothing you can do can change that</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pick 3 of the above statements and explain WHY you agree or disagree.

**Statement:**

______________________________________________________________________
______________________________________________________________________

**Why I agree/disagree (circle):**

______________________________________________________________________
______________________________________________________________________

**Statement:**

______________________________________________________________________
______________________________________________________________________

**Why I agree/disagree (circle):**

______________________________________________________________________
Philosophical Chairs Reflection

1. Go back to the Agree/Disagree table and complete the After section.

2. What did you not say that you wish you would have said?___________________

3. Did anyone say anything that changed your thinking about one of the statements? What did they say? Why did this change your thinking?
Classroom Dojo Videos- Key Terms and Main Ideas

As we watch the videos, you’ll be recording any key terms with their definitions, as well as main ideas you find in each video.

**Video 1:** _________________________________________

<table>
<thead>
<tr>
<th>Key Terms and Definitions</th>
<th>Main Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Video 2:** _________________________________________

<table>
<thead>
<tr>
<th>Key Terms and Definitions</th>
<th>Main Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Video 3: ____________________________

<table>
<thead>
<tr>
<th>Key Terms and Definitions</th>
<th>Main Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Video 4: ____________________________

<table>
<thead>
<tr>
<th>Key Terms and Definitions</th>
<th>Main Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**
Summarize the big ideas you learned in these videos about growth mindset. You may use the sentence starter provided to help you get going.

The growth mindset is important to learning because… __________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
Article Summary

After reading, “Why the Growth Mindset is the Only Way to Learn”, summarize what you’ve read in 3-5 sentences. Remember to use key terms and main ideas. You may use the sentence starters provided to help communicate your thinking.

- Growth mindset is…
- Fixed mindset is…
- It is important to develop a growth mindset because…”
- Growth mindset can help me learn because...

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Student Quickwrite

When have you shown a growth mindset in your life? A fixed mindset?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Project Graphic Organizer
Use the spaces provided to organize what you want to include on your project. You may use words and/or pictures. **YOU decide what your project looks like.**
This is just a space to organize the content.

**Growth Mindset**
What have you learned about growth mindset?

**Fixed Mindset**
What have you learned about fixed mindset?

**Connection to my life**
(a goal for how I can use growth mindset)
# Project Rubric

Use this rubric as you design and create your project. You may choose how you show the information and what your project looks like as long as it meets these requirements.

<table>
<thead>
<tr>
<th></th>
<th>Partially Meets</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>My project contains a good amount of info about <strong>growth mindset.</strong></td>
<td>Less than 3 definitions, characteristics or examples are provided. Some info may not be accurate or may not make sense.</td>
<td>3-4 definitions, characteristics or examples are provided. All info is accurate and make sense.</td>
<td>5 or more definitions, characteristics or examples are provided. All info is accurate and well explained.</td>
</tr>
<tr>
<td>My project contains a good amount of info about <strong>fixed mindset.</strong></td>
<td>Less than 3 definitions, characteristics or examples are provided. Some info may not be accurate or may not make sense.</td>
<td>3-4 definitions, characteristics or examples are provided. All info is accurate and makes sense.</td>
<td>5 or more definitions, characteristics or examples are provided. All info is accurate and well explained.</td>
</tr>
<tr>
<td>My project contains a <strong>connection to my life.</strong></td>
<td>The connection is generic, could be more specific, and/or include steps for using growth mindset.</td>
<td>The connection is well explained and includes steps for using growth mindset.</td>
<td>The connection is personal, well explained and includes specific steps for using growth mindset.</td>
</tr>
<tr>
<td>My project is <strong>creative and looks nice.</strong></td>
<td>Uses only words or pictures to communicate info. Project could be neater and/or does not use color.</td>
<td>Uses some words and pictures to communicate info. Project is mostly neat.</td>
<td>Uses word and pictures to communicate info. Project is neat and colorful.</td>
</tr>
</tbody>
</table>

---

**Before submitting/turning in - self assess and reflect.**

1. Circle the category you think best describes each element of your project.
2. What are you proud of?
3. What do you wish you had done?
Final Reflection

Think about everything you’ve learned over the past two weeks and put it all together!

- What have you learned about growth mindset?
- How can you apply this type of thinking to your life?
- What might you tell yourself when you get discouraged or you think something is too hard?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Rules for Philosophical Chairs

1. Be sure you understand the central statement or topic. Decide which side you will stand on. (You will BEGIN by standing on one side or the other.)

2. LISTEN carefully when other speak and seek to understand their arguments even if you don’t agree. You may NOT speak when it is someone else’s turn.

3. Wait for the mediator to recognize you before you speak.

4. When it is your turn to talk, you must use the previous speaker’s name and briefly summarize what was said BEFORE you respond.

   “I hear what you’re saying ______. Your point is that ____________________.

   However, I disagree. I think …”

5. Once you have spoken for your side, you must wait for THREE other people on your side to speak before you speak again.

6. Be sure that when you speak, you address the ideas, not the person stating them.

7. Keep an open mind and switch sides if you would like. You may also move to the middle to show that you’re starting to change your mind or you think someone made a good point.

8. Do not react when people move or cheer/boo during or after someone’s speech. Be respectful!
Marking the Text

The purpose of marking a text is to make important information stand out so you can easily find it.

1. **Number the paragraphs.**

Write the number in the indent of the paragraph and circle it so that it stands out from the text itself.

2. **Circle key terms.**

*Key terms* are words you have to know to understand the main idea or concept. *Hint:* They may be repeated or defined by the author.

3. **Underline main ideas.**

A *main idea* is statement that includes important info about the topic.

*Hint: key terms are often in main ideas*

Other marks to use as needed:

- \(?\) = words you don’t know
- [Bracket] = evidence for claim

Hager, 2017 adapted from LeMaster, 2011
1- Mindset Day 1:

**Focus and Check-In:**
Take a moment to focus by breathing in and out slowly. You may close your eyes or put your head down. It needs to be SILENT during this time.

**Objectives:**
- Decide whether you agree or disagree with 5 statements
- Explain why you agree or disagree
- Participate in a Philosophical Chairs debate
- Reflect upon the Philosophical Chairs

**What Do You Think?**
- For each statement, mark Agree or Disagree in the Before space.

**Why Do You Think What You Think?**
- For THREE of the statements, explain why you agree or disagree.

**Philosophical Chairs Rules**
We're going to engage in a debate of sorts called Philosophical Chairs. The main “rules” for this are:
1. Decide if you agree or disagree with the statement.
2. Show your agreement or disagreement by standing on that side.
3. LISTEN as others share their thought. (No talking while others talk.)
4. Begin by restating what you heard, and then respectfully share what you think.
5. THREE before me 3 other people speak for your side before you can go again.
**Statement One**

Brains can grow and learn at any age.

*Agree* 

**Statement Two**

Some people are smart; others are not.

*Agree* 

**Statement Three**

Failing is never ok.

*Agree* 

**Statement Four**

The harder you work at something, the better you will become at doing it.

*Agree* 

**Statement Five**

You are a certain kind of person, and nothing you can do can change that.

*Agree* 

**Now What Do You Think?**

- For each statement, mark Agree or Disagree in the After space.
2- Mindset Day 2:

**Growth Mindset**

Please take out your Mindset packet. Thanks!

**Focus and Check-In**

Take a moment to focus by breathing in and out slowly. You may close your eyes or put your head down. It needs to be SILENT during this time.

**Objectives**

- Define growth mindset and fixed mindset
- Watch a few short videos and record main ideas about growth mindset and fixed mindset

**Turn and Talk**

- Think of one point you found interesting from yesterday’s Philosophical Chairs debate
- Turn to your elbow partner and share.

**Review - What Did You Learn About Our Mindset?**

Remember this video from English?

What are growth mindset and fixed mindset?

**Other Videos**

1. What are the key terms from this video?
2. What’s the main idea from the video?
3- Mindset Day 3:

**Growth Mindset**
Please have a seat and take out your Growth Mindset Packet.

**OBJECTIVES**
- Review how our brains grow and develop
- Review Marking the Text
- Learn/review concepts of growth mindset and fixed mindset
- Use Marking the Text with a chunk of text

**THINK-PAIR-SHARE**
- Think: What do you know about growth mindset and fixed mindset?
- Pair/Share: Find a partner and share what you know.

**ARTICLE: THE GROWTH MINDSET IS THE ONLY WAY TO LEARN**
1. We’re going to start reading this article TOGETHER. As we read this first time, you don’t need to do anything except think about what you’re reading.
2. After a few paragraphs, you’ll work with a partner to finish reading to each other.
3. Then, we’ll come back together and talk about what we’ve learned.

**SHARE OUT**
What were some key terms you noticed?
What big ideas did you learn about growth and fixed mindset?

**MARKING THE TEXT REVIEW**
What are the steps of Marking the Text?
1. # the paragraphs
2. Circle key terms
3. Underline claims

Purpose: to make important info stand out!
1- As we read this time, I'll start us off and guide you in what we should circle and/or underline.

2- Then, you'll work with a partner. You'll work together to circle and underline.

3- We'll come back together and talk about what we've learned.

Share Out

Each group will share:

What is one key term you circled? Why?

What is one main idea you underlined? Why?

Thank you for your hard work today!
We'll finish tomorrow.
4- Mindset Day 4:

**Objectives**
- Share key terms and main ideas from yesterday's article
- Finish Marking the Text
- Summarize what you learned about growth and fixed mindsets

**Growth Mindset**
- Get ready for success!
- Please sit by your partner from yesterday.
- Take out your Mindset Packet.

**Popcorn Out**
- When I say go, popcorn out at least one key term you circled yesterday.
- Now, share a main idea you underlined.

**Marking the Text Review**
- What are the steps of Marking the Text?
  1. # the paragraphs
  2. Circle key terms
  3. Underline claims
- Purpose: to make important info stand out!

**Return to the Text - Mark the Text**
- Work with your partner to continue marking the text of "The Growth Mindset is the Only way to Learn".
- Remember to read aloud to each other and talk together about what to circle and underline.

**Partners Squared**
- Each partner pair needs to pair up with another pair to make a group of 4.
- Go through the article a paragraph at a time and share with the other pair:
  - What did you circle? Why?
  - What did you underline? Why?
**SUMMARY**

Work with your partner together to write a summary of this article in the space provided in your packet.

**CONNECTIONS**

What does any of this have to do with school?
5- Mindset Day 5:

**OBJECTIVES**
- Show what you know about growth and fixed mindset
- Apply these ideas to your own life
- Create a plan for a project to show what you know and how you can apply it

**EXTENSION - GROWTH MINDSET PROJECT**
You are going to create a project that:
- Shows what you know about the differences between growth mindset and fixed mindset.
- Shows how this information connects to your life
- YOU get to choose what your project looks like!

**THINK-PART-SHARE**
* Think: What is growth mindset and why is it important for learning? Hint: check the summary you wrote yesterday.
* Pair/Share: Share with a partner.

**EXAMPLE 1:**
This is one way someone chose to show the differences between growth and fixed mindset.
+This doesn't include the application part.

**EXAMPLE 2:**
This is another way to show the differences between growth and fixed mindset.
+This doesn't include the application part.
PROJECT RUBRIC

Example 1:
How would we rate this using the rubric?

Example 2:
How would we rate this using the rubric?

Fixed vs. Growth

Questions:
What questions do you have about what you need to include in your project? Your project may look how YOU want it to. You may choose to do it on paper, or digitally— it's up to you!

Project Plan
Complete the graphic organizer in your packet to plan your project. Let me know what questions you have as you're working!

Wrap Up
Share what kind of project you're thinking about making.
6- Mindset Day 6:

**Growth Mindset**

Please take out your Mindset packet. Open to your project plan.

**Objectives**

- Show what you know about growth and fixed mindset
- Apply these ideas to your own life
- Use your plan to create project to show what you know and how you can apply it

**Think, Turn and Talk**

Think about what kind of project you want to make:
- On paper (What might it look like?)
- Digital (What app might you use?)

Turn and Talk to a neighbor:
Share your plan AND your project ideas

**Project Rubric**

Remember this?

**Project Plan**

Use the ideas here so you know what to include on your project.

**Project Work Time**

The rest of the hour is for you to complete your project:
- I should SEE you working.
- I should HEAR mostly quiet- feel free to ask questions of each other.
- PLEASE ask for help as needed:
- You may use any of the materials I've laid out.
When you're done, complete the self-assessment and reflection.
If you don't exceed yet, you can go back and add to your project.
7- Mindset Day 7:

**OBJECTIVES**
- Assess completed project
- Share project with small group
- Reflect upon overall learning about mindset

**Growth Mindset**
Please take out your Mindset project and packet. Open to the project rubric page. Thanks!

**SELF ASSESS AND REFLECT**
- Finish self-assessment (circle descriptors on rubric).
- Answer reflection questions.

**SMALL GROUP SHARING**
1. Take turns sharing projects:
   - describe why you chose this kind of project
   - explain the info you included
   - share your personal connection
2. After each person is done sharing, the other group members share one POSITIVE about that project.
3. Done? Turn in/submit projects.

**CELEBRATION**
When I say go, we're all going to celebrate our hard work using the clap I teach you!

**FINAL REFLECTION**
Think about ALL the learning we've done about mindset. Answer the questions on the Final Reflection page in your packet.
Feel free to look back at any of the assignments in your packet as you do this!
Wrap Up

Make sure that you have turned in your packet and your project.

Have an awesome day!
## Appendix G

### Science Support Unit- Genetics

#### Stage 1 - Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)*:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5.1.1- I can support my main point with evidence from a text.</td>
<td></td>
</tr>
<tr>
<td>7.5.2.2- I can identify main ideas in a text.</td>
<td></td>
</tr>
<tr>
<td>7.5.4.4- I can figure out what words mean using context clues</td>
<td></td>
</tr>
<tr>
<td>7.5.10.10- I can choose texts to further my learning.</td>
<td></td>
</tr>
<tr>
<td>7.7.1.1.- I can support my opinion with evidence from the text.</td>
<td></td>
</tr>
<tr>
<td>7.7.4.4- I can clearly communicate my thinking.</td>
<td></td>
</tr>
</tbody>
</table>

*All numbers represent MN ELA Standards for 7th grade, and are written in student-friendly “I can” language.

<table>
<thead>
<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will understand . . .</strong></td>
<td><strong>-How can I use reading strategies to make sense of information about genetics careers?</strong></td>
</tr>
<tr>
<td>-there are careers based on genetics</td>
<td>-What are key terms and main ideas related to this career in genetics?</td>
</tr>
<tr>
<td>-they can make sense of challenging text</td>
<td>-What can I do to make sense of a text?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know . . .</strong></td>
<td><strong>Students will be able to . . .</strong></td>
</tr>
<tr>
<td>-the definitions of genetics, genome, geneticist, gene editing (depending on chosen article)</td>
<td>-Make predictions about a text</td>
</tr>
<tr>
<td>-basic information about the role of a geneticist or the process of gene editing</td>
<td>-Identify key terms and main ideas</td>
</tr>
<tr>
<td></td>
<td>-Utilize the steps of Marking the Text</td>
</tr>
<tr>
<td></td>
<td>-Apply Pausing to Connect to monitor and grow their own comprehension of a text</td>
</tr>
<tr>
<td></td>
<td>-Identify unknown words and use context clues to figure out their meanings</td>
</tr>
<tr>
<td></td>
<td>-Summarize information presented in a nonfiction text</td>
</tr>
</tbody>
</table>
Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Tasks: (GRASPS)</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative:</strong></td>
<td></td>
</tr>
<tr>
<td>- Marked text</td>
<td>- Informal check-ins and feedback at all stages of the learning process</td>
</tr>
<tr>
<td>- Assignment- includes prediction and Pause to Connect evidence</td>
<td>- Informal observation of partner conversations</td>
</tr>
<tr>
<td><strong>Goal:</strong></td>
<td>- Whole group discussion</td>
</tr>
<tr>
<td>- Learn about the role of a geneticist or the process of gene editing. Make connections to academic vocabulary and concepts being taught in science class.</td>
<td>- Exit tickets</td>
</tr>
<tr>
<td><strong>Role:</strong></td>
<td></td>
</tr>
<tr>
<td>- Investigator- Students are investigating and uncovering their understanding of the text</td>
<td></td>
</tr>
<tr>
<td><strong>Audience:</strong></td>
<td></td>
</tr>
<tr>
<td>- Each other and teacher. Students are collaborating with a partner and will share with the class.</td>
<td></td>
</tr>
<tr>
<td><strong>Situation:</strong></td>
<td></td>
</tr>
<tr>
<td>- Be able to explain this job to someone else</td>
<td></td>
</tr>
<tr>
<td><strong>Product(s):</strong></td>
<td></td>
</tr>
<tr>
<td>- Completed assignment, exit ticket, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Standards:</strong></td>
<td></td>
</tr>
<tr>
<td>- MN ELA 7.5.1.1, 7.5.2.2, 7.5.4.4, 7.5.10.10, 7.7.1.1, 7.7.4.4</td>
<td></td>
</tr>
<tr>
<td><strong>Summative:</strong></td>
<td></td>
</tr>
<tr>
<td>- Final GIST summary Job description</td>
<td></td>
</tr>
</tbody>
</table>

Stage 3 - Learning Plan

Learning Activities*: Mindset Packet activities, Final project

*Timelines for all lessons may need to be adjusted based on student pacing.

**Materials Needed:**
- Trimester 3 Goal Setting sheet
- Active Reading Process Log student assignment
- Google Slides for each day
- Pausing to Connect student handout
- Marking the Text student handout (if needed as a reference)

**Mindset Monday: Tri 3 Goal Setting**
1. Focus/check-in. Breathe to calm and focus. Check in by sharing number 1-5.
2. Share EQ and objectives.
3. Think-Pair-Share: What is growth mindset? Where do I use this in my life?
4. Preview Tri 2 reflection and Tri 3 goal setting assignment. Keep focus on growth mindset- how can I learn from what I’ve done?
5. Student work time to complete reflection and set goals
6. Students individually share goals and discuss FAST scores with teacher.
7. Wrap up- turn in. Those who didn’t conference today will do so tomorrow.

**Genetics Day 1: Pre-reading and begin interaction: choose Article- make predictions, begin reading**

1. Focus/check-in. Breathe to calm and focus. Check in by sharing number 1-5.
2. Share EQ and objectives.
3. Pre-assessment: popcorn out genetics vocabulary. Students share words they remember and any meanings they know. Academic vocab provided on slide so that basic vocab is mentioned and discussed.
4. Students choose article based on interest. The teacher provides basic info about each one to facilitate choice.
5. Students choose a partner who also chose the article they wanted to read (alternative- students may choose a partner and then together pick the article.)
6. Teacher previews assignment with students prompting them to name that they’ll need to Pause to Connect questions and to list the steps of Marking the Text. Teacher reminds students of “voice to ear” set up for Pausing to Connect.
7. Partners begin by making predictions.
8. Partners continue Pausing to Connect using the list of questions on student handout and recording their thinking on assignment. This continues until there are 3-5 minutes remaining in the hour.
9. Partners are prompted to discuss exit ticket question and to put materials (articles, Pause to Connect sheets) in basket for tomorrow.
10. Students share new learning about genetics as exit ticket as they leave class.

**Genetics Day 2: Text Interactions: Continue Pausing to Connect, Begin Marking the Text**

1. Focus/check-in. Breathe to calm and focus. Check in by sharing number 1-5.
2. Share EQ and objectives.
3. Think-Pair-Share: students share something they learned yesterday with a partner. Students return to seats.
4. Teacher previews today’s interacting tasks prompting partners to show on their fingers which step they’re on.
5. Partner work time: partners begin Pausing to Connect where they left off yesterday, and go on to Marking the Text. If time, they also work on context clues for unknown words.
6. Wrap up: students return articles and assignments to their hour’s basket.
7. Exit ticket- students share one key term and one main idea they marked today.

**Genetics Day 3: Interaction/Extension: marking the text, write GIST summary, Job description**

1. Focus/check-in. Breathe to calm and focus. Check in by sharing number 1-5.
2. Share EQ and objectives.
3. Teacher previews today’s interacting tasks prompting partner pairs to show on their fingers which step they’re on.
4. Partner work time: partners may need to finish Marking the Text. Most will be working on context clues for unknown words, and then writing GIST summary.
5. Teacher prompts partners to signal when done. Teacher then reviews student assignment and gives feedback on any changes needed.
6. As individual partner pairs are ready, teacher instructs them to write a 3-4 sentence job description for the career they read about. Template is provided.
7. Partners share job descriptions with another partner group that read the other article.
8. Exit ticket (if time)- Would you want to do the job you read about? Why or why not?
Reading Zone Friday:

1. Focus/check-in. Breathe to calm and focus. Check in by sharing number 1-5.
2. Share EQ and objectives.
3. Students share info about chosen books with each other.
4. Reading Zone reminders
5. Reading Zone time- students are reading silently. Teacher passes out snacks and reads too. If students seem to be having a hard time focusing, teacher asks if book is a good fit and/or if they would like a recommendation.
6. Students self-rate where they were at in the Reading Zone as exit ticket.

Unit plan template adapted from the work of McTighe and Stiggins, 1998
Name: _________________________

**Trimester 2 Reflection**

We’re done with 2\textsuperscript{nd} Trimester! Let’s take some time to think about what you’re proud of and identify some areas for improvement so you can end the year strong.

**Overall grade reflection:**

Look at your Tri 2 grades and answer the following questions.

- How many of each letter grade did you earn?
  
  A: _____  B:_____  C: _____  D: _____  F: ______

- Have you put your best effort into all of your classes? Yes  No

- Which class(es) were the hardest? ________________________________
  
  the easiest? ________________________________

- Which class do you need to put more effort into? ______________________

- Overall, I feel ___________ about my grades because ________________
  
  __________________________________________________________________

- What assignments are you proud of? This doesn’t necessarily mean you got all the points! ________________________________

- What type of assignments do you need to focus on for the rest of the Trimester?
  
  Which ones do you think you need to put more effort into? ______________________
  
  __________________________________________________________________

**General Reflection:**

Think about how things went during second trimester. Complete the statements.

- I wish I had/hadn't (pick one)…

- Something that has/ is working well for me was …

- Something I struggled with was/am struggling with is…

- I overcame (or will overcome) this problem by…
Reading Scores:
6th Grade Reading MCA*: ____ Level: ____________
*Passing = 750 or above.
Fall FAST aReading*: ____ Percentile: ____ Jan. FAST aReading**: ____ Percentile: ____
*Grade level= 525 or above. ** Grade level= 529 or above.
How do you feel about these scores? ________________________________
______________________________________________________________
Do you think you tried your very best on these assessments? Why or Why not? ____
______________________________________________________________

Goal Setting:
Identify a SMART goal for yourself. This could be a reading or academic goal.
Remember it needs to be **specific, measurable, achievable, relevant, and time bound.
______________________________________________________________
______________________________________________________________
Who can help you achieve your goal? What can each person do to help you?
• YOU: ______________________________________________________
• Ms. Hager: __________________________________________________
• Parent/Guardian: _____________________________________________
• (someone else): _____________________________________________
Active Reading Process Log

Pre-Reading:
Make a prediction after reading each part of the article listed. Based on that info, what do you think the main idea of this article will be?

Title: __________________________________________________________
Subheadings: _____________________________________________________
First and last paragraphs: ___________________________________________

During Reading: Pause to Connect
The reader will choose a question from the “Pause To Connect” question sheet at the end of stopping points you’ve chosen. Discuss with your partner and fill in the table as you read. If you need more space, use some C-Note Paper.

<table>
<thead>
<tr>
<th>Stopping Place</th>
<th>Pause to Connect Question</th>
<th>Discussion points- short summary of what you discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph 3</td>
<td>What do I understand so far?</td>
<td>Geology is the study of rocks AND other features of the earth</td>
</tr>
</tbody>
</table>


Name(s): ___________________________
During Reading: Mark the Text
Return to the text and mark the text. Don’t forget to make your key!
1. Number the paragraphs
2. Circle **key terms**
3. Underline **main ideas**
   * Mark **unknown words** with a question mark?

What are **key terms** related to this topic? List 3-5 and their definitions (get from the text or use context clues to figure out what they mean).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are **main ideas** related to this topic? List 2-3.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are some **unknown words** you came across? List them and use context clues to figure out what they mean. (Still don’t know? Look them up!)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

After Reading: GIST Summary
What have you learned about this topic? Write a summary using 15 words or less! Make sure to include key terms and main ideas (just simplify!)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Marking the Text

The purpose of marking a text is to make important information stand out so you can easily find it.

1. Number the paragraphs.

Write the number in the indent of the paragraph and circle it so that it stands out from the text itself.

2. **Circle key terms.**

   **Key terms** are words you have to know to understand the main idea or concept. *Hint: They may be repeated or defined by the author.*

3. **Underline main ideas.**

   A **main idea** is statement that includes important info about the topic.

   *Hint: key terms are often in main ideas*

<table>
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<tr>
<th>Other marks to use as needed:</th>
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<tbody>
<tr>
<td>? = words you don’t know</td>
</tr>
<tr>
<td>[Bracket] = evidence for claim</td>
</tr>
</tbody>
</table>

Hager, 2017 adapted from LeMaster, 2011
Pause to Connect Questions
NONFICTION

Clarify:

• What do I understand so far?
• What information is confusing?
• Who is talking/being quoted?
• What does this _________ (word/phrase) mean?
• What does this chart/graph/table/picture show?
• What is the author trying to get me to understand here?

Connect:

• How does this paragraph or idea connect to what I read in another paragraph?
• How does the chart/graph/table/picture connect to the other text?
• How does this information connect to something I already know?

Analyze:

• Why does/doesn’t this person’s opinion matter?
• What is the author doing in this paragraph/section?

Hager, 2017 adapted from LeMaster, 2011
Pause to Connect Questions

FICTION

Clarify:

• What events have happened so far in the story?
• What am I confused about?
• What character is talking?
• What does this __________ (word/phrase) mean?
• What does this picture show?
• What is the author trying to get me to understand here?

Connect:

• How does this plot event connect to what happened earlier in the story?
• How does the picture connect to the other text?
• How do the events in this story connect to something I already know?

Analyze:

• Why is the character making these choices?
• What is the author doing in this section of the story?
• What theme does the author want me to think about?

Hager, 2017 adapted from LeMaster, 2011
1- Mindset Monday (Genetics Support Unit):

**Welcome Back!**

Please sit up front to begin. Thanks!

**Check In**

How are you doing today?
Rate yourself 1-5
You may also share something you did over break.

**Objectives**

EQ: What can I learn from my progress in Tri 2 to help me set goals for Tri 3?
- Apply a growth mindset
- Reflect upon my progress in Tri 2
- Write a SMART goal for Tri 3

**Growth Mindset**

Think-Pair-Share:
- Think: What is growth mindset? Where do I use a growth mindset?
- Pair: Find a partner who is a different height than you
- Share your thinking with that partner.

**Tri 2 Reflection**

The purpose of today's activity is to take time to reflect on your progress during Trimester 2 and set some goals for Trimester 3.
Don't be hard on yourself if you didn't accomplish what you wish you had during Tri 2.
Keep your growth mindset on!

**Grade Reflection**

Use Synergy to help you complete this part.
Be honest with yourself too.
General reflection
Complete the sentence starters
Think about what didn't work well for you so that you can learn from it.

Reading scores
I'll call you up to give you scores for this part.
I'm excited to share your growth with you!

Goal setting
You will write a SMART goal:
- Specific: NOT "I'll do better"
- Measurable: You'll know if you met it.
- Achievable: You CAN do it.
- Relevant: relates to grades, assignments, etc.
- Time bound: includes specific checkpoints.

Examples:
- By the end of trimester 3, I will have turned in all of my assignments.
- By the end of trimester 3, I will have earned at least 3 B's.

Plan for today

Complete Tr 2 Reflection:
- Complete all prompts
- Come see Ms. Hager when done to get scores and share goal.

Expectations:
- Quiet (mostly silent)
- Respect privacy of others
- No personal devices

Stay focused:
- This is about YOU and your growth. Limit conversation.
- Please ask me questions if you have them.

Wrap Up
- Share the goal you wrote with someone near you.
- Please turn in your reflection/goal sheet to your hour's basket.
- If we didn't get to conference today, we will tomorrow!
2- Genetics Day 1:

- **Fill in your planner for this week**
  - M: Tri 2 Reflection and Tri 3 Goals
  - T: Choice article - Predict Pause to Connect with partner
  - W: Choice article - Mark the Text with partner
  - Th: Choice article - Finish Marking the Text with partner
  - F: Reading Zone (and snacks!)

- **Objectives**
  - **EQ:** How can I use reading strategies to gain info about genetics careers?
  - Practice reading strategies by:
    - Reading an article YOU choose
    - Predicting main ideas
    - Pausing to Connect to make sense of what we've read

- **Genetics - Quick review!**
  - What are words you remember from Science class that are related to genetics?
    - Gene
    - Heredity
    - Trait
    - Chromosome
    - DNA

- **Which article - you choose!**
  - Today, you and a partner will work with an article YOU choose related to Genetics. You'll practice Pausing to Connect:
    - Issue Overview: Gene Editing
    - Dream Job: Geneticist
With your partner

Today, you will begin the first side of your assignment.

Wrap Up

Please put your articles and assignments in the hour's basket.

Your exit ticket on the way out the door is to share one new idea you learned today about genetics.

Ticket

With your partner

1. Read the title and headings - make a prediction. What do you think the main idea of this article will be?
2. Take turns reading chunks (bold headed sections) of text to each other.
3. After each chunk of text, Pause to Connect: The reader will pick a question and you will BOTH work together to answer it. Record your questions and ideas.
4. Keep going until you finish the article (or until class is over).
3- Genetics Day 2:

**Objectives**

EQ: How can I use reading strategies to gain info about genetics careers?

Practice good reading strategies by:
- Finishing Pausing to Connect to make sense of what we’ve read
- Marking the Text
- Using context clues to figure out unknown words

**Think-Pair-Share**

1. On your own, THINK of something new you learned yesterday.
2. When I say go, PAIR with someone who is a DIFFERENT height than you.
3. SHARE your ideas
4. Thank your sharing partner and return to your seat.

**Partners move to spread out**

Today, you will finish the first side of your assignment and start on the back.

Follow directions and stay on task!

**With your partner**

1. Continue taking turns reading chunks (bold headed sections) of text to each other
2. After each chunk of text, Pause to Connect:
   - The reader will pick a question and you will BOTH work together to answer it. Record your questions and ideas.
3. Mark the text by:
   - Circling key terms
   - Underlining claims
4. Fill in the Marking the Text section on assignment!
5. Go on to Unknown words section if time.
Wrap up:
Your assignment and articles need to go in the hour's basket.
Return green Pause to Connect sheets to the front table.
Thank you!

Exit Ticket:
Please share at least one key term and main idea you marked today as you leave.
Thank you for your hard work!
4- Genetics Day 3:

**Objectives**
- EQ: How can I use reading strategies to gain info about genetics careers?
- Practice good reading strategies by:
  - Finishing Marking the Text
  - Writing a GIST summary
  - Share a job description for the job in your article

**Preview together**
- Today, you will finish
- Marking the Text in your article
- AND record key terms/ main ideas
- On your assignment.
- You will also go on to Unknown words section and the GIST summary

**With your partner**
- 1. Continuous taking turns reading chunks (bold headed sections) of text to each other.
- 2. Mark the text by:
  - Circling key terms
  - Underlining claims
- 3. Fill in the Marking the Text section on assignment
- 4. Go on to Unknown words section
- 5. Complete GIST summary (15 words or less)
*Let me know when you're done!*

**Job Description**
- When you've completed your assignment...
- Think about what you learned about this genetics career. How would you describe this job to someone else?
- The job we read about was...
- A person who does this job, (describe what he/she does using info from your article in your own words)
Share Job Descriptions

Your partner pair will find another partner that read the other article.

Share your job descriptions with each other.

Wrap up-

- Your assignment and articles need to be turned into your hour's basket.
- Please also turn in your job descriptions.
- Return green sheets to the front table.

Thank you for your hard work today!

Exit Ticket

Would you want to do the job you read about? Why or why not?

Please share with me as you leave.
5- Reading Zone Friday:

Happy Friday!
Please take out your book and snack (if you have)

Focus and Check-in:
Take a moment to focus by breathing in and out slowly. You may close your eyes or put your head down. It needs to be SILENT during this time.

Objectives
- Share what you’re reading
- Get into the Reading Zone with a good book!
- Rate where you’re at in the Reading Zone

Share
- What are you reading?
- Tell your partner a little about your book. You might these questions to help you:
  - Who’s the main character?
  - Where does it take place?
  - What’s the conflict?
  - What genre is the book?

Reading Zone Expectations
Looks Like:
- YOU reading your book
- Eyes on book only

Sounds Like:
- Silent

Feels Like:
- Calm
- Focused

Reflect - Exit Slip
On a sticky note, describe how the Reading Zone went for you today (name on back).
- What went well?
- What did you struggle with?
Use the Looks Like, Feels Like, Sounds Like ideas to help you.
Place your sticky note on the chart under the category (1-5) that you think rates how well you did today.
### Appendix H:

**Learning Literacy 7**

**Social Studies Support Unit - Immigration**

#### Stage 1 - Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s)*:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5.1.1 - I can support my main point with evidence from a text.</td>
</tr>
<tr>
<td>7.5.2.2 - I can identify main ideas in a text.</td>
</tr>
<tr>
<td>7.5.4.4 - I can figure out what words mean using context clues.</td>
</tr>
<tr>
<td>7.5.9.9 - I can compare and contrast two texts about the same topic.</td>
</tr>
<tr>
<td>7.5.10.10 - I can read and make sense of nonfiction text.</td>
</tr>
<tr>
<td>7.7.1.1 - I can support my opinion with evidence from the text.</td>
</tr>
<tr>
<td>7.7.4.4 - I can clearly communicate my thinking.</td>
</tr>
</tbody>
</table>

*All numbers represent MN ELA Standards for 7th grade, and are written in student-friendly “I can” language.*

#### Understanding(s):

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will understand . . .</strong></td>
</tr>
<tr>
<td>-the United States has a history of selective immigration</td>
</tr>
<tr>
<td>-there are differing opinions about current immigration practices in the U.S.</td>
</tr>
<tr>
<td><strong>-How can I use reading strategies to make sense of information about immigration?</strong></td>
</tr>
<tr>
<td>-What are key terms and main ideas related to immigration?</td>
</tr>
<tr>
<td>-What can I do to make sense of a text?</td>
</tr>
<tr>
<td>-What is my opinion on proposed immigration policies?</td>
</tr>
</tbody>
</table>

#### Knowledge

<table>
<thead>
<tr>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know . . .</td>
</tr>
<tr>
<td>-the definitions of immigrant/ate/ation, green card, visa, citizen, refugee</td>
</tr>
<tr>
<td>-basic information about the process of achieving citizenship</td>
</tr>
<tr>
<td>-basic information about immigration policies currently proposed</td>
</tr>
<tr>
<td>Students will be able to . . .</td>
</tr>
<tr>
<td>-Identify key terms and main ideas</td>
</tr>
<tr>
<td>-Utilize the steps of Marking the Text</td>
</tr>
<tr>
<td>-Apply Writing in the Margins to monitor and grow their own comprehension of a text</td>
</tr>
<tr>
<td>-Identify unknown words and use context clues to figure out their meanings</td>
</tr>
<tr>
<td>-Summarize information presented in a nonfiction text</td>
</tr>
<tr>
<td>-Compare and contrast two texts</td>
</tr>
</tbody>
</table>
## Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Tasks: (GRASPS)</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative:</strong></td>
<td>- Informal check-ins and feedback at all stages of the learning process</td>
</tr>
<tr>
<td>- Vocab matching</td>
<td>- Informal observation of partner work and conversations</td>
</tr>
<tr>
<td>- Marked text</td>
<td>- Whole group discussion</td>
</tr>
<tr>
<td>- Writing in the Margins annotations</td>
<td>- Exit tickets</td>
</tr>
<tr>
<td>- List of 5 most important ideas about immigration</td>
<td></td>
</tr>
<tr>
<td><strong>Summative:</strong></td>
<td></td>
</tr>
<tr>
<td>Final compare and contrast paragraph</td>
<td></td>
</tr>
</tbody>
</table>

**Goal:** Compare and contrast information about immigration history to present immigration issues

**Role:** Investigator- Students are investigating and uncovering their understanding of the text

**Audience:** Each other and teacher. Students are collaborating with a partner and will share with the class.

**Situation:** Be able to explain how immigration history relates to current immigration issues

**Product(s):** Completed assignment, exit ticket, etc.

**Standards:** MN ELA 7.5.1.1, 7.5.2.2, 7.5.4.4, 7.5.5.5, 7.5.10.10, 7.7.1.1, 7.7.4.4

## Stage 3 - Learning Plan

**Learning Activities:**

*Timelines for all lessons may need to be adjusted given student pacing, etc.

**Materials Needed:**

- Google Slides for each day (linked to each day’s title in this plan)
- Immigration vocab matching cards
- “5 ways immigrants can legally enter the U.S.” video (USA Today, 2014)
- Writing in the Margins student handout (if needed as a reference)
- Double bubble map
- Links to current local new stories about immigration (to be provided to students via Schoology): Teacher will want to select current stories at the time of lesson. Samples provided include:
  - “Travel ban takes effect but less chaos expected” (AP, 2017)
  - “Refugees flood Canada from the US” (Hult, 2017)
  - “More Twin Cities immigrants seeking citizenship” (Williams, 2017)
**Mindset Monday: Review and Reflection**

1. Focus/check-in. Breathe to calm and focus. Check in by sharing number 1-5.
2. Share EQ and objectives.
3. Students review definitions of fixed mindset and growth mindset by sharing with a “sole mate” partner (someone wearing similar shoes). Clarify definitions together as a class.
4. Watch “Growth Mindset vs. Fixed Mindset” video. Students are asked to think about which student portrayal they identify with.
5. Rewatch as needed.
6. Written response: Are you more like Jake or Ann? Why do you think that? Give examples of growth and/or fixed mindset in your life. How can you change fixed mindset areas to growth mindset?
7. Students share with partners, and then discuss as class.
8. Wrap up: turn in assignments.

**Day 1: Intro topic of Immigration: video, overview article**

1. Focus/check-in. Breathe to calm and focus. Check in by sharing number 1-5.
2. Share EQ and objectives.
3. Pre-assessment/pre-reading: matching activity with key vocab - immigration, citizen, green card, visa, refugee. Students get a term or definition and need to find its match by talking to other students. When they think they’ve found the match, they sit with that partner. (Will need two sets of the words for some classes). Go over words together by asking partners to share what they matched. Show correct definitions on the screen.
4. Video: “Immigration 101: The legal paths to entering the US” Show video prompting students to look for connections to Social Studies learning. Vocab is embedded as well.
5. Quick discussion: How does this connect to what you’ve learned in Social Studies?
6. Students choose article based on interest. The teacher provides basic info about each one to facilitate choice.
7. Students choose a partner who also chose the article they wanted to read (alternative- students may choose a partner and then together pick the article.)
8. Partners read article aloud to each other and Mark the Text together.
9. Partners are prompted to discuss exit ticket question and to put articles in basket for tomorrow.
10. Exit ticket: Students share new learning about immigration as they leave class.

**Day 2: Text Interaction: Writing in the Margins, Jigsaw to find common main ideas**

1. Focus/check-in. Breathe to calm and focus. Check in by sharing number 1-5.
2. Share EQ and objectives.
3. Partner pairs share a key term and/or main idea from yesterday’s articles.
4. Teacher reviews Writing in the Margins strategy- focusing on visualizing, connecting, and clarifying.
5. Partners are asked to return to the text with the purpose of Writing in the Margins, more specifically to add 5 new interactions in the margins.
6. Students partner up with a partner who read the other article and jigsaw to share key terms and main ideas. Goal is to create a list of 5 main ideas about immigration by using the info in both articles
7. Share out- each partner pair shares one commonality they found, “novel ideas only” meaning that each group tries to share something that hasn’t been shared yet.
8. Wrap up: students return articles and lists to their hour’s basket.

**Day 3: Extension: Compare/contrast Immigration past to current immigration issues**

1. Focus/check-in. Breathe to calm and focus. Check in by sharing number 1-5.
2. Share EQ and objectives.
3. Review by sharing out important ideas from lists created yesterday.
4. Teacher previews today’s tasks and shows links in Schoology.
5. Partner work time: partners find a news clip or article from sites provided. They then complete double bubble map to compare and contrast this article to what they’ve learned and reviewed the past few days.
6. As individual partner pairs are ready, teacher instructs them to use double bubble map to write a short paragraph comparing and contrasting what they knew to the info in the news story. Template is provided.
7. Students turn in paragraph when finished. The will be shared at the beginning of the next class period. (Additional time may be needed to finish this paragraph in the next class period as well.)

**Reading Zone Friday:**
1. Focus/check-in. Breathe to calm and focus. Check in by sharing number 1-5.
2. Share EQ and objectives.
3. Students share info about chosen books with each other.
4. Reading Zone reminders
5. Reading Zone time- students are reading silently. Teacher passes out snacks and reads too. If students seem to be having a hard time focusing, teacher asks if book is a good fit and/or if they would like a recommendation.
6. Students self-rate where they were at in the Reading Zone and discuss.

Unit plan template adapted from the work of McTighe and Stiggins, 1998
<table>
<thead>
<tr>
<th><strong>Immigration</strong></th>
<th>The process of moving from one country to another</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green card</strong></td>
<td>A document that shows that a non-resident has permission to live in a country as a permanent resident</td>
</tr>
<tr>
<td><strong>Visa</strong></td>
<td>A document that shows that a person has permission to be in a country for a certain amount of time</td>
</tr>
</tbody>
</table>
Refugee

A person who has left his/her home country because it’s not safe to be there.

Citizen

A person who has the full status as a member of a country. Two ways to get- born in country or pass citizenship test.
Marking the Text

The purpose of marking a text is to make important information stand out so you can easily find it.

1. **Number the paragraphs.**

Write the number in the indent of the paragraph and circle it so that it stands out from the text itself.

2. **Circle key terms.**

**Key terms** are words you have to know to understand the main idea or concept. *Hint: They may be repeated or defined by the author.*

3. **Underline main ideas.**

A **main idea** is statement that includes important info about the topic.

*Hint: key terms are often in main ideas*

<table>
<thead>
<tr>
<th>Other marks to use as needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>? = words you don’t know</td>
</tr>
<tr>
<td>[Bracket] = evidence for claim</td>
</tr>
</tbody>
</table>

Hager, 2017 adapted from LeMaster, 2011
Pause to Connect Questions

NONFICTION

Clarify:

• What do I understand so far?
• What information is confusing?
• Who is talking/being quoted?
• What does this ________ (word/phrase) mean?
• What does this chart/graph/table/picture show?
• What is the author trying to get me to understand here?

Connect:

• How does this paragraph or idea connect to what I read in another paragraph?
• How does the chart/graph/table/picture connect to the other text?
• How does this information connect to something I already know?

Analyze:

• Why does/doesn’t this person’s opinion matter?
• What is the author doing in this paragraph/section?

Hager, 2017 adapted from LeMaster, 2011
Pause to Connect Questions

FICTION

Clarify:

• What events have happened so far in the story?
• What am I confused about?
• What character is talking?
• What does this _________ (word/phrase) mean?
• What does this picture show?
• What is the author trying to get me to understand here?

Connect:

• How does this plot event connect to what happened earlier in the story?
• How does the picture connect to the other text?
• How do the events in this story connect to something I already know?

Analyze:

• Why is the character making these choices?
• What is the author doing in this section of the story?
• What theme does the author want me to think about?

Hager, 2017 adapted from LeMaster, 2011
**Writing in the Margins**

Writing in the Margins in a way of interacting with parts of the text to help you make sense of what you’re reading. These notes, questions, or pictures are written or drawn in the margins next to the part of the text they go with.

<table>
<thead>
<tr>
<th><strong>Visualize</strong></th>
<th><strong>Clarify</strong></th>
<th><strong>Connect</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visualize:</strong> create an image</td>
<td><strong>Clarify:</strong> to clear up confusion</td>
<td><strong>Connect:</strong> to put pieces of info together</td>
</tr>
<tr>
<td>Draw a picture or figure to help you understand what the author is saying.</td>
<td>Pause to write notes in the margin to make sure you understand what you’ve read.</td>
<td>Record connections to other ideas in the text, info you’ve learned or your own life.</td>
</tr>
<tr>
<td>Think about…</td>
<td>Think about…</td>
<td>Think about…</td>
</tr>
<tr>
<td>-What does this look like?</td>
<td>-What key terms should I define?</td>
<td>-How does this idea relate to another idea in this text?</td>
</tr>
<tr>
<td>-How could I show this idea?</td>
<td>-What are the main ideas?</td>
<td>-How does this relate to something I already know?</td>
</tr>
<tr>
<td>-What picture of symbol would help me make sense of this info?</td>
<td>-What are the most important points?</td>
<td>-How does this relate to me?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summarize</strong></th>
<th><strong>Question</strong></th>
<th><strong>Respond</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summarize:</strong> to retell the main ideas</td>
<td><strong>Question:</strong> to ask about what you’re reading</td>
<td><strong>Respond:</strong> to record your thoughts about the text</td>
</tr>
<tr>
<td>Sum up the most important info as you read.</td>
<td>Question your thinking about what you’re reading, but also use critical thinking to question the text</td>
<td>Write down what you’re thinking as you read.</td>
</tr>
<tr>
<td>Think about…</td>
<td>Think about…</td>
<td>Think about…</td>
</tr>
<tr>
<td>-What ideas are essential to understanding this text?</td>
<td>-What is the author saying?</td>
<td>-What does this remind of?</td>
</tr>
<tr>
<td>-How can I say this in my words?</td>
<td>-What is the author doing?</td>
<td>-What do I think about this?</td>
</tr>
<tr>
<td>-What key terms and main ideas are most important?</td>
<td>-What do I understand?</td>
<td>-What do I find interesting?</td>
</tr>
<tr>
<td>-Do I agree/disagree with this?</td>
<td>-What is the purpose?</td>
<td>-What does the data mean?</td>
</tr>
</tbody>
</table>

Hager, 2017 adapted from LeMaster, 2011
1- Mindset Monday: Review and Reflection

---

Hello!
Please have a seat.
Thanks!

---

Check-In
Where are you at today?
Rate yourself 1-5.

---

Objectives
EQ: How does my mindset affect my life?
- Review growth and fixed mindset
- Watch a video to get a new perspective on mindset
- Connect mindset to FAST scores and this trimester's goals

---

Mindset - What do you know?
- What does growth mindset mean?
- What does fixed mindset mean?
- Share with a "sole mate" partner - someone who is wearing similar shoes.

---

Mindset Video
So what are fixed and growth mindset?
Which one is more like you?
Watch to find out!

---

Mindset Response
- Are you more like Jake or Ann?
- Why do you think that?
- Give examples from your life to show how growth mindset and/or fixed mindset shows in you.
- If you're fixed mindset, what changes can you make to be growth mindset?
Partner Sharing - Whole Group Sharing

- Share what you wrote with a partner.

- Then, let's talk about it:
  - Who are you more like - Jake or Ann? Why?
  - Where do you see examples of growth or fixed mindset in your life?
  - How can you change fixed mindset thinking into growth mindset thinking?

Wrap Up

- Thank you for the great discussion today!

- Please make sure to turn in your reflection to the hour's basket.
2- Immigration Day 1

Be ready for success:

- You need: Pen/pencil
- Everything else is put away
- Thanks!

Check-in and Breathe

- How are you doing today? Please share and rate 1-5
- Let's use breathing to calm and focus ourselves.

Objectives

- EQ: What information do I need to know about the issue of immigration in the US?
- Review Social Studies vocabulary about immigration
- Gain basic information from a video
- Read and Mark the Text to learn about immigration

Vocab matching

- To review some terms you've worked with in Social Studies, we're going to play a matching game.
- You will either get a GREEN term or a YELLOW definition.
- When I say go, your job is to find who has your matching card. When you find that person, sit NEXT to him or her.

Vocab sharing

- Let's share out how you matched these words and definitions:
  - Immigration
  - Citizen
  - Green card
  - Visa
  - Refugee

Video overview

- While we watch, be thinking about how this information connects to what you've learned about immigration in Social Studies.
**Which article - you choose!**

Today, you and a partner will work with an article YOU choose related to Immigration in the US. You'll be reading to each other and Marking the Text.

- Issue Overview: Immigration
- U.S. Immigration debates are not unique to the 21st century

**With your partner**

1. Read the title and headings- make a prediction.
   - What do you think the main idea of this article will be?
2. Mark the Text as you read ALOUD to each other
   - Number the paragraphs
   - Circle key terms
   - Underline main ideas.
3. Keep going until you finish the article (or until class is over)

**Share key terms and main ideas**

What key terms did you circle?
What main ideas did you underline?

**Ticket**

**Wrap up**

Please put articles in your hour's basket.
Thank you for your hard work today!
3- Immigration Day 2

Be ready for success:
Please sit NEXT to your partner from yesterday.
Take out:
Pen/pencil
Article from yesterday

Check-in and Breathe
How are you doing today? Please share and rate 1-5
Let's use breathing to calm and focus ourselves.

Objectives
EQ: What information do I need to know about the issue of immigration in the US?
- Share key terms and main ideas from chosen article
- Return to the text to Write in the Margins
- Share main ideas with a new partner to create common list of important info together

Share key terms and main ideas
What key terms did you circle?
What main ideas did you underline?

Writing in the Margins
Remember, Writing in the Margins is another way to show our thinking as we read. It's kind of like Pausing to Connect, but you WRITE or DRAW on the text.

What are the 6 types of Writing in the Margins?
Visualize Connect
Summarize Question
Clarify Respond

With your partner
Return to the text with the purpose of Writing in the Margins:
1- Choose important chunks of text to focus on and reread THINK and LOOK:
   Where are the most main ideas?
   What parts am I confused about?
2- Identify 5 places in these chunks to write in the margins:
   You CHOOSE: visualize, clarify, or connect
New partner- sum it up!
1- When I say go, find a partner who read the OTHER article.
2- With this new partner, share the main ideas you marked in your article. What did you learn about immigration?
3- Using your own words, create a list of 5 important ideas about immigration using information from BOTH articles.

Wrap up-
Please turn in your list and your articles to your hour’s basket.
Thank you for your hard work today!
4- Immigration Day 3

Be ready for success:
Please sit NEXT to your 2nd partner from yesterday.
Take out Pen/pencil
Article from yesterday
List of 5 important ideas

Check-in and Breathe

How are you doing today? Please share and rate 1-5.
Let's use breathing to calm and focus ourselves.

Objectives
EQ: What information do I need to know about the issue of immigration in the US?
- Share Important ideas about immigration
- Compare and contrast what you know about immigration to a current news story
- Write a paragraph to share what you found

Share- Novel Ideas Only

Please share ONE of the 5 important ideas from your list from yesterday.
Each partner pair will share. Try to share NEW ideas so that none are repeated.

Today’s plan
You and your partner are going to connect what you’ve learned to a current news story about immigration.
1: Choose a story- video or text from links provided.
2: Use a double bubble map to compare and contrast the story to what you already know.
3: Write a short paragraph to share this info.

Where do we find what we need?

Story links are on Schoology. Double Bubble map will be handed out to you.
**Today's plan**

You and your partner are going to connect what you've learned to a current news story about immigration.
1. Choose a story, video, or text from links provided.
2. Use a double bubble map to compare and contrast the story to what you already know.
3. Let me know when you're done and I'll show you the last step.

*Please ask for help if you get stuck!*

**Put it all together!**

Use the ideas on your double bubble map to write a paragraph to compare and contrast what you learned in the reading to what you saw in the news story. You may use this template to help you:

- The articles we read about immigration taught us... list main ideas you pulled from the articles.
- The news story we watched showed that... list 1-2 main ideas from the news story.

Both sources showed that... sum it up - what ideas about immigration do both sources have in common?

---

**Wrap up**

Please turn in your double bubble map, paragraph, and articles to your hour’s basket.

Thank you for your hard work today!
5- Reading Zone Friday

Happy Friday!
Please take out your book and snack (if you have)

Focus and Check-in:
Take a moment to focus by breathing in and out slowly. You may close your eyes or put your head down. It needs to be SILENT during this time.

Objectives
- Share what you're reading
- Get into the Reading Zone with a good book!
- Rate where you're at in the Reading Zone

Share
- What are you reading?
- Tell your partner a little about your book. You might these questions to help you:
  - Who's the main character?
  - Where does it take place?
  - What's the conflict?
  - What genre is the book?

Reading Zone Expectations
Looks like: YOU reading your book
Sounds like: Silent
Feels like: Calm, Focused

Reflect- Fist to Five
How were you in the Reading Zone today by using your fingers (1 to 5). Use the Looks Like, Sounds Like, Feels Like ideas to help you.

Let's discuss:
- What went well?
- What did you struggle with?