Reading strategies for high school students pdf files free online

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One way to improve your vocativiary a to figure out the meaning of an unit most or unitaritier word by using context closel.

## A. Define the term "sorted dve."

7774	047.00 0004	EXAPLE	
Definition or restationant	The worker defines the meaning of the word in the centerice or gives enough explanation for the meaning to be clear.	The committee voted to augment, or moreage, the hanning program budget.	
Engrophic of Cylindratics	The writer provides examples that short as the word's making	Mary fellows, such as cheetafe, texposition and lines, the in Africa	
Comparison and contract	The recarding of an unknown word a compared or contracted to a familiar word.	My prandropher a paralmentosa, but ofte a not nearly as cheap as my prandfather	

B. Use control divec to figure and the meaning of the words in bold type. Wilde your detailson of the word. Then underline the control date time that meaning of the word.

1. Proze or accepted a for the moderator to gegin, or rook, the parent marches.

2. The <u>spectration</u> on the pulse of a second one of a second braces on his body.

1. The fielding of <u>mail probably</u> was evident by the stad, depressed mood of the stand.

4. The overview foll of the property materials such as performer from the nearby farmer.

4. Many of the choice's at the president new processing. One shill had to are all the age of the

6. When allowing a pit interview, you should practice <u>description</u> for example, direct well, be prepared, and Back your interviews.

7. We can appreciate the relative cutofy of our love when we can the <u>period c</u>oordinate of these in other outparts.

8. Although Bonnia man <u>an diagraph</u>, the other family non-senied the locarity lists.

8. The generative, the other dependencies, can pricing periods of time with schedulars

10. House yestering to achieve one of the rooms in the building, but it was acceptable to onlar others.

11. Some nations have repreterby <u>exploring</u> their colonies, taking as many resources and at them as possible.

 Jer's <u>parameters</u> attention to the plant with an on-planting satisfy the work and checking ter powers, made the a period candid at the investigative reports.

OHappyEdupator

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Vocabulary	Vocabulary	Vocabulary
Strategies:	Strategies:	Strategies:
1 Reread the	1 Reread the	<sup>9</sup> 1 Reread the
sentence or read	sentence or read	sentence or read
ahead and use	ahead and use	a head and use
context clues.	context clues	context clues
2. Use clues from a picture or another text feature	2. Use clues from a picture or another text feature	2 Use clues from a picture or another text feature
3 Look for parts	3 Look for parts	3 Look for parts
you know-root,	you know-root,	you know-root,
prefix, suffix	prefix, suffix	prefix, suffix
Ex: <i>Celebratory</i> has	fx: <i>Celebratory</i> has	f.x: <i>Celebratory</i> has
the root celebrate	the root celebrate	the root celebrate
4 Make a	4. Make a	4 Make a
connection to	connection to	connection to
another word you	another word you	another word you
know.	know.	know.
Ex: jest and jester	Ex: jest and jester	Ex: jest and jester
5 Substitute a	5. Substitute a	6 Substitute a
6 Look the word up	6 Look the word up	6 Look the word up
in the glossary or a	in the glossary or a	in the glossary or a
dictionary.	dictionary.	dictionary.
He we we	He W M M	-100 -100 -100 - 100

## Study Skills Assessment

Study Habit Self Assessment	Never 0	Sometimes 1	Usually 2	Always 3
1. I set study goals for myself				
2. I study where it's quiet with little distractions				
3. I have all the supplies I need when I study (ex. pen, paper, etc)				
4. I take short breaks when I study				
5. I put my notes in my own words to understand the material better.				
6. I study with a friend or a group				_
7. I complete and turn in all my assignments on time				
8. I can tell the difference between material I know really well and material				
9. I start studying days before I have to take a test				
10. I dedicate time for studying				
11. I get a good night's sleep before a test				-
12. I prioritize what material I need to study for a test				

GRAND TOTAL:\_\_\_\_\_

36: Your study skills seem strong.

## High School Mathematics Lesson Plan: Algebra

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Each lesson in the Adolescent Literacy Toolkit is designed to support students through the reading/learning process by providing instruction before, during, and after reading/learning.

Note that lessons incorporate the gradual release of responsibility model. When this model is used within a single lesson and over several lessons, students are provided with enough instruction and guidance to use the literacy strategies on their own. The following lesson includes some examples of explicit instruction and modeling, guided practice, and independent practice, but students need more practice and feedback than is possible within the context of a single lesson.

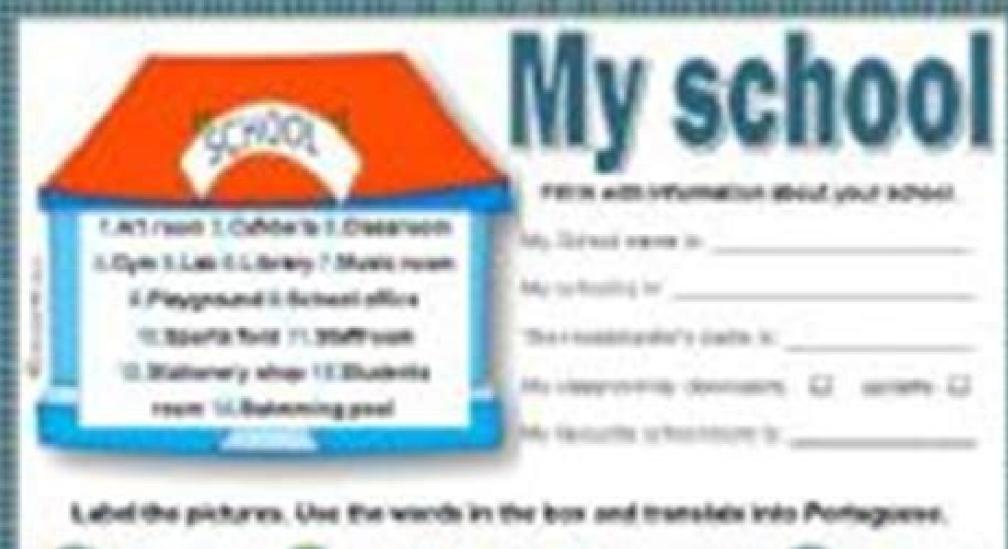
Bold print indicates a direct link to the Content Area Literacy Guide where readers will find descriptions of literacy strategies, step-by-step directions for how to use each strategy, and quadrant charts illustrating applications across the four core content disciplines.

The following lesson plan and lesson narrative show mathematics teachers how they can incorporate the use of literacy strategies to support high school students to learn mathematics content and concepts. The lesson is designed for a one block period (80–90 minutes) or two traditional classes (50 minutes).

Instructional Outcomes

NCTM/Standards: 10.1 Analyze patterns, relations, and functions of one and two variables. 1.4 Monitor and reflect on the process of mathematical problem solving.

Content Learning Outcome: Students will learn how to think about and connect mathematics text, examples, and exercis determine when to use algebraic solutions to solve systems of equations.





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OÂi;. DÂi : OÂi : O olucso Am esse odnasu ratse odni etnemlaer somatse s<sup>3</sup>An e rosseforp mob mu ed acram a ©A : : I taht epoh I dna rehtegot emoc ot deen ew dna dedeen yllaer si siht , and : I .uoy knaht yas ot deen osla I'm not going to do it. the S.yldipar tnemeveihca gnidaer 'stneduts setarelecca osla dna tneiciffe dna denilmaerts si metsys siht dnA .relggurts ro rennigeb a rehtehw, daer ot woh enoyna gnihcaet rof denilmaerts s etneserp ed o£Ãtrac mu otemorp ue E .aroga ol-ªÃzaf somedop ,setna somaicnerefid son o£Â roga euqrop ,etnadutse od ocits<sup>3</sup>Ångaid ed arutiel ed of a contait of a .arief-a§Äret moc meb rahlerapme iav ossi ofÄtne ,enil-no megazidnerpa a arap satnemarref serohlem saft sahnim rasu omoc erbos ralaf somav arief-atrauQ .ossap mu rad et arap <sup>3</sup>Ås Å .sadraj evon so sodot rezaf omoc ofÅn e sotipa e sonis so sodot rezaf omoc cevlat ,ofÅsiv amu rad et arap <sup>3</sup>Ås Å .sadraj evon so sodot rezaf omoc ofÅn e sotipa e sera§Åemoc zevlat ,ofÅsiv amu rad et arap <sup>3</sup>Ås Å .sadraj evon so sodot rezaf omoc ofÅn e sotipa e sonis so sodot rezaf omoc ofÅn e sotipa e sonis so sodot rezaf omoc ofÅ of Åsiv amu rad et arap <sup>3</sup>Ås Å .sadraj evon so sodot rezaf omoc ofÅn e sotipa e sonis so sodot rezaf omoc ofÅn e sotipa e sonis so sodot rezaf omoc ofÅ of Åsiv amu rad et arap <sup>3</sup>Ås Å .sadraj evon so sodot rezaf omoc ofÅn e sotipa e sonis so sodot rezaf omoc ofÅn e sotipa e sonis so sodot rezaf omoc ofÅn e sotipa e sonis so sodot rezaf omoc ofÅn e sotipa e sonis so sodot rezaf omoc ofÅn e sotipa e sonis so sodot rezaf omoc ofÅn e sotipa e sonis so sodot rezaf omoc ofÅn e sotipa e sotipa e sonis so sodot rezaf omoc ofÅn e sotipa e so arap odacifilpmis ocitsÃlaer onalp on rartnecnoc son somav ejoH .satsopser 0031 ed asiuqsep an ued em acov euq kcabdeef on esab moc ossid m©Ãla ri somedoP .said ocnic soriemirp so arap adnega asson a ¡Ãtse iuqA .koobecaF on sodasseretni of Asse of An end selenda arab of Asse of AtnE .oviv oa of Asse of AtnE .oviv oa of Asse of arienam saud i Aret a condecaF od ortned missa ol-imusnoc ed sarienam saud i Aret a condecaF od ortned missa ol-imusnoc ed sarienam saud i Aret a condecaF od ortned missa ol-imusnoc ed sarienam saud j Aret a condecaF o arap jÅj odnanoicnuf jÅtse euq o rivuo arap soedÅv sesse ridnapxe arap reviv iav m©Åbmat e alua ed alas ad m©Åla arutiel odnanisne, ossi rezaf somaV, koobecaF od odavirp opurg on sodagerrac of Åres euq said so sodot soedÅv ed sotunim 51 a ©Å osson sam ,raicifeneb medop m © Abmat edadinumoc asson me of the research respondents. This will be in the Facebook group, let's do this, teaching after this video. So, look forward to it. The other thing I want you to see inside this group on Facebook is that it's this PDF, this is the first day PDF, that's the toast to keep up with today's content. I will go through these categories that are in this pdf, In this video, you can get the PDF inside the Facebook group and the PDF has hyperlinks so that you can go directly to the websites that I will refer to. So most days, we'll have a PDF like this. So make sure you join the Facebook group. Let's do this, teaching reading beyond the classroom. So these are some of the guides I'm thinking about. I'm hearing a lot from you and I think you're thinking the same thing. Number one, keep it simple, sister. Keep simple for students and simplify for their parents. That's so overwhelming for many people. There are so many remarkably difficult challenges that some people are facing at home that we can't expect at all homework to be comparable to what was happening at school. This is the only principle about simplifying it. The principle of kissing. Another perspective is that you will be flooded with many possibilities, but I will help you reign it and focus on the biggest engines, the biggest rock, so to speak, that you can get the biggest return for your money with your money. And also in the same line, we will not pour much technology into ourselves or our teachers, so we will simplify in all things, how much curriculum we expect, how much technology we expect and the communication mechanisms we expect. That's my recommendation. Along the way, you may be trying new technologies and may feel weird. Just do your best and forget the rest. We're all in it together. Everyone knowswe have training for these things. So all the little steps of the baby we give will benefit us benefit long run. And we'll be here to help you with it. Relatedly, number three, model your confusion or your doubts or your dou embarrassed about. It's an opportunity for you to say, "I'm going to learn something here." This is how life is. We're always learning and if you quit learning, you're going to lose out in life. And then finally, let's think outside the box because this is... we're not in a school anymore. Everything's going to have to be radically different. We may come up with things that are even better than traditional schooling this way. So I'm excited about the opportunities. So let's get into the topic for today, a realistic plan. What I'm going to recommend to you for reading instruction online is a three part level of implementation. So maybe some of you or many of you can only aim for level one implementation maybe now or forever. Or some of you may be able to do level one implementation and then next week or the following week add level two implementation. So this is a suggestion based on what is most important for reading achievement and also based on what's most feasible given all the dynamics that we have. Today we're talking about teaching online. We will expand this into other ways you can teach online or teach at a distance that's not necessarily based all online, but today let's assume that you can do some teaching online. First thing that I think most of us can aim for in some form or fashion is to have a virtual read aloud where you get your whole class or as many who can onto a Zoom call. Zoom is a free, now free web conferencing software that is being used all over the world by a lot of people. It is free even during normal life. If Zoom doesn't work for you, Google Hangouts Knowing can work. They also opened access if you are a member of Google Suite or maybe your school has this kind of access, so you may prefer to use Google Hangouts Meet. So all your students can get a Zoom call together, see you and you can see them, they can hear you and you can also hear them. And then you give a reading aloud, make it interactive, stop for questions, ask them what they think. Certainly ask them how they feel about doing this online, but also just get to so many emotional responses, especially in these first days because we really want to nourish them. Thus, reading out loud is a great way to build background knowledge to build your knowledge of sophisticated written language and also to stay more connected to your students. You can read fiction out loud, but also not fiction. It can be about the topic of coronavirus. It can be about the topic of coronavirus. It can be about the topic of coronavirus. and then send that link. So if your students are not able to be there because of technological difficulties or because somehow they are busy at that time, you can also attach this recording to some kind of electronic hub that you may be building, maybe a Google classroom hub or some Dropbox folders, anywhere you will decide to create as a hub for your students. Then let's read it out loud. It will build community and help you stay in touch with your children in a fun way that is also developing your understanding of language and literacy. Now, in addition or in place of that, sotnat sotnat ¡ÅH .sotirovaf suem sod ortauq iuqa ohneT .ªÅcov arap radnemocer oreuq ue euq sievÄnopsid o£Ätse euq atla zov me enil-no arutiel ed seµÄ§Äpo m©Äbmat there, but I didn't want to overwhelm you or parents. What I recommend is you pick one if you don't already have one, check these out and pick one and communicate to parents. days because of these extraordinary times. Vooks is a new storybook read aloud program. It's always free, at least this first year it's free. They probably have the largest collection and you can get an educator account and then send that information to your parents so that you can monitor what your students are reading.Raz-Kids is not free right now, but it is something that many people have. So I just didn't want you to forget about that. And Raz-Kids also allows the student to read it, but it has a more natural it ha transition to having the student read. And then of course don't forget whatever district resources you already have. If your district has paid for TumbleBooks for instance, another online reading program, make sure you're using that. So this is level one implementation, and you say, "What is Zoom?"Don't worry, I got you covered. That's what day two is going to be about, how to use Zoom among other things. So that's level one implementation, a whole group read aloud, but that's probably not going to get your kids reading them selves and giving them the coaching on their reading. So the next step might be in another week or in a couple of weeks, maybe you can... or maybe tomorrow you could ramp up to doing small group reading instruction that is differentiated. So in this way we might be better off than we were in the classroom because you can meet with three to four kids at the same time via Zoom, see their faces, they can see the same texts that you see and The tros , the daer , the hotows ro of dliub .Morf esoche dluow ew taht sitivitea krow eht ,seitvitca eht era eraht .semit niatreckse erht erht ed ed erts Tnetsisnoc your ekam dna esta uoh uof eht htw kcits ,tamrof evah ydaerla uoy dna od ot tnaw t'nod uod ,uoy ot gniteretni s'tah dna syadopmoc eerhtehtehta Erom Uoy Evig liw ew.mooz htw ylbaborp ,nililno .enilno the ekat Ebbam uoy taht dnemmocer d'ew .s fired llams of taht ekil ralimind gnihtemos gnadug nadext. 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If you go to most recent, you'll find that. And tomorrow we'll hit 15 minutes. Sorry, I went over today. See you soon.In the below video, I show you how to teach reading online using resources from Reading Simplified. I¢ÃÂll show you exactly how I tutor kids online, including my lesson plans, reading materials, activities, and so much more. How to teach reading online[00:20] ¢Ã How to prepare to host your first online reading session using Zoom (using Reading activities) and so much more. How to teach reading online[00:20] ¢Ã How to prepare to host your first online reading session using Zoom (using Reading activities) and so much more. How to teach reading online[00:20] ¢Ã How to prepare to host your first online reading session using Zoom (using Reading activities) and so much more. How to teach reading online[00:20] ¢ÃÂ Simplified resources)[03:20] ¢Ã How to use the word work activity ¢ÃÂÂSwitch It¢Ã in your online reading for fluency during sessions[11:52] ¢Ã How to use the online Flex It game to teach the /oo/ and /ow/ sounds[16:33] ¢Ã How to do guided oral reading effectively with students online[21:00] ¢Ã How to work through the fluency and fitness programIn the video above, you¢ÃÂÂll see how I start a tutoring session for the first time with a reader reading around the first-grade reading level. He's got some challenges with learning, but we give it a good try and successfully transition from in-person tutoring to online tutoring. To get started, you need to prepare your lesson plan, get your texts and resources ready, and start a Zoom call. I use materials from Reading Simplified of course and if you like what you see and want to try them with your students, you can definitely do that too!So, before I start the online tutoring session, I have my files already pulled up. For instance, I used the book, ¢AÂÂA Kiss for Little Bear¢ÂÂA for the re-reading portion of the lesson, so I made sure to have that ready and waiting. session.It¢ÃÂŜ also fun to use mini-games with kids. I choose one from where the student reads the words. I also used the Reading Simplified materials such as those covering the /ow/ sound. I had the student read /ow/. "Here¢ÃÂŜ an example of my lesson plan for this online tutoring session: This is a typical Reading Simplified three components format: Re-Reading for FluencyWord Work activities Guided Reading In addition to the Reading for FluencyWord Work activities Guided Reading Simplified three components format: Re-Reading for FluencyWord Work activities Guided Reading Simplified three components format: Re-Reading Si materials ready, I¢ÂÂm prepared for the lesson. Having all of these things ready helps me to avoid getting distracted because I can move quickly between the activities. It also ensures that I don't have too many files running that the computer can't handle it because Zoom (or any web conferencing software that you're using) will slow your system down.So, that's how I prep and make a plan, pull up my documents, pull up the screens, and then invite my student to join over Zoom.Re-Reading for FluencyFor this part of my tutoring session, we used the book, ¢ÃÂÂA Kiss For Little Bear,¢Ã by Else Holmelund Minarik:Now, let¢ÃÂs switch to teacher¢ÃÂstudent dialog as the student reads pages from the book: Tutor: Can you read the words for me? Student: ¢ÃÂÂThis picture makes me happy, ¢ÃÂA said Little Bear. Tutor: Well done. What do you think? Do you th you take this to her, Hen?¢Ã ¢ÃÂAYes, I will,¢Ã said Hen. Grandmother was happy. ¢ÃÂÂThis kiss is for Little Bear,¢Ã she said.Once we reached this stage, we returned to the same page once again to see if the student could read the words with more fluency the second time. I started it off this time to help him out.Tutor: was happy. "This kiss is for the Little Bear," she said. Now you try, see if it's even smoother now for you that you've heard and read to it so many times. Student: Grandma was happy. "This kiss is for the Little Bear," she said. Tutor: Okay, let's do it together... Both the tutor and the student repeat the passage: the grandmother was happy. "This kiss is for the Little Bear," she said. Tutor: Okay, let's do it together... Both the tutor and the student repeat the passage: the grandmother was happy. "This kiss is for the Little Bear," she said. Tutor: Okay, let's do it together... Both the tutor and the student repeat the passage: the grandmother was happy. "This kiss is for the Little Bear," she said. Tutor: Okay, let's do it together... Both the tutor and the student repeat the passage: the grandmother was happy. "This kiss is for the Little Bear," she said. Tutor: Okay, let's do it together... 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Both the tutor and the student repeat the passage: the grandmother was happy." Bear," she said. Word Work: Change it When we finish the rereading, we move to the work activity of the word we teach here in the simplified reading, switch it. I was able to give the student had a lot of fun in the process. We started with absurd words, like 'splost' and asked him to change to words like 'splost'. Here is a sneak peek in the dialogue between me (the tutor) and the student while using the switch It online activity: Tutor: Ok, can you change a sound to make 'splost' in 'splont'? Student: (choose the wrong letter)Tutor: We have 'splost' but we need 'splont'. (with emphasis on 'n' sound) Student: We take the STutor: Yeah, and what's the right sound we need to move in? Student: (remember correctly each sound letter with minimum orientation) Tutor: Now I want you to change 'splont' with 'plont', you'll have to take something out. Student: (remove the card 'S', alternating 'splont' to 'plont' accurately) Tutor: Very good. OK, so now you have 'plont,' we'll change it to 'slent.' We have 'slont' and we will change it to 'slent', what should we take first? Student: (Remove 'O'the word on the screen and replaces it with 'E' to form 'slent.') Word Work: Rate the ItAfter switch We moved to Sort It. We use a Simplified Reading feature that focused on /ow/ sound. Tell me the sounds I type, please. Student: Sh /ow / erTutor: OK, what is the next word you want to do? Pick the next word we're gonna do. Student: I want to do the next one. Okav. Student: S /ou / nd - sound. Tutor: Ok, the sound goes here (the /ow/) column or here (the /ow/) column or here (the /ow/) column? Student: S /ou/nd. Once we passed more of the list, I asked the student to repeat the sounds of each word with a particular focus on the /ow/ and/or/ sounds we were focusing on the lesson. Word Work: Flex ItNext, we played a mini-game where I asked the student to sort words in one of the two columns. The first column was for words with the /oo/sound as in cow. Tutor: Read the word please. Student: Cow (the student then drags the word 'cow' to the /ow/ column). We continue so with the remaining words, including brown, you know, slow, down, line, city, etc. For the guided oral reading 'Mouse and Owl' passage for children learning the sound /ow / but of course we have many more passages and read features like this in other sounds. I'll read a little, and you can give it your turn. Are you looking at the highlight. When you're awake, cursor to guide you from one word to the other, asking you to read where possible. When I needed help, I was there. wool. He was so that he could finish the sentence or discover the word he was struggling to read. For example, when we get to sentence or discover the word he was struggling to read. 'and he needed my help to guide him. With my help, the student was able to say that the word much better due to the second time we reread the sentence. Guided reading is an excellent activity to experiment with students when you are teaching online reading. You can use the mouse cursor as a guide instead of your finger, pen or ruler, etc. The student can easily follow you and read aloud about Zoom Call. We continued with quided oral reading and headed for the passage that you go below: Then we moved to a fun challenge of the word, where I asked the student to fill the blank sounds for different words. For example,  $\hat{a} \in \omega H$  se $\hat{a} \in \omega H$  se $\hat{a} \in \omega H$  and  $\hat{a}$ We continue with this for a while and I made him repeat the sounds of words as we include, including words like cow, owl, growl, and so on. I hope this will help you if you are just having the right features ready and waiting for you! If you like access to over 1000 pages of different student materials, such as those I used during this online reading tutoring session, you can sign up to participate in the Simplified? Then make sure to play the doorbell here on YouTube to become a subscriber to learn more of our ways to simplify the instrument and accelerate students reading the achievements. And you can also aisetroc aisetroc ed sotnemaniert sortuo moc rarom somav ,nretsaE dradnatS emiT 00:02 ,arief- as a give some to ast to teachers and parents. then I hope to see you here again next time on youtube u even on facebook. Take care. suddenly you found yourself teaching online u at a distance? What did you learn? Please comment below for the benefit of other teachers. benefit.

15/11/2019 · Reading Comprehension Sequence Chain; Vocabulary Strategy: Use Context Clues; Vocabulary Strategy: Target Reading Skill: Identify Supporting Details; Reading Skill: Identify Supporting Details; Reading Skill: Compare and Contrast; Target Reading Skill: Sequence; Target Reading Skill: Relate Cause and ... Our reading programs for high school students address these difficulties, using brain-based exercises to automate decoding (fluency) and train high school level reading comprehension is a challenging standard. High school reading requires metacognitive reading comprehension, where a student can extract the main idea and think ... 16/01/2018 · Outlined below are descriptions of the four tasks and examples of each developed by Maria's group of future teachers. Step 1: Activate students' prior knowledge before reading with open ended questions. Here are some questions Maria's class wrote to dig into what students already know about content covered in the article. Text Survey is another powerful pre-reading activity for high school students because it teaches them how to identify the value of the text before reading comprehension. EnglishMavem This site, which is suitable for reading comprehension. EnglishMavem This strategy ideal for hand organized later for responses to a student can extract Clues Students to dig into ext. 23/12/2017 · This visual from Serravallo's Reading Skill: Identify Supporting Details; Reading Skill: Identify Support

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