

Middle School Teaching and Learning 2014-2015



November 5, 2014

Matching Students with Text

Richard Allington:

“Simply put, students need enormous amounts of successful reading to become independent, proficient readers. By successful reading, I mean reading experiences in which students perform with a high level of fluency, accuracy and comprehension.”

What I've Learned About Effective Reading Instruction from a Decade of Studying Exemplary Elementary Classroom Teachers, Allington, 2002.

Matching Students with Text Across the Curriculum

Guiding Questions for teachers and administrators:

- Are students asked to read the same text independently in class? If so, are there scaffolds built in for those who struggle?
- Is more than one text available? Do the texts appear to be accessible to a range of readers?
- What type of supports/scaffolds are built in for students who struggle with text?
- Are there opportunities for teachers to listen in/discuss text with students individually or in small groups?

English Language Arts Curriculum Review

Three new Units of Study in reading and writing, developed by ELA teachers:

- Narrative
- Argument
- Information

Social Studies Text Adoption

- New text, *Discovering Our Past*, gives students access to the content at different reading levels
- Supported with an app and web-based resources, such as:
 - audio recording of text
 - annotation and highlighting tools
 - highlighted words defined and pronounced
 - various graphic organizers and tools to support understanding
- Supplemental text at a variety of levels to support content learning
- Teachers supplement with other books and articles, considering the match of student reading levels to the texts

Discovering Our Past: A History of the United States



CHAPTER

21

An Urban Society

1

The New Immigrants

Go

Assignments & Projects (0)



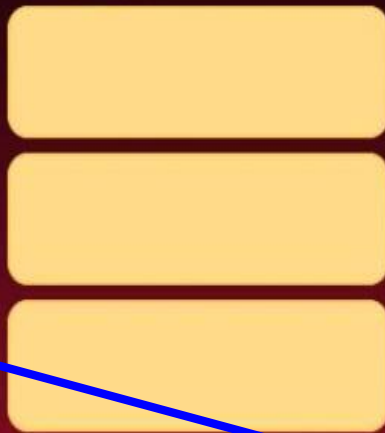
See All...

Resource Library

Graphic Organizers, Tools, and Templates



Messages (0)



See All...

Skills Builder

- 21st Century Skills
- Geography Skills
- Building Projects and Presentation Skills
- Research and Writing Skills

Test Prep

- Building Test Taking Skills
- Rubrics

Personal “note-making” tools and reference resources

Opportunity for teacher to assign projects and tasks within the program

Digital Organizers and interactive timeline and map resources

A | A | A   

LESSON 2

Moving to the City

ESSENTIAL QUESTION *Why do people move?*

Life in a Tenement

In the most crowded cities, the poorest people—including most immigrants—lived in **tenements** (TE • nuh • muhnts). Originally, a tenement was simply a building in which several families rented rooms. By the late 1800s, the word had come to mean an apartment building in the **slums**—poor, run-down urban neighborhoods.

Tenements were usually crowded, with several families living in a single room. They often had no cold-water tap and a toilet. In 1896 an inspector wrote about the “rotten tenements” of the Chicago slums. He said, “every nook, eating and sleeping in every window, every door.”

Content VOCABULARY

middle class
social class occupied by comfortable but not wealthy people

Close

The Growth of the Middle Class

The cities also had a growing **middle class**, made up of people who enjoyed a comfortable life but not great wealth. Among the middle class were the families of doctors, lawyers, and ministers, as well as teachers, managers, office clerks, and others.

A growing network of streetcars allowed some middle-class people to move to the **suburbs**, residential areas that sprang up outside city centers. There they lived in houses with hot water, indoor toilets, and—by 1900—electricity. Middle-class families might have servants and the time to enjoy music, art, and literature.

The Very Rich

At the top of the economic and social ladder were the very rich. They built mansions in the cities and huge estates in the country. Their wealth—and the poverty that lay beneath it—is one reason why this era became known as the Gilded Age. The word *gilded* refers to something covered with a thin layer of gold.

READING PROGRESS CHECK


Analyzing What kinds of resources help a city grow?

Save

LESSON RESOURCES



Primary Source



“ Tenement Buildings ”

Few families in the working class could hope to own a home. Most spent their lives in crowded tenements.

Font Size, Read Aloud, Highlight

Vocabulary Defined

Reading Comprehension Check

Images and Videos, Primary Source material, Biographies