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TOOLKIT FOR STRUGGLING READERS

A Guide for Educators
6-12

Utah State Board of Education 250 East 500 South PO Box 144200 Salt Lake City, Ut 84114-4200
Sydnee Dickson, Ed.D., State Superintendent of Public Instruction

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UTAH STATE BOARD OF EDUCATION

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Introduction

The resources within this toolkit will support educators in providing reading intervention that will enable students to acquire the skills they are missing and advance their skills significantly, which in turn will improve their overall academic success.

This *Toolkit for Struggling Readers: A Guide for Educators* has been created to support schools and classroom teachers in providing high-quality, effective instruction for struggling adolescent readers. The toolkit focuses on four key areas:

1. Assessment
2. Instruction
3. Curriculum
4. Student motivation

Within each area, general information and specific resources are provided to support educators in structuring, designing, and facilitating a reading class to best support struggling adolescent readers. The recommendations, tools, and strategies included are based on evidence of their effectiveness in improving student achievement outcomes in the area of reading. As such, incorporation of the components represented in the toolkit may provide invaluable support for organizing effective reading classes.

Understanding the Struggling Adolescent Reader

The struggling adolescent reader faces challenges in accessing the core standards in the secondary setting because of his or her limited ability to navigate and comprehend text. In her book *Teaching Adolescents to Read: It's Not Too Late* (2015), Louisa Moats describes the challenge well:

The older struggling reader may need instruction in skills they missed in the early grades, but in many other ways they present unique challenges that set them apart from their younger selves. Reading and writing for these students are slow, taxing, frustrating, and unsatisfying endeavors. Moreover, students' difficulties are chronic, traceable most often to early failure with the basics. Day in and day out, for many years, the students have been given tasks that are too difficult for them to accomplish independently and successfully. It is thus no surprise that for the most part, they avoid reading and have learned maladaptive coping strategies when faced with academic assignments.

Therein lies the most challenging aspect of teaching older students: because reading is difficult for them, they do not like to read, and so they read (and write) very little. As a result, they are not familiar with the vocabulary, sentence structure, text organization, and concepts of academic “book” language. Over time, they fall

further and further behind. Consequently, factual and experiential knowledge of the world may be very limited. Spelling and writing are poor. What begins as a core phonological and word recognition deficit—often associated with other language weaknesses—becomes a diffuse, debilitating problem with language, both spoken and written.

Consider as well the nature of adolescence. To a middle school or high school student, peer relationships, peer group status, identity as an individual, and concerns about the future are all important. A struggling reader is equally, if not more, in need of school experiences that promote self-respect, competence, self-reliance, social integration, and peer collaboration.

So what can be done? Effective, intensive instruction tailored for older students. Basic reading skills can be bolstered in a respectful, age-appropriate, and engaging manner, especially within a blended learning program. At the same time, language comprehension and navigation of challenging text can be taught. The overriding goal—to improve all aspects of language on which reading and writing depend—is attainable given time, specially designed and engaging instruction, and professional development for teachers.

The resources within this toolkit will support educators in providing reading intervention that will enable students to acquire the skills they are missing and advance their skills significantly, which in turn will improve their overall academic success.

Section 1

Assessment

Assessment is integral to high quality reading intervention and has different purposes. It can be used to determine which students need help, what kind of intervention they need, and whether or not that intervention is effective.

In this section, we describe the procedures for using assessment to inform instructional decisions. A flow chart is presented to show the steps for using assessment in the process of providing reading services. (See Chart 1.) We also include a list of possible assessments to use in each area of the flow chart. Although some assessments need to be purchased, others are free and available online.

Step 1: Conduct Universal Screening.

Universal screening is testing designed to identify or predict students whose reading performance puts them at risk for impacting their academic performance. Universal screening assessments are given to all students to identify who should receive reading services.

Students in the bottom quartile (25%) of the universal screener would typically be considered for reading services. Student need should be validated with other data evidence such as SAGE proficiency, grades, etc. Ideally, multiple data points should be used to identify students in need of reading intervention. The delivery of reading services should be decided at the local level based on resources, class size, personnel, and other school factors. (See Chart 2 for examples of universal screeners.)

Step 2: Administer Diagnostic Assessment(s).

After validating student need, diagnostic assessment(s) should be used to identify specific skill deficits. Adolescent readers generally have one or more of the following instructional needs: phonics/advanced phonics, fluency, and/or vocabulary/comprehension.

When diagnosing, it is recommended to begin with fluency testing. Students who pass the fluency test should be given a vocabulary/comprehension test. If students pass the vocabulary/comprehension test, their placement in reading services should be re-evaluated.

If students do not pass the fluency measure, then a phonics diagnostic should be given. If students pass the phonics test, intervention will focus on fluency, vocabulary, and comprehension. If students do not pass the phonics test, intervention will focus on phonics. (See Chart 3 for examples of diagnostic assessments)

Step 3: Provide Intervention.

All students receiving reading services should receive instruction in vocabulary and comprehension. In addition, students whose diagnostic testing shows a need for fluency and/or phonics instruction will also receive targeted intervention in those areas. For more information on appropriate instructional approaches to intervention, see the curriculum and instruction sections. Additionally, consideration of student motivation is critical. Student motivation is integral to successful intervention, and related resources can be found in the section on motivation.

Step 4: Administer Progress Monitoring.

Progress monitoring is used to determine the effectiveness of interventions. The frequency of progress monitoring will depend on the intensity of the student's need and area of concern. General guidelines for progress monitoring are:

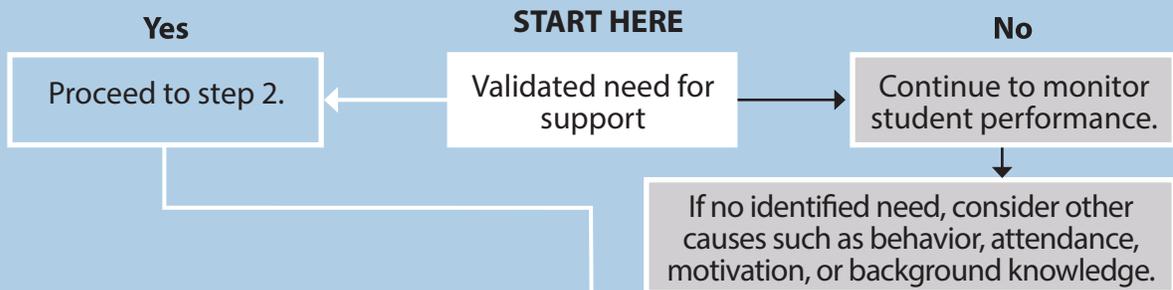
1. Phonics: every 1–2 weeks.
2. Fluency: every 3–4 weeks.
3. Comprehension: every 8–9 weeks.

Chart 4 includes a list of potential progress monitoring tools.

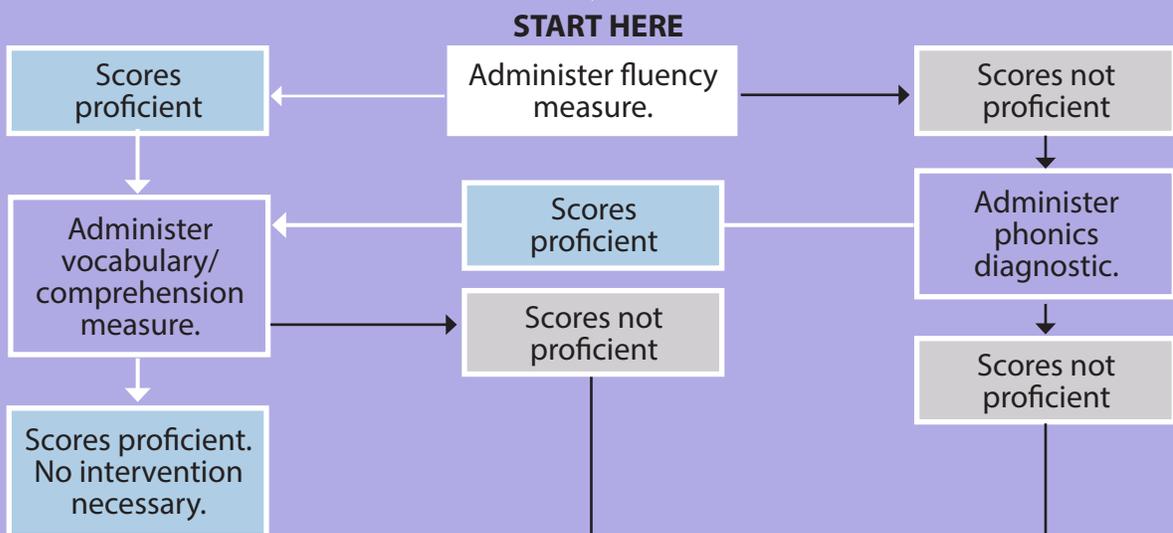
Chart 1: Steps for Using Assessment

Step 1: Conduct universal screening.

- Identify which students are at risk.
- Validate need for support with other data evidence (e.g., SAGE proficiency, grades)



Step 2: Administer Diagnostic Assessment(s).



Step 3: Provide intervention.

Provide instruction in, vocabulary, comprehension, and fluency.

Provide instruction in phonics areas of identified need with vocabulary, comprehension, and fluency instruction embedded.

Step 4: Administer and review progress monitoring.

UNIVERSAL SCREENING

Chart 2:

Name	How Administered	Group/Individually	Cost	Time	Grade Level
DAZE test found in CARI: DIBELS 7–9 https://dibels.org/ann_cari.html	Paper	Group	2016–17	Free during the research phase	Grades 7–9
Gates-MacGinitie Reading Test: Levels 3–10/12 and AR http://www.hmhco.com/hmh-assessments/reading/gmrt#levels	Paper	Group	\$107.55 for a package of 25 plus \$14.65 for administration directions and \$29.30 for scoring manual	55 minutes	Grades 3–12
Group Reading Assessment and Diagnostic Evaluation (GRADE) http://www.pearsonassessments.com/learningassessments/products/10000646/group-reading-assessment-and-diagnostic-evaluation-grade.html	Computer	Group	\$5.00 per student	50–90 minutes	Grades PreK–12
The HMH Reading Inventory (formally Scholastic Reading Inventory or SRI) http://www.hmhco.com/products/assessment-solutions/literacy/sri-index.htm	Computer	Group	\$2,950 for 200 perpetual licenses plus \$299 for each additional set of 50 perpetual licenses	20–40 minutes	Grades K–12

Chart 3:

DIAGNOSTIC ASSESSMENTS

Name	How Administered	Group/Individually	Cost	Time	Grade Level
Fluency					
Fluency Tutor for Google https://chrome.google.com/webstore/detail/fluency-tutor%2%AE-for-google/ejakfhhhki fioabcekjijhpoujfa	Computer	Group or individually	Free version available with reduced analytics	15 minutes	Grades 3–12
Multi-Dimensional Fluency Scale (See Appendix C)	Paper	Individually	Free	5–10 minutes	Grades K–12
Multi-Level Academic Skills Inventory-R http://www.nsbdsd.org/cms/lib01/AK01001879/Centricity/Domain/41/CORE_MASI-R_Fluency_Test.pdf	Paper	Individually	Free	5–10 minutes	Grades 1–6
Oral Reading (OR) test found in CARI: DIBELS 7–9 https://dibels.org/ann_cari.html	Paper	Individually	Free during the research release phase 2016–17	10 minutes	Grades 7–9

(Continued on next page)

Name	How Administered	Group/Individually	Cost	Time	Grade Level
Diagnostic Assessments (Continued)					
Phonics					
CORE Phonics Survey http://www.nsbdsd.org/cms/lib01/AK01001879/Centricity/Domain/41/CORE Phonics Survey.pdf	Paper	Individually	Free	10–15 minutes	Grades K–12
Phonics Suite: Diagnostic Decoding Surveys https://www.reallygreatreading.com/diagnostic-decoding-surveys-beginning-and-advanced	Paper	Individually	Free	5–7 minutes	Grades 1–8
Vocabulary					
CORE Vocabulary Screening http://dpsspedscreeners.wikispaces.com/file/view/vocabulary +screening.pdf	Paper	Group or individually	Free	10–20 minutes	Grades 1–8
Comprehension					
CORE Reading Maze Comprehension Test http://www.nsbdsd.org/cms/lib01/AK01001879/Centricity/Domain/41/CORE MAZE.pdf	Paper	Group or Individually	Free	3 minutes	Grades 2–10
Silent Reading (SR) test found in CARI: DIBELS 7–9 https://dibels.org/ann_cari.html	Paper	Group	Free during the research release phase 2016–17	Up to 45 minutes	Grades 7–9

Chart 4:

PROGRESS MONITORING

Name	How Administered	Group/Individually	Cost	Time	Grade Level
Fluency					
Oral Reading (OR) test found in CARI: DIBELS 7-9 https://dibels.org/ann_cari.html	Paper	Individually	Free during the research release phase, 2016-17	10 minutes	Grades 7-9
Six-Minute Solution http://www.voyager-sopris.com/curriculum/subject/literacy/six-minute-solution/overview	Paper	Individually	\$149.95 for teacher resource book	6 minutes	Grades K-12
Phonics					
DIBELS Progress Monitoring Nonsense Word Fluency https://dibels.uoregon.edu/assessment/index/materialdownload/?agree=true#dibels	Paper	Individually	Free	3-5 minutes	Grades K-2
Vocabulary/Comprehension					
DAZE test found in CARI: DIBELS 7-9 https://dibels.org/ann_cari.html	Paper	Group	Free during the research release phase, 2016-17	10 minutes	Grades 7-9

(Continued on next page)

Chart 4: PROGRESS MONITORING (continued)

Name	How Administered	Group/Individually	Cost	Time	Grade Level
Easy CBM https://www.easycbm.com/	Computer	Group	Free or upgrade at \$39.99 per year	30–60 minutes	Grades 3–8
Silent Reading (SR) test found in CARI: DIBELS 7–9 https://dibels.org/ann_cari.html	Paper	Group	Free during the research release phase, 2016–17	Up to 45 minutes	Grades 7–9

Section 2

Instructional Framework

The purpose of this section is to explain best practices in how to organize a class designed to support struggling adolescent readers by considering three different topics:

- *Class structure,*
- *Time allocation, and*
- *Independent practice group configurations.*

Class Structure

In order to teach a secondary reading class, a teacher must be highly qualified through obtaining a Level 1 Reading Endorsement and a passing score on the PRAXIS content knowledge test. A reading endorsed teacher along with a teacher's aide creates the ideal teaching team to help students succeed. For more information on how to obtain a reading endorsement, go to USBE Reading Endorsement <http://www.schools.utah.gov/CURR/langartelem/Endorsements/Reading.aspx>.

While a variety of factors affect class size (e.g., number of students needing services, master schedule, number of reading endorsed teachers), every effort should be made to reduce the number of students enrolled in a class for struggling readers. The following chart offers suggested class sizes based on the resources available at each individual school.

Chart 5:

Suggested Reading Class Size		
Optimal Size	Average Size	Large Size
10–15	15–20	20–25

Instruction for struggling readers will most likely be provided through a course that is part of the school's master schedule. This course should be **in addition** to the students' participation in an English Language Arts class. Where reading courses cannot be built into the master schedule, school leaders may need to find creative ways to find additional time for reading instruction. Class assignments for additional reading support

should remain fluid based on progress-monitoring data (see section 2). Struggling readers increase their odds for improvement in proportion to how much time they are immersed in reading activities. For that reason, the school leadership team should consider the implementation of school-wide literacy initiatives.

Time Allocation:

Depending on the school, struggling readers could be enrolled in classes that are 45, 60, or 90 minutes long. No matter the length, students should engage in whole class instruction, small group instruction, and independent practice each time they attend class. To prevent any confusion, we offer the following definitions:

■ **Whole class instruction:**

Occurs when all students in the class receive teacher-led direct instruction on the same strategy or skill with minimal differentiation. Whole class instruction allows the teacher to efficiently teach or review skills that all students in the class need to master. However, whole class instruction reduces the amount of time teachers can

interact with individual students. Whole class instruction should focus on those strategies that all students need help with, particularly vocabulary and comprehension strategies.

■ **Small group instruction:**

Refers to a teacher working with a group of 3–6 students who are clustered together based on their common need to learn a similar skill or participate in a common learning strategy or activity. Small group instruction not only allows teachers time to interact with individual students, but also allows students to support each other. During small group instruction, teachers help students with their skill deficiencies (i.e., vocabulary/comprehension,

fluency, phonics) while ensuring that the remaining students are engaged in meaningful independent practice. Students rotate between small group instruction and independent practice as time permits.

■ **Independent practice:**

Specifies the part of the lesson when students are given the opportunity to work on and master concepts presented either in whole class or small group instruction. Independent practice can occur in a group, partners, or individually.

Time Allocation

The following chart shows how teachers could divide their time so that whole class instruction, small group instruction, and independent practice occur each time the class meets. Please note that times are approximate.

Chart 6:

TIME ALLOCATION			
	45-minute class	60-minute class	90-minute class
Whole class instruction	10 minutes	15 minutes	20 minutes
Small group instruction/independent practice	35 minutes	45 minutes	70 minutes

Independent Practice Group Configurations:

Secondary teachers may have reservations about how small group instruction and independent practice can occur simultaneously in their classrooms. Be assured, it can be done successfully; in fact, your students were taught this way throughout grades K–6. Through careful planning and training, your students can effectively complete independent practice independently.

Determine the number of independent practice activities you need based on how many groups of students you have. For example, a teacher completing small group instruction with five students may have the remaining students divided among three different independent practices activities—working either as a group or individually. The following is an example list of independent practice activities that would be appropriate for struggling adolescent readers.

- Listening to audio books
- Researching a chosen topic
- Reading response journals
- Working on computers
- Reciprocal reading
- Reading with a partner with related accountability tasks

Section 3

Curriculum Resources

This section contains a collection of suggested curriculum programs, resources, and instructional strategies that are aligned to specific student skill deficits.

This section contains a collection of suggested instructional strategies, resources, and curriculum that are aligned to the four building blocks of reading: **phonics, fluency, vocabulary, and comprehension**. These building blocks should also be the foundational skills taught in a class that addresses the needs of struggling adolescent readers. In addition, this section also contains suggestions for how to build schema, or relevant background knowledge, to improve comprehension. When planning for instruction, schools should focus on those competencies that are most relevant to their students based on gaps that have been identified through diagnostic assessment (see Section 1: Assessment).

PHONICS

The primary focus of phonics instruction is to help readers understand how letters are linked to sounds (or phonemes) to: (1) form letter-sound correspondences and spelling patterns and (2) help them learn how to apply this knowledge to their reading. Phonics instruction may be provided systematically or incidentally. In a systematic approach, the teacher follows a planned sequence of all the phonics elements (see chart labeled Phonics Scope and Sequence). This type of instruction typically occurs in grades 1–3. Conversely, with incidental phonics instruction, the teacher only highlights specific phonics elements based on the gaps that have been identified through phonics assessments. (Source: <http://www.readingrockets.org/article/phonics-instruction>) Most likely, the struggling adolescent reader needs incidental phonics instruction. A common misunderstanding is the belief that students who need phonics instruction likely qualify for Special Education services; this is not true.

Chart 7:

PHONICS SCOPE AND SEQUENCE	
Phonics skill	Examples
Consonant sounds	b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
Short vowel sounds	ă, ě, ĭ, ǒ, ů
Short vowels in CVC words	red, sat, dig
Consonant blends in short vowel words:	
■ Beginning blends	sl, st, sp, sn, sc, sw, sk, sm, br, cr, dr, fr, pr, tr, gr, scr, spr, str, cl, fl, pl, bl, gl, spl, tw
■ Ending blends	st, sk, sp, nd, ng, nk nt, lt, lk, lf, ld, lp, lm, lb, lc, mp, ct, ft, pt
Short vowels, digraphs and trigraphs	sh, ch, th, wh, ck, tch, ph
R-controlled vowels	ar, er, ir, or, ur
Long vowel spellings	silent e, ey, oe, ai, ee, ea, oa, ie, ay, ow
Variant vowels	ew, ow, oo, aw, oi, ue, ou, au, oy,
Low-frequency vowel and consonant spellings	kn, ce, gh, wr, gi, gn, mb, ign, ought, sc

For students who demonstrate a phonics deficit based on their diagnostic assessment, the next step is to align phonics instruction to their identified need. Start with the most basic phonics skills they have not yet mastered and provide specific instruction in those skills. For example, if a student demonstrates proficiency in short vowels, blends, as well as digraphs and trigraphs, then the teacher would begin phonics instruction on R-controlled vowels. The Phonics Scope and Sequence chart can be used to determine a student’s entry point into phonics instruction.

Once the targeted skill area has been identified, instruction can begin. An effective phonics lesson involves explicit, systematic instruction and should include the following essential components: unknown sight words, sound and letter symbol(s) representative of the new phonics skill, and practice working with examples at the word, phrase, sentence, and connected text level. The sample phonics lesson plan template included on the next page provides a model of all these essential components.

Chart 8:

RECOMMENDED PHONICS LESSON PLAN TEMPLATE			
Targeted Phonics Element:			
Instructional Activity	Instructional Activity Details	Materials	Time
1. Review previous lesson.	Component to be reviewed: <ul style="list-style-type: none"> <input type="checkbox"/> PA <input type="checkbox"/> Letter/alphabet skill <input type="checkbox"/> Previous phonics skill <input type="checkbox"/> Sight-word reading Word list:		2 minutes
New Lesson/Concept			
2. State learning intentions and success criteria.			30 seconds
3. Phonemic awareness.	Activating phonemic awareness, including articulation: Word list:	<input type="checkbox"/> Elkonin Boxes <input type="checkbox"/> Sound chips	2–3 minutes
4. Letter-sound correspondence		<input type="checkbox"/> Sound/spelling card	30 seconds
5. Practice word reading for accuracy.	<input type="checkbox"/> Blend and read words <input type="checkbox"/> Sort Words Word list:	<input type="checkbox"/> Blending routine <ul style="list-style-type: none"> ▪ Sound by sound ▪ Continuous ▪ Whole word ▪ Spelling focused 	5 minutes
6. Practice sight word/irregular phonics.	Word list:	<input type="checkbox"/> Sight word cards <input type="checkbox"/> Sight word strips <input type="checkbox"/> Sight word fluency sheet	2–3 minutes
7. Practice reading for fluency.	Word list: Phrase list: Sentence list: <input type="checkbox"/> Speed drill	Word, phrase, and sentence handout <ul style="list-style-type: none"> <input type="checkbox"/> Elkonin Boxes <input type="checkbox"/> Sound chips <input type="checkbox"/> Alphabet Tiles 	5 minutes

Chart 8 (continued):

Instructional Activity	Instructional Activity Details	Materials	Time
<p>8. Practice dictation.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Words <input type="checkbox"/> Phrases 	<p>Word dictation list:</p> <p>Phrase dictation list:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word chaining <input type="checkbox"/> Word building <input type="checkbox"/> Phoneme-grapheme mapping <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Sound/spelling card <input type="checkbox"/> Paper/pencil <input type="checkbox"/> White-board/marker 	<p>3–5 minutes</p>
<p>9. Practice reading text.</p>	<p>Repeated reading (at least 3 times)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cloze reading <input type="checkbox"/> Choral reading <input type="checkbox"/> Echo reading <input type="checkbox"/> Whisper reading <input type="checkbox"/> Duet <input type="checkbox"/> Partner <input type="checkbox"/> Retell/summarize <input type="checkbox"/> _____ Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Decodable or other text 	<p>10 minutes</p>

Note: When using decodable texts for adolescent students, it is critical to consider the age-level appropriateness of the texts. Adolescents should not be put into decodable texts that are intended for primary grade students, even if they have similar skill deficiencies. Instead, use decodable texts like Sam and Friends Take Home Phonics Books that are specifically designed for adolescent readers.

The following charts suggest curricular resources that would assist reading instructors develop their students’ phonics skills.

Chart 9:

BASIC PHONICS				
Program/Resources	Publisher	Grades	Cost	Time
Phonics Boost: Really Great Reading https://www.reallygreatreading.com/phonics-boost	Really Great Reading	2–12	\$399.00	80 lessons
HD Word Essentials: Really Great Reading https://www.reallygreatreading.com/phonics-blitz	Really Great Reading	5–8	\$19.00 per student workbook	1-year program
HD Word Linguistics: Really Great Reading https://www.reallygreatreading.com/phonics-blitz	Really Great Reading	8–12	\$19.00 per student workbook	1-year program
SpellRead: The Reading College http://www.thereadingcollege.ca/SpellRead/The-SpellRead-Program.html	The Reading College	2–12	Contact company for pricing	3 phases/ 105 lessons

Chart 10:

ADVANCED PHONICS				
Program/Resources	Publisher	Grades	Cost	Time
Phonics Blitz: Really Great Reading https://www.reallygreatreading.com/phonics-blitz	Really Great Reading	4-12	\$259.00	15–20 hours instruction time
REWARDS: Voyager Sopris Learning http://www.voyagersopris.com/curriculum/subject/literacy/rewards/overview	Voyager Sopris Learning	4-12	\$11.95 per book \$99.95 per 10 books	20 lessons, 50–60 minutes each
Elevate: Reading Horizons http://www.readinghorizons.com/reading-intervention-program/product-overview	Reading Horizons	4-12	Contact company for free 14-day trial	Individualized software program—varies

FLUENCY

Fluency is the ability to read with speed, accuracy, and proper expression. In order to understand what they read, students must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

Students who do not read with fluency sound choppy and awkward. Those students may have difficulty with phonics skills or they may just need more practice with speed and smoothness in reading. Fluency

is also important for motivation; children who find reading laborious tend not to want to read. As readers head into upper grades, fluency becomes increasingly important because the amount of reading required escalates dramatically. Students whose reading is slow or laborious will have trouble meeting the reading demands of their grade level. (Source: <http://www.readingrockets.org/helping/target/fluency>)

An effective intervention for children and adolescents who have not yet gained sufficient fluency is the repeated reading technique (effect size = .67). In the book, *Visible Learning for Literacy*, Hattie, Fisher, and Frey (2016) describe the steps: “In repeated reading, a student listens to a passage read aloud by the teacher, then reads it to himself or herself any number of times, then reads it aloud. Rate, accuracy, and prosody (intonation, pacing, and expressiveness) are calculated, and report to the student, along with elapsed time. The student then reads it again, with the goal of improving each of these elements” (p. 63).

When implementing repeated reading in secondary settings, it is best to choose a text passage that is going to be engaging to the students. Short passages of no more than 200 words allows them to feel a sense of accomplishment, but also provides students with lots of opportunities to reread and improve their fluency (Hattie, Fisher, Frey, 2016). The ultimate goal of repeated reading is to improve students’ ability to decode running text with automaticity as a vehicle for improving comprehension.

Below are some curricular tools available for improving reading fluency.

Chart 11:

FLUENCY				
Program/Strategies	Publisher	Grades	Cost	Time
Six-Minute Solution http://www.voyagersopris.com/curriculum/subject/literacy/six-minute-solution/overview	Voyager Sopris Learning	K–12	\$149.95 for secondary edition	“6 minutes” per day
Reading Plus https://www.readingplus.com/	Taylor Associates	2–12	Contact company to speak with a sales representative	Individualized software program—varies
Repeated Reading http://www.hdc.lsuhs.edu/tiers/resources/Repeated Reading.pdf	Academic Skills Improvement	1–12	Free	15–20 minutes per session
Fluency-Oriented Reading Instruction (FORI) http://www.uurc.utah.edu/Educators/Resources-Tier1.php	University of Utah College of Education	2–12	Free	Varies
Fluency Passages http://achievethecore.org/page/887/fluency-packet-for-the-6-8-grade-band	Achieve the Core	6–8	Free	15-20 minutes per session

VOCABULARY

Research on vocabulary instruction reveals a strong connection between vocabulary knowledge and reading comprehension. In fact, understanding the meanings of words make up as much as 70%–80% of content comprehension (Pressley, M. (2002) Comprehension instruction: What makes sense now, what might make sense soon. *Reading Online*, 5(2). Vocabulary instruction is even more critical in upper grades as the texts grow increasingly more complex. Students entering 9th grade need to know and understand 88,500 word families or about 500,000 individual words to be successful (Nagy, W.E. & Anderson, R. (1984). How many words are there in printed school English? *Reading Research Quarterly*, 19(3), 304-330).

When considering the vocabulary needs of adolescent readers, it is critical to consider the English Language Arts Core Standards, which supports regular practice with complex texts and their academic language. In fact, 12.5% of the standards focus explicitly on vocabulary. One key shift in the English Language Arts Core Standards makes vocabulary instruction a priority compared to previous standards. “Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary, words that appear in a variety of context areas (such as *ignite* and *commit*). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening” (Source: <http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>).

When planning vocabulary instruction, it’s important to remember that students need frequent, repeated exposure to new words before they become part of their repertoire. Vocabulary instruction should happen before, during, and after reading. The chart on the next page contains strategies reading teachers can use for vocabulary instruction in the classroom.

(Continued on next page)

Chart 12:

VOCABULARY STRATEGIES		
Strategy	Description	Suggested Resources
3-Dimensional Words (or Vocabulary 4 Square)	In a grid, students provide a definition, sentence, drawing, and antonym for a vocabulary word.	9 Things every teacher should know about words and vocabulary instruction https://www.binghamton.edu/gse/documents/faculty-info/bromley-2007-literacy-article-9-things-.pdf
Alphaboxes	A chart with 26 letters of the alphabet on which students record important words about a specific topic or theme.	Teaching Vocabulary Across the Curriculum https://education.illinoisstate.edu/downloads/casei/AV-4-2a%20%20article%20%20teaching%20vocabulary%20across%20the%20curric.pdf
Anticipation Guide	Asks students to predict the definition of words before reading. Then after reading, students correct any wrong predictions.	Teaching Vocabulary Across the Curriculum https://education.illinoisstate.edu/downloads/casei/AV-4-2a article teaching vocabulary across the curric.pdf
Context Clues	Hints within the text that may help a student guess at the meaning of a word. Context clues include definitions, restatements, examples, or descriptions	Context Clues http://www.mdc.edu/kend-all/collegeprep/documents2/context cluesrev8192.pdf
Linear Rays	A word continuum that help students make connections between words and see subtle distinctions between words.	Teaching Vocabulary Across the Curriculum https://education.illinoisstate.edu/downloads/casei/AV-4-2a%20%20article%20%20teaching%20vocabulary%20across%20the%20curric.pdf
Word Tree	A picture of a tree contains branches that have a prefix, root, or suffix written on them. Students add leaves with words that correspond to the branches.	9 Things every teacher should know about words and vocabulary instruction https://www.binghamton.edu/gse/documents/faculty-info/bromley-2007-literacy-article-9-things-.pdf

Chart 12 (continued)

VOCABULARY STRATEGIES		
Strategy	Description	Suggested Resources
Story Impressions	Make a double-spaced list of vocabulary words in the center of a page and ask students to write a story or description of the content using the words provided.	Teaching Vocabulary Across the Curriculum https://education.illinoisstate.edu/downloads/casei/AV-4-2a%20%20article%20%20teaching%20vocabulary%20across%20the%20curric.pdf
Vocabulary Questions	Challenges students to define, analyze, synthesize, and evaluate target words in their reading.	Teaching Vocabulary Across the Curriculum https://education.illinoisstate.edu/downloads/casei/AV-4-2a%20%20article%20%20teaching%20vocabulary%20across%20the%20curric.pdf
Word Sort	Place a list of important words on index cards then ask students to sort the words into groups.	Teaching Vocabulary Across the Curriculum https://education.illinoisstate.edu/downloads/casei/AV-4-2a%20%20article%20%20teaching%20vocabulary%20across%20the%20curric.pdf
Word Wall	A group of words that are displayed on a wall in a large font so they are easily visible to students.	Word Wall http://www.readingrockets.org/content/pdfs/World_Walls_A_Support_for_Literacy_in_Secondary_School_Classrooms.pdf

Chart 13 contains curricular resources that will assist with vocabulary instruction.

Chart 13:

VOCABULARY				
Program/Resources	Publisher	Grades	Cost	Time
Word Generation http://wordgen.serpmedia.org/	SERP	4–8	Free downloads	72 weekly units Monday–Friday
Voyager Sopris Learning http://www.voyagersopris.com/curriculum/subject/literacy/vocabulary-through-morphemes/overview	Voyager Sopris Learning	4–12	\$49.95 per 5 books	90 lessons 20 minutes each
Sadlier http://www.sadlier.com/school/vocabulary/academic-vocabulary-program	Sadlier	6–12	\$9.99 per book for 10 books	15 unit lesson plans

COMPREHENSION

Reading Comprehension can be defined as the level of understanding a reader has with a particular text. When a passage is read, readers activate what they currently understand or misunderstand about a topic and use this knowledge before, during and after reading to clarify misconceptions and understand the text. Students who have reading comprehension problems will often express their frustrations in general ways with statements like “I hate reading!” or “This is stupid!” However, if they described how comprehension difficulties affect their reading, they might explain:

- It takes me so long to read something. It’s hard to follow along with everything going on.
- I didn’t really get what the book was about.
- Why did that character do that? I just don’t get it!
- I’m not sure what the most important parts of the book were.

Chart 14:

COMPREHENSION				
Program/Strategies	Publisher	Grades	Cost	Time
Student Team Reading and Writing IES Intervention Report https://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_str_111511.pdf	U.S. Department of Education	6–8	Free	Varies
Project CRISS http://www.projectcriss.com/	Empower Lifelong Learning	4–6	Training Cost: \$50–\$200 Materials: \$250–\$700	Semester-long curriculum
Knowledge building (not a program, but rather an instructional approach/process) Resources: Readworks: http://www.readworks.org Newsela: http://www.Newsela.com Scholastic Action Magazine: http://action.scholastic.com/ Utah’s Online Library: http://utahsonlinelibrary.org/	N/A	6–12	Free	Varies

Comprehension strategies are conscious plans—sets of steps that good readers use to make sense of text. (Source: <http://www.readingrockets.org/helping/target/comprehension>). Good readers use these strategies unconsciously and very quickly. Comprehension strategy instruction explicitly and deliberately breaks down what good readers do to help struggling readers become purposeful, active readers who are in control of monitoring their own understanding. When teaching comprehension strategies, use a gradual release of responsibility by following these simple steps:

1. Introduce the comprehension strategy
2. Model for students how to complete the comprehension strategy
3. Let students help you complete the comprehension strategy

4. Put students into small groups to practice the comprehension strategy while you provide feedback
5. Let students practice the comprehension strategy independently while you provide feedback
6. After teaching three strategies, let students to use all three at the same time on a single text

The following comprehension strategies have research-based evidence for improving text comprehension.

Chart 15:

READING COMPREHENSION STRATEGIES		
Strategy	Description	Suggested Resources
Activating Schema or Prior Knowledge	Activating schema or prior knowledge is important, because it helps students make connections to the new information they will be learning. By tapping into what students already know, teachers can assist students with the learning process. When students learn to connect their experiences to the text they are currently reading they have a foundation upon which they can place new facts, ideas, and concepts.	Activating Schema or Prior Knowledge https://wvde.state.wv.us/strategybank/activating.html
Using Graphic Organizers	A visual and graphic display that shows the relationships between facts, terms, and ideas within a learning task.	Using Graphic Organizers http://www.abss.k12.nc.us/cms/lib02/NC01001905/Centricity/Domain/93/ReadytoUseNonFictionGraphicOrganizerswit.pdf
Inferring	Helping students understand when information is implied or not directly stated will improve their skills in drawing conclusions. Observations occur when we see something happening, whereas, inferences are what we figure out based on an experience.	Inferring http://www.readingrockets.org/strategies/inference
Monitoring and Fixing	Good readers constantly try to make sense out of what they read by seeing how it fits with what they already know. This strategy teaches students to recognize when they don't understand parts of a text and to take necessary steps to restore meaning. It is best employed when students have insufficient background knowledge, weak decoding skills, unfamiliar vocabulary, or general problems with gaining meaning from print.	Monitoring and Fixing http://www.adlit.org/strategies/23357/

(Continued on next page)

Chart 15 (continued)

READING COMPREHENSION STRATEGIES		
Strategy	Description	Suggested Resources
Predicting	Before and while reading a text, students discuss or generate ideas about what will happen or might happen in the future based on prior knowledge, what has happened in the text so far, and their personal experiences.	Predicting https://www.scholastic.com/teachers/lesson-plans/teaching-content/reading-clinic-use-predictions-help-kids-think-deeply-about-books/
Questioning	Effective readers are always asking themselves questions. Students must be taught how to ask questions about the text and they must also be given practice in asking questions. Readers ask questions for clarification, to predict, and to integrate information from different segments of the text.	Questioning http://www.readinghorizons.com/reading-strategies/teaching/comprehension/building-reading-comprehension-through-questioning-techniques
Summarizing	Determining important themes and concepts. Then, condensing the ideas into their own words.	Summarizing http://www.gcasd.org/Downloads/Summarizing_Strategies.pdf
Identifying Text Structures	Refers to how the information in a written text is organized. This strategy helps students to understand that a text might present information in a variety of ways (e.g., cause and effect, problem/solution, sequence).	Identifying Text Structures http://www.ereadingworksheets.com/text-structure/
Visualizing	Mental images or pictures help readers to understand and remember what they have read.	Visualizing http://www.readingrockets.org/strategies/visual_imagery

BUILDING SCHEMA OR BACKGROUND KNOWLEDGE

One of the most important contributions made by cognitive scientists to the understanding of how comprehension works is schema theory. This theory is based on how people organize and activate their knowledge. According to schema theory, as people learn about the world, they develop a large network of knowledge structures, or schemas, with each schema connected to many others. These schemas grow and change as a person acquires new information through experience and reading (Source: <http://www.Readingrockets.org/article/key-comprehension-strategies-teach>).

Schema or background knowledge has long been connected to comprehension (Hirsch, 1987; Saamio et al, 1990; Hoover and Gough, 1990; Tunmer and Hoover, 1992; Gough et al, 1996; Carver, 1998, Catts et al, 2006; Hirsch, 2006). A literacy program needs to attend carefully and systematically to the development of background knowledge because students learn only if they already have the schema to make connections between new and old information (Liben & Liben, 2012). For instance, a student will have more difficulty comprehending Lois Lowry’s *Number the Stars* if they don’t have information already about the threat of Nazi Germany to Jews during WW II.

To develop background knowledge, students need access to a wide volume of reading opportunities, whether teacher-directed or self-selected. In addition, students need to see that reading is a way to build knowledge about topics being studied elsewhere in the curriculum. Sometimes, those texts will be at or even below a student’s current comfort level, but at other times, the complexity may be higher because a student becomes invested in a topic (Liben & Liben, 2012).

The Core Standards (2010) recommend that readings and activities should be designed to build on one another and create a coherent body of knowledge. To model how to build background knowledge in the reading classroom, an example instructional unit has been created (see below). Please, note that the lessons scaffold content knowledge by creating a staircase of text complexity; it starts with lower lexile texts to support students in understanding basic concepts then progresses to more abstract, complex texts. The example unit purposefully aligns with grade-level science standards to model how reading teachers can collaborate with their colleagues to provide students with background knowledge in other classes. This kind of frontloading will not only lead to greater access of the science core curriculum but also develop an adolescent’s reading skills.

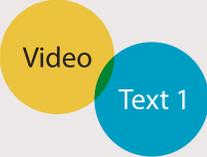
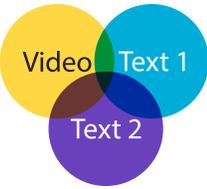
Building Background Knowledge Unit

Targeted Science with Engineering Education (SEEd) Standard 7.2.5: Ask questions and analyze and interpret data about the patterns between plate tectonics and:

1. The occurrence of earthquakes and volcanoes.
2. Continental and ocean floor features.
3. The distribution of rocks and fossils.

Examples could include identifying patterns on maps of earthquakes and volcanoes relative to plate boundaries, the shapes of the continents, the locations of ocean structures (including mountains, volcanoes, faults, and trenches), and similarities of rock and fossil types on different continents.

Chart 16:

Day	Instructional Plan	Resources
<p>Day 1</p>	<ol style="list-style-type: none"> 1. Explain the essential question: What patterns can be identified between earth’s tectonic plates and earthquakes, volcanoes, ocean floor features, and the distribution of fossils? 2. Plan ways to teach vocabulary for today’s lesson before, during, and after the texts. The key vocabulary chosen should help build knowledge around the science concept under study. Also, consider teaching vocabulary that students will encounter in other content areas. 3. View the video <i>Etnatao: Icelandic Volcanism and Plate Tectonics</i> (https://www.youtube.com/watch?v=QrQDXnnXOo4) (8.41 min). As students watch the video, have them take notes, using a Venn diagram, on facts related to the essential question. 4. Practice using a comprehension strategy and read text 1: “Power of the Earth” (http://www.readworks.org/passages/power-earth) (Lexile 670). As a class, identify information that is the same between the video and the text as well as new information. Add this to the Venn diagram. 5) Write an exit ticket on which students record 1-2 ideas about how earthquakes and volcanoes affect the earth’s surface. 	<p>Venn Diagram Graphic Organizer</p> 
<p>Day 2</p>	<ol style="list-style-type: none"> 1. Review information found on their Venn diagram. 2. Plan ways to teach vocabulary for today’s lesson before, during, and after the texts. The key vocabulary chosen should help build knowledge around the science concept under study. Also, consider teaching vocabulary that students will encounter in other content areas. 3. Practice using a comprehension strategy and read text 2: “Our Changing Earth: Plate Tectonics and Large Scale System Interactions” “ (http://www.readworks.org/passages/our-changing-earth-plate-tectonics-and-large-scale-system-interactions) (Lexile 610). Have students record new information and identify information that is similar across the texts on their Venn diagram. 4. Write an exit ticket that answers the essential question in 2-3 sentences using the texts studied thus far. 	<p>Venn Diagram Graphic Organizer</p> 

(Continued on next page)

Chart 16 (continued):

Day	Instructional Plan	Resources
<p>Days 3 and 4</p>	<p>1. Review information found on their Venn diagram to create a concept map about Plate Tectonics. Throughout the rest of the unit, students will continually be asked to come back to the concept map and add to it. Additional categories and details will be added as new information is learned.</p>	<p>Concept map http://ar.cetl.hku.hk/am_cm.htm</p>
	<p>2. Plan ways to teach vocabulary for today’s lesson before, during, and after the texts. The key vocabulary chosen should help build knowledge around the science concept under study. Also, consider teaching vocabulary that students will encounter in other content areas.</p>	
	<p>3. Practice using a comprehension strategy and read text 3: “The Incredible Plate Tectonics Comic: The Adventures of Geo” (Lexile 860). This text can be found online at Epic Books (https://www.getepic.com/app/). Epic Books is a free online text source for educators (note: this text is a great graphic novel that will motivate adolescent readers).</p>	
	<p>4. As students actively read the text, stop every couple of pages to add additional information learned about tectonic plates to their concept map.</p>	
<p>Day 5</p>	<p>1. Review information found on their concept map.</p>	<p>Appendix D: Active Reading Engagement Strategies</p>
	<p>2. Plan ways to teach vocabulary for today’s lesson before, during, and after the texts. The key vocabulary chosen should help build knowledge around the science concept under study. Also, consider teaching vocabulary that students will encounter in other content areas.</p>	
	<p>3. View the video <i>100 Greatest Discoveries: Continental Drift</i> (2:12). http://www.sciencechannel.com/tv-shows/greatest-discoveries/videos/100-greatest-discoveries-continental-drift/</p>	
	<p>4. Practice using a comprehension strategy and read text 4: Earth Science—Pangaea (http://www.readworks.org/pas-sages/earth-science-pangaea) (Lexile 900).</p>	
	<p>5. As students actively read the text, stop every couple of pages to add additional information learned about tectonic plates to their concept map.</p>	
	<p>6. Write an exit ticket that explains continental drift.</p>	

(Continued on next page)

Chart 16 (continued):

Day	Instructional Plan	Resources
Day 6	<ol style="list-style-type: none"> 1. Review information found on their concept map. 2. Plan ways to teach vocabulary for today’s lesson before, during, and after the texts. The key vocabulary chosen should help build knowledge around the science concept under study. Also, consider teaching vocabulary that students will encounter in other content areas. 3. Practice using a comprehension strategy and read text 5: “What is the Theory of Plate Tectonics?” by Craig Saunders (Lexile 920). This text can be found online at Epic Books (https://www.getepic.com/app/). Epic Books is a free online text source for educators. Start by reading pages 4–7 to build upon text from a previous lesson. Then, read pages 26–32 to build knowledge for the culminating activity. Continue adding to the concept map. 	
Day 7	<ol style="list-style-type: none"> 1. Review information found on their concept map. 2. Plan ways to teach vocabulary for today’s lesson before, during, and after the texts. The key vocabulary chosen should help build knowledge around the science concept under study. Also, consider teaching vocabulary that students will encounter in other content areas. 3. Practice using a comprehension strategy and read text 6: “How Plates Affect Our Planet: Plates on the Move” (http://www.readworks.org/passages/how-plates-affect-our-planet-plates-move) (Lexile 1050). Continue adding to the concept map. 4. Give students 2 maps: one with plate boundaries and a second that shows where earthquakes and volcanoes have occurred. Ask students to look for the relationship between plate boundaries and occurrences of earthquakes and volcanoes. 5. Write an exit ticket that summarizes the relationship between the occurrences of earthquakes, volcanoes, and plate boundaries. 	
Day 8	<ol style="list-style-type: none"> 1. Performance Based Assessment: Write a letter that answers the question: Did Pangaea really exist? Students should provide 2–3 reasons based on their Venn diagram, concept map, and texts they read. 	

Section 4

Student Motivation

Motivation plays a huge role in student achievement, particularly with reluctant readers. The following four considerations are proven to increase student motivation and achievement:

- Provide goals for reading.
- Support student autonomy.
- Use interesting texts.
- Increase collaboration opportunities.

CONSIDERATION #1: PROVIDE GOALS FOR READING

When students know the teacher emphasizes their own growth and goals, they become internally motivated. If a student perceives that the teacher is devoted to their learning, they are more likely to become motivated and invested in reading. However, the converse is also true. If a student perceives that their teacher is not interested in their growth and development as a reader and person, they can become less engaged and motivated with reading activities. It is imperative that students see the teacher as someone who doesn't simply administer tests and assignments, but rather someone who is invested in reading achievement and literacy growth.

Recommendation A: Base Goals on Student Needs and Interests

In order for goals to be meaningful, they need to be driven by the students' own goals and interests (Reynolds & Symons, 2001). This can be encouraged by:

- Mini lessons teaching students to set SMART Goals (specific, measurable, attainable, realistic, time-bound).
- Providing autonomy so that students can set their own goals, which may go beyond information reflected by formal assessments. For example, students may set goals for how many books they will read or reflect on changing their perceptions of themselves as readers.
- Monthly goal check-ins.

Teachers can offer support for students based on information they gather through classroom surveys, questionnaires, interest inventories, conferences, and other formal and informal ways that help them understand and informally assess students' knowledge and interests.

Recommendation B: Use Data From Assessments to Chart Progress and Growth, and Share This Information With Students

Transparently sharing data with students can provide another source of motivation. Take data you are already gathering as part of the assessment and progress monitoring (e.g., standardized tests, diagnostic assessments) and work it into the goal-setting process.

Recommendation C: Foster a Sense of Intrinsic Motivation

Teachers should work to foster a sense of intrinsic motivation for students to read. Studies have shown that when students are motivated to read and learn for its own sake, rather than for external rewards, growth improves. Intrinsic motivation is driven by things students want to learn, do, or become. Real-world connections are vital.

Keep in mind when external motivators might be necessary. Short-term and long-term approaches to extrinsic motivation—celebrations, praise, certificates—can provide motivational scaffolds as students develop intrinsic motivation. A good resource for ideas is *The Tough Kid Book* by William Jenson, Ginger Rhode and Kenton Reavis.

CONSIDERATION #2: SUPPORT STUDENT AUTONOMY

Students feel more motivated when they have control and choice in reading tasks. Teachers who provide students with academically significant choices allow students to take an active role in their own learning and help them learn to become self-directed learners (Guthrie, 2008).

Recommendation A: Act in Ways That Increase Student Motivation.

The following are teacher actions identified by Reeve & Jang (2006) that increase or decrease student motivation.

■ Actions that increase motivation:

- Listening to students
- Engaging in dialogue with students about their interests and goals
- Providing a rationale for the work
- Inviting student questions
- Providing encouragement in feedback
- Recognizing challenges

■ Teacher actions that decrease motivation:

- Talking constantly
- Providing too much detail in directions
- Asking controlling questions
- Setting deadlines
- Criticizing students
- Providing answers before students participate

Research has shown that achievement improves when both students and teachers operate with a growth mindset (Dweck, 2006). Teachers should always keep in mind that their aspiring readers can grow, improve, and work to develop a growth mindset. For more ideas, see a series of lessons on the growth mindset (see Appendix B).

Recommendation B: Connect Personal Goals and Interests to Reading Tasks

Aligning reading tasks in the classroom with topics relevant to students' lives and interests help them engage with readings (Vansteenkiste et al., 2006). As you gather information from students throughout the year about their interests, hobbies, goals, and other aspects of their lives, find and suggest readings that connect to them.

Recommendation C: Provide Choices to Students

Providing a level of choice and autonomy increases student motivation and achievement (Flowerday & Schraw, 2000). The following are easy ways to bring choice into the classroom:

- Reading materials, especially for independent reading, which ensure students are allowed to choose books they are interested in
- Topics of study—inquiry units structured around genuine authentic questions and student interests, where students are supported as they find texts that explore the questions they are interested in
- Assessment methods
- Order of class activities
- Social arrangements—choice of partners, small groups, or seating arrangements
- Classroom procedures

Find ways that work for you and your classroom to increase student choice, keeping in mind the need to scaffold choices throughout the year (Antonio & Guthrie, 2008). Begin the year with more limited choices, working toward the ultimate goal of students making as many choices as possible. This kind of scaffolding might include offering simple choices first, helping students practice making good choices, providing feedback to students about their choices, using team choices for younger students, offering information that clarifies good choices, and affording choices within a task.

CONSIDERATION #3: USE INTERESTING TEXTS

Finding the right text for a student is integral, particularly with a reluctant reader. Bintz (1993) has found that teacher-selected texts are often the catalyst for lack of interest and reluctance. Students who don't like to read get frustrated with texts they feel don't apply to them.

For reluctant readers, look for texts with the following features (Beers, 2003):

- thin books
- short chapters
- whitespace
- some illustrations
- well-defined characters
- characters their age
- characters who face tough choices
- realistic language
- visual features
- high-interest topics
- vocabulary defined at point of use

Recommendation A: Help Students Connect With Interesting Texts

Smith and Wilhelm (2002) assert that a teacher should try to get to know the students personally, care about them, attend to students' interests, and be passionate about the subject taught. All of these factors can help students to become motivated readers in the classroom.

As you build relationships with your students throughout the year, always look for opportunities to learn more about them, then use those insights to suggest texts. This can be done through:

■ **Student interest surveys:** Use surveys at the start of the year to gauge student interests. Suggest books that connect to what they mention. See the following examples as guides in Appendix B:

- Student Interest Survey Brief
- Student Interest Survey Extended
- Secondary Reading Interest Survey
- Elementary Reading Interest Survey

■ **Informal conversations.**

■ **Check-in at the door.** Greeting each student builds a positive class atmosphere and provides a chance to start conversations with them about sports, TV, school activities, or compliment them (keeping in mind appropriate professional boundaries). Listen for clues that will allow you to suggest books for them.

■ **Take a few minutes** each period for students to informally share news from their own lives.

These lists will point you to great books for reluctant readers (see Appendix B for links):

- American Library Association Reading Lists
- YALSA Quick Picks for Reluctant Readers
- Reluctant Readers—Top Books
- Middle School Reluctant Readers Top Picks
- Unleashing Readers
- Items for Banned Books Week
- Amazon Young Adult
- Free Ebooks for Teens

Recommendation B: Sell Students on Books

As you develop a positive relationship with students, don't underestimate your ability to sell interesting texts to students.

Create a feature shelf, a dedicated space in the classroom to display books you know students may like. Display them with the cover facing out. Have students suggest their own books, magazines, or articles to feature.

The following in class activities can provide chances for students to share book suggestions with each other:

- Book commercials
- Book talks
- Book pass

Students will often gravitate toward books that seem controversial. Use this to your advantage by suggesting and providing frequently banned books (remaining aware of age appropriateness and the maturity of your students).

Recommendation C: Build a Classroom Library

Through building a classroom library, students will be surrounded by books, giving them easy and accessible options. The classroom library should invite browsing, both for in class reading and to take home. Having a strong library or media center in school is great, but it is not enough. A variety of books must be available in the classroom.

Use a simple checkout system to encourage students to check out books. The emphasis should be on getting books into students' hands.

Ways to affordably build a classroom library include:

- Garage sales.
- Flea markets.
- Thrift stores.
- Used bookstores.
- PTA/PTO funds can be spent on books.
- Library sales. Watch your public library schedule for yearly sales. You can even ask permission, as a teacher, to see the options before they're available to the general public.
- Yearly book drives. Include notes in letters home that you are looking for books.
- Set up an Amazon Wishlist, or use DonorsChoose.org if your school qualifies.
- Legacy books can be contributed by students at the end of the year. Have students bring a book from home future students might enjoy, and place labels with the contributor's name on the inside of the cover.

Types of appealing texts to look for:

■ Young adult literature

This is literature written for audiences between the ages of 12–18. Common parlance is YAL, young adult novel, and young adult books. These books typically have an adolescent protagonist as well as settings and situations with adolescents.

Examples: Challenger Deep by Neal Shusterman, *The Absence of Light* by Francisco X. Stork, and *The Book Thief* by Marcus Zusack, among many others.

■ Nonfiction

This includes literature written about facts and real events, including biographies, history texts, technical manuals, essays, and memoirs.

(Continued on next page)

Examples: *Unbroken* by Laura Hillenbrand, *A Long Walk to Water* by Linda Sue Park, and *Farewell to Manzanar* by Jeanne Wakatsuki Houston, among many others.

■ Graphic novels

These books consist of comics-style content. The term graphic novel includes fiction, nonfiction, and anthologized work.

Examples: Maus by Art Spiegelman, *Persepolis* by Marjane Satrapi, and *The Odyssey: A Graphic Novel* by Gareth Hinds, among many others.

For more information about the benefits of graphic novels, see this article <http://www.slj.com/2014/09/feature-articles/the-graphic-advantage-teaching-with-graphic-novels/> or this one http://teachersites.schoolworld.com/webpages/JD'Ippolito/files/high_interest_low_rl_9-12.pdf, which also includes further examples in different genres.

Recommendation D: Seek Out High-Interest, Low-Level Books

The best materials for struggling readers are carefully written, edited, and designed to provide supports for struggling readers (Rog & Kropp). These supports include:

- A compelling storyline and credible characters.
- Topics and issues to which readers can make personal or emotional connections.
- Supportive formatting that includes illustrations and appropriate text placement on the page. (Hyphenation is a problem for reluctant readers. Line spacing is more important than type size. Some type faces are more easily readable than others.)
- Careful introduction and reinforcement of difficult vocabulary and concepts. (No difficult word should be used only once, and every difficult word should be presented in such a way as to be sure its meaning is clear.)
- Straightforward plot development. (Avoiding flashbacks, time shifts, and confusing changes in point of view.)
- Simple sentence structures. (The subject and predicate must be physically close to each other; subordinate clauses should follow the main clause, or be clearly set off by commas.)

Hi-Lo book lists include (see Appendix B):

- School on Wheels High Interest/Low Level Book List
- Scholastic Struggling Readers
- Multnomah County Library–High Interest Books for HS Students Below Grade Level

CONSIDERATION #4: INCREASE COLLABORATION OPPORTUNITIES

Communication among peers is one of the most effective ways of creating positive learning experiences. As such, creating a culture of reading in the classroom where students can develop the habits and practices of good readers and collaborate on projects and assignments is an important feature of the enriched learning experience (Vygotsky, 1978). Social interaction with other students can provide authenticity to the learning experience as well. Social interaction with teachers opens communication about any problems that arise, as well as integral relationships for a positive learning environment.

Recommendation A: Create a Safe Classroom Environment

Effective collaboration requires that students feel safe and comfortable. Teachers should first be sure to:

- Create a classroom environment that encourages risk.
- Set high expectations to lead to success.
- Help students learn one another's names (and absolutely make sure you know theirs).
- Celebrate the diversities within the class.
- Maintain a zero-tolerance policy for put-downs.
- Encourage different responses and interpretations of texts.

Recommendation B: Use Multiple Instructional Strategies to Foster Collaboration

A class that invites social interactions will lead to more frequent conversations about the texts, helping increase student motivation, achievement, and decrease behavior issues. The following collaborative approaches can help engage students:

- Discussions (whole group, small group, turn and talks, and one-on-one)
- Literature circles
- Book clubs
- Socratic seminars
- Fishbowl discussions
- One-on-one book conferences with students using a set of questions as well as informal conversations
- Question Mark Bookmarks (Beers, 2003)
- Think-pair-share
- Written conversations
- Blogs or vlogs
- Save the Last Word for Me

As students read, providing a variety of ways to respond to that reading can appeal to multiple intelligences and learning styles (Raskinski, 2003). Consider alternating between:

- Oral response to reading, such as:
 - Discussion

- Think-pair-share
 - Oral reading of selected passages
 - Hot seat
 - Reader’s theater
 - Fishbowl discussions
 - Socratic seminar
- Visual responses to reading, such as:
- Creating/drawing pictures
 - Sketch to stretch
 - Induced imagery
 - Creating comics to depict main ideas

Recommendation C: Involve Community Members Who Model the Value of Literacy

Guest speakers are a great way to expand the collaboration in your classroom beyond the students. Guest speakers, older peers, mentors, authors, athletes, community members and more can provide examples to students for the importance of literacy in their life. Perhaps they can share how reading is crucial in different career fields, or how it has enriched their lives.

Additionally, always look for opportunities to involve volunteers, whether they are parents, retirees, or high school or college students who could provide extra classroom support.

Make sure to communicate and include parents in your work, so they can support their students at home. See the page 47 for a one-page handout, “How Parents Can Motivate Adolescent Readers,” which gives suggestions for how they can support their student-readers that you can send home.

ADDITIONAL RESOURCES FOR TEACHERS:

- *Book Love* by Penny Kittle
- *Book Whisperer and Reading in the Wild* by Donalyn Miller
- *Reading Don’t Fix No Chevys: Literacy in the Lives of Young Men* by Michael Smith & Jeffery Wilhelm
- *Reading Ladders* by Teri Lessene
- *Naked Reading* by Teri Lessene
- *Choice Words* by Peter Johnston
- *Igniting a Passion for Reading* by Steven Lang
- *The Tough Kid Book* by William Jenson, Ginger Rhode & Kenton Reavis
- *Reading Unbound* by Jeffrey D. Wilhelm and Michael W. Smith
- *Flow* by Mihaly Csikzentmihayli



HOW PARENTS CAN MOTIVATE ADOLESCENT READERS

- 1. Set an example.** Let your kids see you reading for pleasure.
- 2. Furnish your home with a variety of reading materials.** Leave books, magazines, and newspapers around. Check to see what disappears for a clue to what interests your teenager.
- 3. Give teens an opportunity to choose their own books.** When you and your teen are out together, browse in a bookstore or library. Go your separate ways and make your own selections. A bookstore gift certificate is a nice way of saying, “You choose.”
- 4. Build on your teen’s interests.** Look for books and articles that feature their favorite sports teams, rock stars, hobbies, or TV shows. Give a gift subscription to a special interest magazine.
- 5. View pleasure reading as a value in itself.** Almost anything your youngsters read—including the Sunday comics—helps build reading skills.
- 6. Read some books written for teens.** Young adult novels can give you valuable insights into the concerns and pressures felt by teenagers. You may find that these books provide a neutral ground on which to talk about sensitive subjects.
- 7. Make reading aloud a natural part of family life.** Share an article you clipped from the paper, a poem, a letter, or a random page from an encyclopedia—without turning it into a lesson.
- 8. Acknowledge your teen’s mature interests.** Look for ways to acknowledge the emerging adult in your teens by suggesting some adult reading you think they can handle.
- 9. Keep the big picture in mind.** For all sorts of reasons, some teenagers go through periods without showing much interest in reading. Don’t panic! Time, and a few tips from this brochure, may help rekindle their interest.

From *Reading Is Fundamental* (2008)
Rock Hill

Appendix A

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Appendix B

Hyperlinks

for Student Motivation, pp. 38–99:

Growth Mindset Lessons

- | <http://kathleenkryza.com/products-old/pirgda7shhmc1zsaswcpkl16eyj2ki>

Student Interest Survey Examples

- | Student Interest Survey Brief <http://www.livebinders.com/media/get/MzA4ODIyNA>
- | Student Interest Survey Extended <http://cw.routledge.com/text-books/9780415802093/news-updates/Interest-Inventories.pdf>
- | Secondary Reading Interest Survey <http://employee.heartland.edu/cole/rhody/index.html>
- | Elementary Reading Interest Survey <http://www.leadtoreadkc.org/wp-content/uploads/2012/12/Professor-Garfield-reading-survey-used-by-Lead-to-Read-KC.pdf>

Book Lists for Reluctant Readers

- | American Library Association Reading Lists http://www.ala.org/tools/libfactsheets/alalibrary_factsheet23
- | YALSA Quick Picks for Reluctant Readers <http://www.ala.org/yalsa/quick-picks-reluctant-young-adult-readers#current>
- | Reluctant Readers—Top Books <http://www.teachhub.com/top-12-young-adult-books-reluctant-readers>
- | Middle School Reluctant Readers Top Picks http://www.uclr.utah.edu/teachers/pdf/middle_school_reluctant_readers.pdf
- | Unleashing Readers <http://www.unleashingreaders.com/?p=918>
- | Items for Banned Books Week <http://www.ala.org/bbooks/>
- | Amazon Young Adult http://www.amazon.com/s/ref=lp_283155_nr_n_29?fst=as%3Aoff&rh=n%3A283155%2Cn%3A%211000%2Cn%3A28&bbn=1000&ie=UTF8&qid=1457381875&rnid=1000
- | Free Ebooks for Teens http://www.goodreads.com/list/show/23017.FREE_Ebooks_For_Teens

Hi-Lo Books

- | School on Wheels High Interest/Low Level Book List <http://www.schoolonwheels.org/pdfs/3328/Hi-Lo-Book-List.pdf>
- | Scholastic Struggling Readers <http://www.scholastic.com/parents/blogs/scholastic-parents-raise-reader/high-interest-books-struggling-middle-school-readers>
- | Multnomah County Library – High Interest Books for HS Students Below Grade Level http://teachersites.schoolworld.com/webpages/JD'Ippolito/files/high_interest_low_rl_9-12.pdf

Appendix C

NAME: _____

FLUENCY RUBRIC				
	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some chopiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many rough spots.	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Score:

Scores of 10 or more indicate that the student is making good progress in fluency.

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski—*Creating Fluent Readers*

Appendix D

Active Reading Strategies Description	
CLOZE	Oral cloze reading involves the teacher reading aloud while students actively track the text and read words omitted by the teacher. The teacher leaves out a preselected number of words per paragraph for the students to chorally read, preferably nouns or key vocabulary. To implement, the teacher and students have a copy of the text. The teacher proceeds by reading the text aloud as the students follow along. When the teacher pauses the students say the next word to be read. The teacher continues reading and pauses throughout the text to engage students in the reading.
CHORAL	Choral reading is when the entire group (whole class or small group) reads a text aloud together at the same time. The goal is for all students to get an opportunity to read the text. It is recommended that if used in whole class settings that shorter paragraphs in a passage are used to ensure a demonstration of fluent reading as it is difficult for large groups of students to read at the same pace for sustained periods of time. Longer sections can be read in smaller group settings.
ECHO	Echo reading is when the teacher reads a phrase/sentence/paragraph/section of a text aloud and students repeat what the teacher read with the same prosody (expression, attention to punctuation, etc.). Depending on the age level of students and reading proficiency, longer segments of text may be read aloud before students repeat what the teacher has read.
WHISPER	Whisper reading is when all students in the class are reading a passage and each one is whisper reading the passage at their own pace. If students finish reading the assigned section of the text prior to the teacher calling time, then they are expected to go back to the beginning of the assigned section and reread again. This will allow all students to read the passage at least once.
DUET	Duet reading is when two students are reading the same passage aloud together. The two students share one text and the stronger reader does the pointing as the two students read simultaneously.
PARTNER	Partner reading is when two students are reading the same text, but take turns reading the passage. The stronger reader reads the sentence/paragraph/section first while the weaker reader follows along. The weaker reader then rereads what the stronger reader read. By having the stronger reader go first, the weaker reader will have greater access and improved fluency during their reading of the text.



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