



# TOOLKIT FOR STRUGGLING READERS

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A Guide for Educators



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Utah State Board of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.  
State Superintendent  
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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.*

**T**his *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

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# 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.

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*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. 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. Ideally, multiple data points should be used to identify students (e.g., SAGE, teacher recommendation, classroom assessments).

### **Step 2: Identify Students in Need of Reading Services**

Students in the bottom quartile (25%) of the universal screener would typically be given reading services. Student selection and delivery of reading services should be decided at the local level based on resources, class size, personnel, and other school factors.

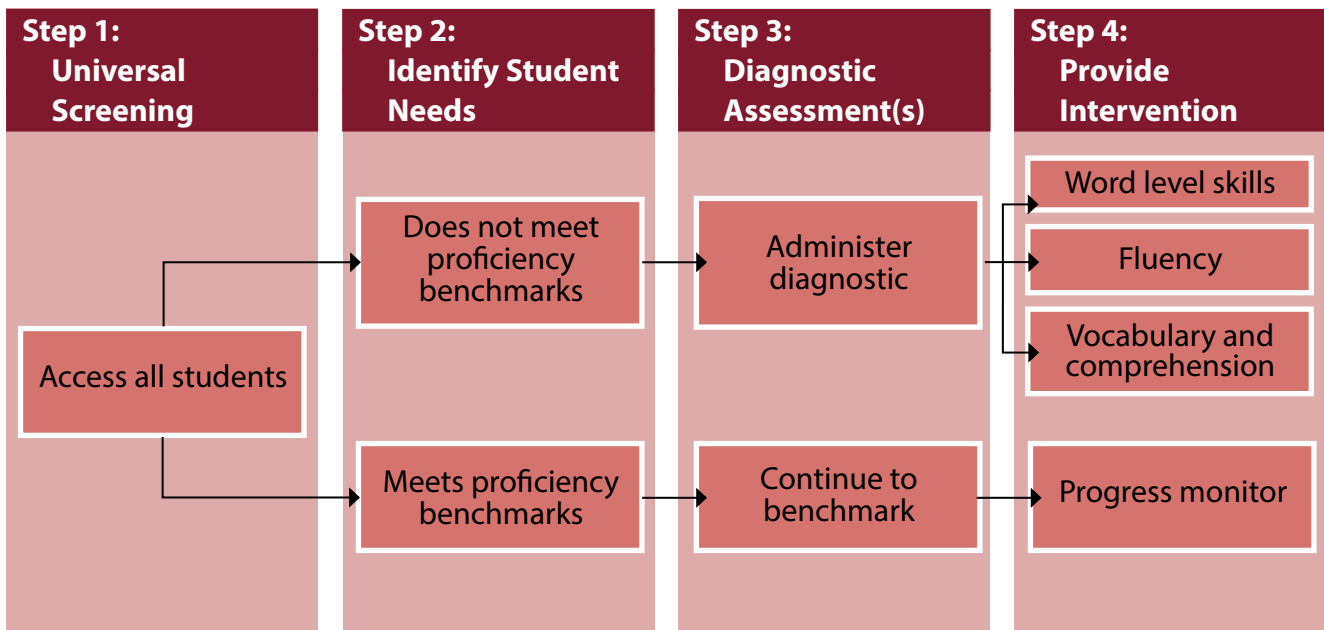
### **Step 3: Administer Diagnostic Assessment(s)**

The purpose of diagnostic testing is to identify students' specific instructional needs. Adolescent readers generally have one or more of the following instructional needs: phonics/advanced phonics, fluency, and/or vocabulary/comprehension.

When diagnosing, 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 vocabulary/comprehension test, intervention will focus on vocabulary/comprehension.

Students who do not pass the fluency test should be given a phonics test. 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.

Chart 1: **Steps for Using Assessment**



**Step 4: Provide Intervention**

All students receiving reading services need vocabulary/comprehension interventions. 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. A critical additional consideration is motivation. Student motivation is integral to successful intervention, and related resources can be found in the section on motivation.

**Step 5: Administer Progress Monitoring**

Progress monitoring is used to determine the effectiveness of interventions. The frequency of progress monitoring will depend on the amount of time spent instructing for that intervention and the likelihood that growth could be measured. General guidelines for progress monitoring are:

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

## UNIVERSAL SCREENING

Chart 2:

Name	How Administered	Group/Individually	Cost	Time	Grade Level	Additional Information
DAZE test found in CARI: DIBELS 7–9	Paper	Group	Free during the research release phase, 2016–17	10 minutes	Grades 7–9	<b>CARI (DIBELS 7–9)</b>
Gates-MacGinitie Reading Test: Levels 3-10/12 and AR	Paper	Group	<ul style="list-style-type: none"> <li>▪ \$107.55 for a package of 25</li> <li>▪ plus \$14.65 for administration directions</li> <li>▪ and \$29.30 for scoring manual</li> </ul>	55 minutes	Grades 3–12	<b>Gates-MacGinitie Reading Test</b>
Group Reading Assessment and Diagnostic Evaluation (GRADE)	Computer	Group	\$5.00 per student	50–90 minutes	Grades preK–12	<b>GRADE</b>
The HMH Reading Inventory (formally Scholastic Reading Inventory or SRI)	Computer	Group	<ul style="list-style-type: none"> <li>▪ \$2,950 for 200 perpetual licenses</li> <li>▪ plus \$299 for each additional set of 50 perpetual licenses</li> </ul>	20–40 minutes	Grades K–12	<b>HMH Reading Inventory</b>

## DIAGNOSTIC ASSESSMENTS

Chart 3:

Name	How Administered	Group/Individually	Cost	Time	Grade Level	Additional Information
<b>Fluency</b>						
Fluency Tutor for Google	Computer	Group or individually	Free version available with reduced analytics	15 minutes	Grades 3–12	<b>Fluency tutor for Google</b> See appendix
Multi-Dimensional Fluency Scale	Paper	Individually	Free	5–10 minutes	Grades K–12	
Multi-Level Academic Skills Inventory-R (MASI-R)	Paper	Individually	Free	5–10 minutes	Grades 1–6	<b>MASI-R</b>
Oral Reading (OR) test found in CARI: DIBELS 7–9	Paper	Individually	Free during the research release phase 2016–17	10 minutes	Grades 7–9	<b>CARI (DIBELS 7–9)</b>
<b>Phonics</b>						
CORE Phonics Survey	Paper	Individually	Free	10–15 minutes	Grades K–12	<b>CORE Phonics</b>
Phonics Suite: Diagnostic Decoding Surveys	Paper	Individually	Free	5–7 minutes	Grades 1–8	<b>Diagnostic Decoding Surveys</b>
<b>Vocabulary</b>						
CORE Vocabulary Screening	Paper	Group or individually	Free	10–20 minutes	Grades 1–8	<b>CORE Vocabulary Screening</b>
<b>Comprehension</b>						
CORE Reading Maze Comprehension Test	Paper	Group or Individually	Free	3 minutes	Grades 2–10	<b>CORE Maze</b>
Silent Reading (SR) test found in CARI: DIBELS 7–9	Paper	Group	Free during the research release phase 2016–17	Up to 45 minutes	Grades 7–9	<b>CARI (DIBELS 7–9)</b>



Chart 4:

## PROGRESS MONITORING

Name	How Administered	Group/Individually	Cost	Time	Grade Level	Additional Information
<b>Fluency</b>						
Oral Reading (OR) test found in CARI: DIBELS 7-9	Paper	Individually	Free during the research release phase, 2016-17	10 minutes	Grades 7-9	<b>CARI (DIBELS 7-9)</b>
Six-Minute Solution	Paper	Individually	\$149.95 for teacher resource book	6 minutes	Grades K-12	<b>Six-Minute Solution</b>
<b>Phonics</b>						
DIBELS Progress Monitoring Nonsense Word Fluency	Paper	Individually	Free	3-5 minutes	Grades K-2	<b>DIBELS Nonsense Word Fluency</b>
<b>Vocabulary/Comprehension</b>						
DAZE test found in CARI: DIBELS 7-9	Paper	Group	Free during the research release phase, 2016-17	10 minutes	Grades 7-9	<b>CARI (DIBELS 7-9)</b>
Easy CBM	Computer	Group	Free or upgrade at \$39.99 per year	30-60 minutes	Grades 3-8	<b>Easy CBM</b>
Silent Reading (SR) test found in CARI: DIBELS 7-9	Paper	Group	Free during the research release phase, 2016-17	Up to 45 minutes	Grades 7-9	<b>CARI (DIBELS 7-9)</b>



## Section 2

# Curriculum Resources

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

This resource provides tools for phonics, fluency, vocabulary, and comprehension skills instruction to help schools self-evaluate and develop different aspects of their curriculum. Self-evaluation ensures that schools have a full understanding of their strengths and areas for improvement. The skills below align with the common identified needs of struggling adolescent readers. Schools are encouraged to focus on those skills of most relevance to their students, as identified through the assessment process. LEAs may have similar materials or resources available that approach the targeted skill in a similar manner.

Chart 5:

BASIC PHONICS					
Program	Publisher	Grades	Cost	Time	Vendor Website
Phonics Boost	Really Great Reading	2-12	\$399.00	80 lessons	<b>Really Great Reading</b>
HD Word Essentials	Really Great Reading	5-8	\$19.00 per student workbook	1-year program	<b>Really Great Reading</b>
HD Word Linguistics	Really Great Reading	8-12	\$19.00 per student workbook	1-year program	<b>Really Great Reading</b>
SpellRead	The Reading College	2-12	Contact company for pricing	3 phases/105 lessons	<b>The Reading College</b>

Chart 6:

ADVANCED PHONICS					
Program	Publisher	Grades	Cost	Time	Vendor Website
Phonics Blitz	Really Great Reading	4-12	\$259.00	15-20 hours' instruction time	<b>Really Great Reading</b>
REWARDS	Voyager Sopris Learning	4-12	\$11.95 per book	1-year program	<b>Really Great Reading</b>
Elevate	Reading Horizons	4-12	Contact company for free 14-day trial	Individualized software program—varies	<b>Reading Horizons</b>

For students who demonstrate a phonics deficit on a chosen diagnostic assessment (see diagnostic assessment examples in the assessment section), the next step is to align instruction with their identified needs. One approach is to start with the most basic level of phonics skills of which they have not demonstrated mastery, then target and provide specific instruction in those skills. For example, if a student demonstrates proficiency in short vowels and blends, as well as digraphs and trigraphs, then the teacher would provide instruction on R-controlled vowels.

The following is a traditional scope and sequence for phonics instruction. This resource can be used to determine a student's entry point into phonics instruction.

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, ŭ
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

Once the targeted skill area has been identified, instruction can begin. An effective phonics lesson involves explicit, systematic instruction. When such instruction is designed, the phonics lesson includes 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 below provides a model of all of these essential components.

Chart 8:

Sample Phonics Lesson Plan Template	
Targeted phonics element:	
Instructional Activity	Instructional Activity Details
Step 1: <b>Introduce new high-frequency words in decodable text.</b>	
Step 2: <b>Phonemic awareness warm-up</b>	
Step 3: <b>Introduction or review of sound/spelling(s)</b>	
Step 4: <b>Blending</b>	
Step 5: <b>Word work for decoding and encoding</b>	
Step 6: <b>Apply to decodable text.</b>	

**Note:** When using decodable/controlled text for adolescent students, it is critical to consider the appropriateness of the texts. Adolescents should not be put into decodable texts that are intended for primary students, even if they have similar skills, as this is defeating for the student. Such decodable texts as the *Sam and Friends* take home phonics books are specifically designed for adolescent readers. These books are specifically for adolescent readers. These books are designed with highly decodable,

phonetically regular text to help struggling readers learn, practice, and develop their skills in connected text in an age-appropriate manner.

## READING FLUENCY

*Reading Rockets* defines fluency as follows:

[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 decoding 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 read! As readers head into upper grades, fluency becomes increasingly important. The volume of reading required in the upper grades escalates dramatically. Students whose reading is slow or labored 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). Hattie, Fisher, and Fry (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 targeted at improving reading fluency.

Chart 9:

READING FLUENCY					
Program/ Strategies	Publisher	Grades	Cost	Time	Vendor Website
Six-Minute Solution	Voyager Sopris Learning	K-12	\$149.95 for secondary edition	“6 minutes” per day	<b>Voyager Sopris Learning</b>
Reading Plus	Taylor Associates	2-12	Contact company to speak with a sales representative	Individualized software program—varies	<b>Reading Plus</b>

*(Continued)*

READING FLUENCY					
Program/ Strategies	Publisher	Grades	Cost	Time	Vendor Website
Repeated Reading	Academic Skills Improvement	1-12	Free	15-20 minutes per session	<a href="http://www.hdc.lsuhs.edu/tiers/resources/Repeated%20Reading.Pdf">http://www.hdc.lsuhs.edu/tiers/resources/Repeated%20Reading.Pdf</a>
Fluency-Oriented Reading Instruction (FORI)	University of Utah College of Education	2-12	Free	Varies	<a href="http://www.uurc.utah.edu/Educators/Resources-Tier1.php">http://www.uurc.utah.edu/Educators/Resources-Tier1.php</a>
Fluency Passages	Achieve the Core	6-8	Free	15-20 minutes per session	<a href="http://achievethecore.org/page/887/fluency-pack-et-for-the-6-8-grade-band">http://achievethecore.org/page/887/fluency-pack-et-for-the-6-8-grade-band</a>

## VOCABULARY AND COMPREHENSION

When considering the vocabulary and comprehension needs of adolescent readers, it is critical that the instructional shifts of the English Language Arts Core Standards are considered and incorporated into instruction. There are three main shifts as described by Utah Core Standards:

### 1. Regular practice with complex texts and their academic language

Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content 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 the 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.

The standards include certain critical types of content for all students, including classic myths

and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of decisions about what and how to teach to states, districts, schools, and teachers.

## 2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational

The Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

The reading standards focus on students’ ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of text-dependent questions, whose answers require inferences based on careful attention to the text.

Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective argumentative and informative writing. The standards’ focus on evidence-based writing, along with the ability to inform and persuade, is a significant shift from current practice.

## 3. Building knowledge through content-rich nonfiction

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students’ content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

Curricular programs that align with these instructional shifts are included in the following tables.

Chart 10:

VOCABULARY					
Program/ Resources	Publisher	Grades	Cost	Time	Vendor Website
Word Generation	SERP	4-8	Free downloads	72 weekly units Monday–Friday	<b>Word Generation</b>
Vocabulary through Morphemes	Voyager Sopris Learning	4-12	\$49.95 per 5 books	90 lessons 20 minutes each	<b>Voyager Sopris Learning</b>
Vocabulary Workshop	Sadlier	6-12	\$9.99 per book for 10 books	15 unit lesson plans	<b>Sadlier</b>



Chart 11:

COMPREHENSION					
Program/Strategies	Publisher	Grades	Cost	Time	Vendor Website
Student Team Reading and Writing	U.S. Department of Education	6-8	Free	Varies	<b>IES Intervention Report</b>
Project CRISS	Empower Lifelong Learning	4-6	Training Cost: \$50–\$200 Materials: \$250–\$700	Semester-long curriculum	<b>Project CRISS</b>
Knowledge building (not a program, but rather an instructional approach/process)	N/A	6-12	Free	Varies	Resources: <b>Readworks.org</b> <b>Newsela.com</b> <b>Scholastic Action Magazine Utah's Online Library</b>

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. Comprehension strategies are conscious plans—sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. The following strategies have research-based evidence for improving text comprehension and support students in improving their understanding of text.

Chart 12:

READING COMPREHENSION STRATEGIES		
Strategy	Description	Suggested Resources
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.	<a href="http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=3">http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=3</a>
Text structure	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).	<a href="http://www.ereadingworksheets.com/text-structure/">http://www.ereadingworksheets.com/text-structure/</a>

## READING COMPREHENSION STRATEGIES

Strategy	Description	Suggested Resources
Graphic organizers	A visual and graphic display that shows the relationships between facts, terms, and ideas within a learning task.	<a href="http://www.abss.k12.nc.us/cms/lib02/NC01001905/Centricity/Domain/93/ReadytoUseNonFiction-GraphicOrganizer-swit.pdf">http://www.abss.k12.nc.us/cms/lib02/NC01001905/Centricity/Domain/93/ReadytoUseNonFiction-GraphicOrganizer-swit.pdf</a>
Summarizing	Determining important themes and concepts, then condensing the ideas into their own words.	<a href="http://www.gcasd.org/Downloads/Summarizing_Strategies.pdf">http://www.gcasd.org/Downloads/Summarizing_Strategies.pdf</a>
Monitoring, clarifying, fixing-up	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.	<a href="http://www.adlit.org/strategies/23357/">http://www.adlit.org/strategies/23357/</a>
Visualization	Mental images or pictures help readers to understand and remember what they have read.	<a href="http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=000006">http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=000006</a>
Activating prior knowledge	Activating 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.	<a href="https://wvde.state.wv.us/strategybank/activating.html">https://wvde.state.wv.us/strategybank/activating.html</a>
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.	<a href="http://www.ohiorc.org/adlit/strategy/strategy_each.aspx?id=000009">http://www.ohiorc.org/adlit/strategy/strategy_each.aspx?id=000009</a>
Inferencing	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.	<a href="http://www.readingrockets.org/strategies/inference">http://www.readingrockets.org/strategies/inference</a>
Synthesizing	The process where a student merges new information with prior knowledge to form a new idea, perspective, or opinion to generate insight.	<a href="http://www.ohiorc.org/adlit/strategy/strategy_each.aspx?id=000002">http://www.ohiorc.org/adlit/strategy/strategy_each.aspx?id=000002</a>

## **KNOWLEDGE BUILDING**

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 (Liben & Liben, 2012).

To support students in their knowledge building, students need to read complex informational text, as this can serve the dual role of enhancing their knowledge of the world and developing them into more literate individuals. Allowing students access to a wide volume of reading opportunities, whether teacher-directed or self-selected, will grow their sense of the riches available through text and will help insure they are able to and love to read. Students need to see that reading is a way to build knowledge about something being studied elsewhere in the curriculum. Sometimes those texts will be at or even below a student's current comfort level, but sometimes complexity may be higher because a student becomes so invested in a topic, or because she is reading with peers who can encourage and assist her (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 provide model knowledge building 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, starting with lower-lexile texts to support students in understanding the basic concepts and vocabulary and progressing to more abstract, complex text. The unit also aligns with grade-level science standards. This was done purposefully to model how reading teachers can collaborate with their colleagues to provide students with content knowledge that will be soon covered in the content area classes. Such instruction frontloads students with a solid foundation of the content, which leads to greater access to the core curriculum while their reading skills are being developed in their reading class.

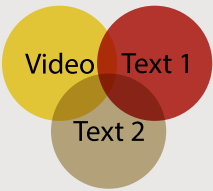
## SAMPLE KNOWLEDGE BUILDING UNIT FOR IMPROVING VOCABULARY AND COMPREHENSION

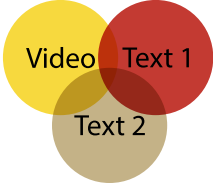
**Targeted Science with Engineering Education (SEEd) Standard 7.2.5:** Ask questions and analyze and interpret data about the patterns between plate tectonics and:

- The occurrence of earthquakes and volcanoes.
- Continental and ocean floor features.
- 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 13:

Day	Instructional Plan	Resources
<b>Day 1</b>	<ol style="list-style-type: none"> <li>1. Set the stage by explaining that the next several class sessions will focus on the following essential question: What patterns can be identified between Earth’s tectonic plates and earthquakes, volcanoes, ocean floor features, and the distribution of fossils?</li> <li>2. View video Etnatao: Icelandic Volcanism and Plate Tectonics (8.41 min) <a href="https://www.youtube.com/watch?v=QrQDXnnXOo4">https://www.youtube.com/watch?v=QrQDXnnXOo4</a>. As students watch the video, have them take notes, using a Venn diagram, on facts related to the essential question.</li> <li>3. Read Text 1: “Power of the Earth” (Lexile 670) <a href="http://www.readworks.org/passages/power-earth">http://www.readworks.org/passages/power-earth</a>. After reading the text through the first time, have students reread the text and as a class identify new information to add to the Venn diagram and information that is the same between the video clip and the text.</li> <li>4. Exit ticket: To wrap up the class, ask students to record 1-2 ideas on how earthquakes and volcanoes effect the Earth’s surface.</li> </ol>	<p>Venn Diagram Graphic Organizer</p> 

Day	Instructional Plan	Resources
<b>Day 2</b>	<ol style="list-style-type: none"> <li>Review the big question and concepts that were discussed on Day 1.</li> <li>Preteach key vocabulary from today’s passage about which students demonstrated a lack of knowledge on from Day 1, such as <i>tectonic plates</i>. The key vocabulary chosen should help to build the science concept being studied. Consider other key vocabulary that isn’t content specific, but are terms that students will encounter in many content areas, such as <i>compare</i> or <i>contrast</i>.</li> <li>Read Text 2: “Our Changing Earth: Plate Tectonics and Large Scale System Interactions” (Lexile 610) <a href="http://www.readworks.org/passages/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</a>. Have students record new information and identify information that is similar across the texts. It might be helpful for them to have Text 1 available to refer back to.</li> <li>Exit Ticket: Asks students to look back at their notes from the video and the two texts. Have students write a 2–3 sentence summary about what they have learned so far with respect to the essential question.</li> </ol>	<p>Venn Diagram Graphic Organizer</p> 
<b>Days 3 and 4</b>	<ol style="list-style-type: none"> <li>Activating Prior Knowledge: Looking back at their Venn diagram and the two texts, have them create a concept map about tectonic plates. 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.</li> <li>Actively read (e.g., cloze, whisper, echo, choral, partner) the text, “The Incredible Plate Tectonics Comic: The Adventures of Geo” (Lexile 860). This text can be found online at Epic Books <a href="https://www.getepic.com/app/">https://www.getepic.com/app/</a>. Epic Books is a free online text source for educators, and this text is a great graphic novel that will motivate adolescent readers.</li> <li>As students read the text, stop every couple of pages to add additional information learned about tectonic plates to their concept maps. Be sure to encourage students to cite their evidence from the text.</li> </ol>	<p>What is a concept map? <a href="http://ar.cetl.hku.hk/am_cm.htm">http://ar.cetl.hku.hk/am_cm.htm</a></p>
<b>Day 5</b>	<ol style="list-style-type: none"> <li>Take a few minutes to review what students have learned so far by referring back to their concept map.</li> <li>Actively read (e.g., cloze, whisper, echo, choral, partner) “Earth Science: Pangaea” (Lexile 900) <a href="http://www.readworks.org/passages/earth-science-pangaea">http://www.readworks.org/passages/earth-science-pangaea</a>. As students read the text, stop to discuss the text and add new information to their concept maps.</li> </ol>	

(Continued)

Day	Instructional Plan	Resources
	3. Use the video “100 Greatest Discoveries: Continental Drift” to assist students conceptualize Pangaea: <a href="http://www.sciencechannel.com/tv-shows/greatest-discoveries/videos/100-greatest-discoveries-continental-drift/">http://www.sciencechannel.com/tv-shows/greatest-discoveries/videos/100-greatest-discoveries-continental-drift/</a> 4. Exit Ticket: Have students write down how they would explain continental drift to one of their friends.	
<b>Day 6</b>	1. Using the concept map, conduct a quick review of what has been added up to this point. 2. Actively reading “What Is the Theory of Plate Tectonics?” by Craig Saunders (Lexile 920) found on Epic Books. Start by reading pages 4–7 to build upon text from previous lesson. Then read pages 26–32 to build knowledge for the culminating activity. Continue adding to the concept map.	
<b>Day 7</b>	1. Using the concept map, conduct a quick review of what has been added up to this point. 2. Actively read “How Plates Affect Our Planet” (Lexile 1050). Continue adding to the concept map. 3. Provide one map with plate boundaries and another map showing where earthquakes and volcanoes are, and have students look for the relationship between plate boundaries and occurrences of earthquakes and volcanoes. 4. Exit Ticket: Write a brief summary of the relationship between the occurrences of earthquakes and volcanoes and plate boundaries.	
<b>Day 8</b>	1. <i>Culminating Activity: Convince Your Science Teacher</i> Have students write their science teacher a letter giving 2–3 reasons answering the question, “Did Pangaea really exist?” Students should refer to the texts they read and the graphic organizers they created to provide them with details to include in their letter. This could be done as a whole group activity or scaffolded where the first paragraph is written as a class, the second paragraph is written with a partner, and the final paragraph is written on their own. This culminating activity will help students to solidify their understanding of the content learned over the last several days and to synthesize their understanding of the content.	

## Section 3

# 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*.

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 14:

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.

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 15:

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 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. When students think that the teacher is devoted to their learning, they will read deeply. In contrast, students who perceive the teacher as bent on giving tests, checking scores, and striving exclusively toward external accountabilities, but not for their own learning, they respond by checking out, figuratively and literally.

#### **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 are they reading, or how are they changing in 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, Lexile/DRP/AR levels) and work it into the goal-setting process.

*Example:* Fluency graphing may be linked to the image of public growth monitoring.

### **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
  - Intuiting 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

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 and improve, and should also work to talk with students about a growth mindset. For more ideas, see a series of lessons on the growth mindset.

### **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 to 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 outbooks. 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.

*Examples: Unbroken* by Laura Hillenbrand, *Flow* by Mihaly Csikszentmihalyi, *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](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 is and collaborators 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 appendix 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



## 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:*

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## **Growth Mindset Lessons**

- <http://kathleenkryza.com/products-old/pirgda7shhmc1zasawcpl16eyj2ki>

## **Student Interest Survey Examples**

- Student Interest Survey Brief <http://www.livebinders.com/media/get/MzA4ODIyNA>
- Student Interest Survey Extended <http://cw.routledge.com/textbooks/9780415802093/news-updates/Interest-Inventories.pdf>
- Secondary Reading Interest Survey <http://employee.heartland.edu/lcole/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/alalibraryfactsheet23>
- 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.ucrl.utah.edu/teachers/pdf/middle\\_school\\_reluctant\\_readers.pdf](http://www.ucrl.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](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](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](http://teachersites.schoolworld.com/webpages/JD'Ippolito/files/high_interest_low_rl_9-12.pdf)





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