

## **Tevin is likely a "turned-off reader."**

The "Turned-off Reader" is capable of decoding and comprehending, but he is unchallenged and unmotivated.

He needs a strong "buy-in" or interest in the reading activity or assignment. He:

Exhibits a negative attitude with most reading assignments.

Refuses to complete reading activities and assignments.

Doesn't see a purpose for reading.

Reflects his "don't care" attitude through body language and demeanor.

May distract peers from their reading.

Developed by Patricia Martin  
and Peter Pappas

[www.peterpappas.com](http://www.peterpappas.com)

For more resources:  
Content Reading Strategies  
that Work

[www.edteck.com/read](http://www.edteck.com/read)

## **Meet Tevin**



### **What Tevin says about reading and himself:**

Why would anyone want to waste time reading this garbage?

I don't see why I have to do this work

I do not need/want to read or write.

There is no time in my life that I am going to need this stuff!

**How would you diagnose  
this reader?**

## What can you do to help the “turned-off reader.”

Connect reading to positive self-image. Provide high-interest, self-selected books and magazines at the independent reading level with choices in topics and genres.

Use reading conferences to share understanding of text and avoid “teacher questions” that appear to “test” the student.

Provide immediate, specific, positive feedback that supports the reader’s efforts and honors the reader’s thinking.

Provide an inviting, comfortable low-risk, low-demand environment to read that is personally rewarding to the reader. Offer soft, instrumental music as background noise.

Supply material with minimal print, varied text structures and extensive graphic support on student’s instructional level.

Avoid whole group activities, required reading of a single text, “round robin” reading, single response questions that are group centered rather than student centered.

## Specific strategies you can use to help the “turned-off reader.”

Create effective pre-reading experiences. Use an anticipation guide or directed reading/thinking activity to activate prior knowledge and make predictions.

Allow brief, cooperative brainstorming or “buzzing” to activate prior knowledge and make predictions. Use “quick write” to activate prior knowledge.

Provide background through a film or entertaining teacher read aloud related to the topic. Use technology and cooperative learning activities to motivate.

Use “Telling Boards,” where they can draw simple “stick figure sketches” based on their ideas or information in text. Use as visual organizers instead of trying to record using words.

Let them design graphic organizers or work with post-it-notes to record comprehension..

Provide meaningful, interesting follow-up activities that tap into student’s strengths.

Minimize lengthy assignments and rely on graphic organizers and graphics to record comprehension. Never ask them to do a long assignment. Instead break assignments up into manageable parts.

Present each assignment with a meaningful purpose that illustrates the student's need to read the information.

Use high interest activities like – raps, poetry, skits, and learning logs.

Maintain a quantity and quality expectation within the student’s grasp that is the “ticket to leave” each day.

Give him a chance to “publish” his work. He needs creative assignments to show what he knows—poetry, diaries, even comic books. With help organizing, he is motivated to see his ideas on paper. Challenge him to use interesting, spicy, and intriguing words.