

Lauren is likely a “word-caller”

The “word-caller” reads orally with accuracy and fluency. Her silent reading appears quick, attentive and purposeful. She can respond to “right-there” questions when she is allowed to reread but her responses are disorganized and tenuous; she cannot generalize, summarize, synthesize, analyze, infer or evaluate. She does not grasp the relationship of ideas or their importance or relevance. She:

Reads little and does not like to read.

Lacks effective word attack skills.

Exhibits poor comprehension skills.

Has limited language and vocabulary

Has limited understanding of words; does not grasp multiple meanings or connotative meanings.

Struggles with figurative language; can decode words that are not in oral vocabulary.

Raises hand to answer but “forgets.”

Appears attentive when “reading” but disengages when response is required.

Developed by Patricia Martin
and Peter Pappas

www.peterpappas.com

For more resources:
Content Reading Strategies
that Work

www.edteck.com/read

Meet Lauren



What Lauren says about
reading and herself:

I can read it, but I do not know what it says.

I can read it, but I do not know the answers to these questions.

I understand more when someone reads to me.

I don't understand what is expected of me.

The book says ..., but I don't know how to explain it.

How would you diagnose
this reader?

What can you do to help the “word-caller”?

Evaluate for listening comprehension level versus reading comprehension level to assess comprehension skills.

Provide intensive pre-reading activities to activate their thinking about the subject of the reading.

Model reflection in think-alouds with stress on active reading: predicting, visualizing, clarifying, questioning, summarizing.

Provide “fix-up strategies” to be used when comprehension breaks down.

Provide guided practice in accessible material with specific feedback.

Require quality independent reading and detailed response focused on specific but open ended reading comprehension purposes.

Focus on the thinking aspect of reading and de-emphasize the word level or word recognition aspect of reading.

Ignore miscues that do not affect text meaning or comprehension.

Connect comprehension expectations to existing knowledge/experience.

Specific strategies you can use to help the “word-caller”?

Pre-reading strategies: previewing text to activate thinking, set purpose, and predict topics / essential ideas / themes.

Analyze fiction and expository text structure/organization (sequence, cause/effect, problem/solution, evaluation, description) to guide and support comprehension.

Engage in rehearse activities (group or individual) before reading to “cement” reading comprehension purposes.

Model open-ended questioning and predicting to guide reading and monitor comprehension

Provide structure of text-tagging, marginal notes, think-marks to read actively.

Scaffold reading support to release responsibility for comprehension to student and gradually release responsibility to student as comprehension emerges

Identify literary techniques (flashbacks, foreshadowing, figurative language).

Skim and scan layout of reading assignment to quickly list and share first impressions and first facts based on headings, visuals, first and last paragraphs. Clarify comprehension by collaboratively predicting what important point or questions the reading will answer.

Use QAR (question-answer relationship) to answer questions based on three places they can find information. “Right there answers” to information explicitly stated in text, “Think and search answers” to information suggested by text, and “On your own answers” to information in the reader’s background knowledge.

Use videos to enhance comprehension through auditory and visual modes.

Give her a chance to “publish” her work.
She has the words but needs opportunities to connect them.
With some help to organize her thinking, she is able to
make connections and tell her story.