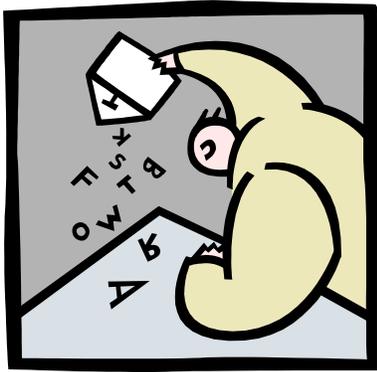


STRATEGIES FOR STRUGGLING READERS



Meet the “Turned-Off Reader”

The “Turned-off Reader” is capable of decoding and comprehending, but is unchallenged and unmotivated. These students can exhibit a negative attitude with most reading assignments. They often refuse to complete reading activities and assignments. The “turned-off” reader doesn't see a purpose for reading. They reflect their “don't care” attitude through body language and demeanor. Often they distract peers from their reading. “Turned-Off readers” need support to develop a strong “buy-in” or interest in the reading activity or assignment.

What the “Turned-Off Reader” says about reading and themselves:

- “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!”

What you can do to help the “Turned-Off Reader”

- Connect reading to positive self-image. Provide high-interest, self-selected books and magazines at their independent reading level with choices in topics and genres.
- Use reading conferences and interactive journals for student to share their understanding of the 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 teacher directed activities, the required reading of a single text, “round robin” reading, and teacher generated single response questions Use high interest activities like raps, skits, graphic art and technology presentations, and games for guided practice and the assessment of learning
- Allow for peer interaction in the learning – cooperative groups, debates, paired learning, Socratic Seminar

Strategies you can use to help the “Turned-Off Reader”

- Create effective pre-reading experiences that cause the learner to anticipate the learning and activate prior knowledge to make predictions about the learning.
- Allow brief, cooperative brainstorming or “buzzing” to activate prior knowledge and make predictions. Use “quick writes” to activate prior knowledge.
- Provide background through a film or an entertaining teacher read aloud related to the topic. Use technology and cooperative learning activities to motivate.
- Provide meaningful, interesting follow-up activities that tap into student’s strengths and challenge the learner’s thinking – classification, comparison, evaluation, synthesis
- Minimize lengthy assignments and rely on graphic organizers and graphics to record comprehension. Break longer assignments up into manageable parts.
- Present each assignment with a meaningful purpose that illustrates the student's need to read the information.
- Provide choice, variety and options within assignments whenever possible.
- Maintain a quantity and quality expectation within the student’s grasp that is the “ticket to leave” each day.

Institute the presentation step of “writing process” so the “Turned Off” has the chance to “publish” their work. They need creative opportunities to showcase what they know—poetry, diaries, power points, even comic books. With help organizing, they are motivated to see their ideas in front of an audience. Challenge them to use interesting, spicy, and intriguing words. Dare them to turn their “voice” to teaching and entertaining.

Reference: *Differentiated Instructional Strategies for Reading in the Content Area*, Carolyn Chapman and Rita King



Learning Strategies are tools.

What’s in the toolbox for the “Turned-Off” Reader?

13. Brainstorm, Group, Label
14. Vocabulary Notebook
15. Skim and Scan
16. Progressive summary
17. Sort and select
18. Comparison Matrix



Teacher's Toolbox

Tool 13: Brainstorm, Group, Label

Class:

Unit:

Date:

Source Reading:

Use this tool:

- ▶ Pre-reading
- While reading
- Post-reading

This tool will help my students:

- ▶ Define
- Summarize
- Compare

How to use this tool:

This tool causes the learner to connect new vocabulary with prior knowledge. It allows student to brainstorm their own explanations of terms before turning to the dictionary. It provides a structure to connect students with what they already know and build independent learning skills.

1. Give students a new term. Focus on essential and complex terms rather than single dimensional terms or words.
2. Invite students to brainstorm all the words they can associate with the term.
3. Supply them with sticky notes or small cards and ask them to put one associated idea on each card
4. Let them work in small teams to first group the cards into like categories.
5. Then ask them to assign a label to each category.
6. As a large group compare labels/ categories and extract essential information about the term. Compare their understanding of the word to the dictionary definition

Example:

Term:	Associative terms:		Possible categories
nutrition	Healthy Food Vitamins Minerals Diet Energy Sugar	Illness Vegetables Fruits Calcium Milk Body functions Fats	Food groups Results of poor nutrition Results of good nutrition Food pyramid Additives

To Increase Rigor and Relevance:

1. When students are experienced with the technique have them work in teams to group and label the cards without talking.
2. Give students the opportunity to compare classification systems and discuss the effectiveness of each.
3. This tool can be used to consider the use of familiar terms in a specialized contexts or disciplines.

Reference: *Words, Words, Words* ~ Janet Allen

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For more resources: "Content Reading Strategies that Work" | www.edteck.com/read



Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

Tool 13: Brainstorm, Group, Label

I can use this tool:

- ▶ Before I read
- While I read
- After I read

This tool will help me:

- ▶ Learn new words
- Summarize what I read
- Compare information and ideas

How I use this tool:

1. I think about the assigned term.
2. **Brainstorm** all the ideas or words that the term makes me think of and use small pieces of paper to write down each idea or word I think of.
3. **Group:** Work in a small team to sort all our ideas or word into groups
4. **Label:** Work in a team to develop a label for each group of facts / ideas.

Here's something I learned by using this tool:



Teacher's Toolbox

Tool 14: Vocabulary Notebook

Class:

Unit:

Date:

Source Reading:

Use this tool:

- ▶ Pre-reading
- ▶ While reading
- Post-reading

This tool will help my students:

- ▶ Define
- Summarize
- Compare

How to use this tool:

The Vocabulary notebook serves as a comprehensive system of exploring and managing new vocabulary

1. Students read through a selected text to identify terms that they know, think they know, and think they don't know.
2. The student develops their own preliminary definition of selected terms based on prior knowledge, context clues, structural analysis (root words, prefixes, and suffixes)
3. The student then looks up the definition of the term in dictionary or glossary.
4. The student then compares their preliminary definition to the dictionary definition of the term. In this step the student must reflect on how effectively their process of thinking about the word helped them determine a meaning and will help them remember the word.

Word	My definition	Dictionary definition	Comparison

To Increase Rigor and Relevance:

1. Students can work in small groups comparing their preliminary definitions or their final comparisons. They can decide on a group definition derived from combined thinking.
2. Students can keep the terms in vocabulary notebook organized by unit or chapter.
3. Provide a rubric that measures the student level of understanding of each term so students can self-appraise their vocabulary growth.

Reference: *Reading for Academic Success*, Richard Silver



Reader's Toolbox

Tool 14: Vocabulary Notebook

Student Name:

Class:

Due Date:

Reading Assignment:

I can use this tool:

- ▶ Before I read
- ▶ While I read
- ▶ After I read

This tool will help me:

- ▶ Learn new words
- ▶ Summarize what I read
- ▶ Compare information and ideas

How I use this tool:

1. As I read a selection of text I identify terms that I know, might know, or don't know. I use the symbols. + ? - to represent each type
2. I select some of the words I don't know to add to my vocabulary notebook. I try to develop my own definition before I look it up in the dictionary or glossary.. I use my prior knowledge, context clues, and knowledge of word structure (root words, prefixes, and suffixes) to help me unlock the unknown words..
3. I find a definition of the term in dictionary or glossary that fits the context of the way the word was used in the reading selection.
4. I compare my definition to the dictionary definition of the term. I think about how close I was to getting the meaning correct? I consider what was similar or different about my definition to the dictionary definition of the term? I think about what I learned about the meaning of the word?

Word	My definition	Dictionary definition	Comparison

Here's something I learned by using this tool:



Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment

Tool 14: Vocabulary Notebook

I can use this tool:

- ▶ Before I read
- ▶ While I read
- ▶ After I read

This tool will help me:

- ▶ Learn new words
- ▶ Summarize what I read
- ▶ Compare information and ideas

Word	My definition	Dictionary definition	Comparison



Teacher's Toolbox

Tool 15: Skim and Scan

Class:

Unit:

Date:

Source Reading

Use this tool:

- ▶ Pre-reading
- ▶ While reading
- Post-reading

This tool will help my students:

- Define
- ▶ Summarize
- Compare

How to use this tool:

The skim and scan strategy helps students quickly preview readings to develop a better sense of text format and to thoughtfully set their own purpose for reading.

1. Give students an expository reading assignment such as the chapter of a textbook.
2. Have students skim the reading, an activity like preview in “Three Things I’d Like to Know” (Tool 8), scanning the titles, headings, sub-headings, visuals, typeface, first and last paragraphs.
3. Use the form to gather initial thoughts and impressions about the reading in the First Impressions column.
4. Ask students to recall several facts that they used to generate their first impressions. Put these facts in the First Facts column
5. Have students review their first two columns and then decide what questions they think the chapter will answer. List those in reading purpose question column.

First Impressions	First Facts	Reading Purpose Questions

To Increase Rigor and Relevance:

1. Allow students to compare forms and discuss how their ideas are similar or different. Also discuss why their thinking is different and whether it is equal. Ask them to explain what it was in the text that generated their impressions of the reading.
2. Have students revise their responses after reading the assignment.
3. Ask students to evaluate the author’s success at effectively communicating their main ideas to the reader.

Reference: *Tools for Teaching Content Literacy*, Janet Allen

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For more resources: "Content Reading Strategies that Work" | www.edteck.com/read



Reader's Toolbox

Tool 15: Skim and Scan

Student Name:

Class:

Due Date:

Reading Assignment

I can use this tool:

- ▶ Before I read
- ▶ While I read
- ▶ After I read

This tool will help me:

- Learn new words
- ▶ Summarize what I read
- Compare information and ideas

How I use this tool:

1. Before I read an assignment, I skim the reading by scanning the titles, headings, sub-headings, visuals, typeface, first and last paragraphs.
2. I use a form to gather my initial thoughts about the reading in the First Impressions column.
3. As I reflect on my first impressions I will generate several facts that I picked up from the skimming. I put these facts in the First Facts column
4. I review the first two columns to decide what important questions I think will be answered by reading the chapter. I list those in reading Purpose Questions column.

First Impressions	First Facts	Reading Purpose Questions

Here's something I learned by using this tool:



Reader's Toolbox

Tool 15: Skim and Scan

Student Name:

Class:

Due Date:

Reading Assignment

I can use this tool:

- ▶ Before I read
- ▶ While I read
- ▶ After I read

This tool will help me:

- Learn new words
- ▶ Summarize what I read
- Compare information and ideas

First Impressions	First Facts	Reading Purpose Questions



Teacher's Toolbox

Tool 16: Progressive Summary

Class:
Unit:
Date:
Source Reading:

Use this tool:

Pre-reading

▶ While reading

▶ Post-reading

This tool will help my students:

Define

▶ Summarize

Compare

How to use this tool:

Summarization requires that the learner select main ideas and relevant, as opposed to irrelevant, supporting details. It is an essential step in comprehension and aids critical thinking and interpretation. This whole group model gives students practice in summarization, utilizes the power of multiple viewpoints and provides for clarification of thinking.

1. Select a paragraph from the text.
2. Read the first two sentences to the students and ask them to summarize them in 5 words or less. Record the group thinking so everyone has visual access.
3. Read the next two sentences and ask them to summarize the first four sentences in 10 words or less. Record the group thinking so everyone has visual access.
4. Continue reading any additional sentences to the class and ask them to summarize the entire paragraph in 15 words or less. Record the group thinking so everyone has visual access.
5. Evaluate the accuracy of the summaries.
 - a. Would someone else reading the summary understand the subject?
 - b. Does it convey the information accurately and fairly?

First two sentences in 5 words or less	
First four sentences in 10 words or less	
Paragraph in 15 words or less	

To Increase Rigor and Relevance:

1. Let the students work in teams using written material.
2. Turn the activity into a game with teams challenging each other to develop the shortest summaries. Could they fit it on a bumper sticker or T-shirt?
3. Ask students to summarize a selection for a typical reader at lower grade level.
4. "Publish" student summaries as newspaper or magazine reviews.

Reference: *Tools for Teaching Content Literacy*, Janet Allen



Reader's Toolbox

Tool 16: Progressive Summary

Student Name:

Class:

Due Date:

Reading Assignment:

I can use this tool:

Before I read

- ▶ While I read
- ▶ After I read

This tool will help me:

Learn new words

- ▶ Summarize what I read
- ▶ Compare information and ideas

How I use this tool:

Your teacher will read a paragraph to you one sentence at a time.

1. Listen to the first two sentences and summarize them in 5 words or less.
2. Listen to the next two sentences and summarize the first four sentences in 10 words or less.
3. Summarize the entire paragraph in 15 words or less.
4. Evaluate the accuracy of your summary.
 - a. Would someone else reading the summary understand the subject?
 - b. Does it convey the information accurately and fairly?

First two sentences in 5 words or less	
First four sentences in 10 words or less	
Paragraph in 15 words or less	

Here's something I learned by using this tool:



Reader's Toolbox

Tool 16: Progressive Summary

Student Name:

Class:

Due Date:

I can use this tool:

Before I read

▶ While I read

▶ After I read

This tool will help me:

Learn new words

▶ Summarize what I read

Compare information and ideas

Paragraph #1	
First two sentences in 5 words or less	
First four sentences in 10 words or less	
Paragraph in 15 words or less	
Paragraph #2	
First two sentences in 5 words or less	
First four sentences in 10 words or less	
Paragraph in 15 words or less	
Paragraph #3	
First two sentences in 5 words or less	
First four sentences in 10 words or less	
Paragraph in 15 words or less	



Teacher's Toolbox

Tool 17: Sort and Select

Class:

Unit:

Date:

Source Reading

Use this tool:

- ▶ Pre-reading
- ▶ While reading
- ▶ Post-reading

This tool will help my students:

- ▶ Define
- ▶ Summarize
- ▶ Compare

We typically ask students to take someone else's classification system and thoughtfully apply it. We rarely ask students to generate a classification system of their own. Creating categories gives them a chance to assert their intellectual independence and address questions such as: "Of what use is the classification system?" and "What does it enable us to do or see?"

How to use this tool:

1. Identify the reading assignment and discuss its purpose.
2. Ask students to read the assignment and then develop a list of important words or ideas from the reading.
3. Have students group words into categories that they then name and provide reasons for the groupings.
4. Encourage students to add additional words to the groupings.

Words from assigned reading to be classified:		
Words in Group 1	Words in Group 2	Words in Group 3
A title for this group of words	A title for this group of words	A title for this group of words
Why these words are grouped together	Why these words are grouped together	Why these words are grouped together

To Increase Rigor and Relevance:

1. Allow students to work in groups and negotiate categories.
2. Have different groups compare and explain their classification systems.
3. Introduce new words and have students adapt their classification systems to include them.

Reference: *Reading Strategies in the Content Areas*, ASCD



Reader's Toolbox

Tool 17: Sort and Select

Student Name:

Class:

Due Date:

Reading Assignment

I can use this tool:

- ▶ Before I read
- ▶ While I read
- ▶ After I read

This tool will help me:

- ▶ Learn new words
- ▶ Summarize what I read
- ▶ Compare information and ideas

How I use this tool:

1. Your teacher will identify a reading assignment give you a chance to discuss its purpose.
2. Read the assignment and then create a list of word or ideas that were important to your understanding of the reading.
3. See if you can sort words into smaller groups.
4. Give each group a title, and give a reason for why you grouped the words this way.

Words from assigned reading to be classified:		
Words I'll put in Group 1	Words I'll put in Group 2	Words I'll put in Group 3
My title for group 1	My title for group 2	My title for group 3
Why I grouped these words together	Why I grouped these words together	Why I grouped these words together

Here's something I learned by using this tool:



Teacher's Toolbox

Tool 18: Comparison Matrix

Class:
Unit:
Date:
Source Reading:

Use this tool:

- Pre-reading
- While reading
- ▶ Post-reading

This tool will help my students:

- Define
- ▶ Summarize
- ▶ Compare

How to use this tool:

This tool helps students classify information by identifying graphically the similarities and differences among items. The matrix supports the student's analysis of items, identification of characteristics, or attributes, and organization of the resulting information.

1. Introduce the matrix and explain each element and guide students through a sample version of the matrix using familiar information.
2. Assign students a set of items to be compared. Include the characteristics they should consider.
3. Guide them through the process describing the characteristics of each item being compared. Note similarities or difference among items.
4. Ask students to write a concluding statement about what they learned through their comparison and invite students to share the results of their comparisons.

Characteristics	Items to be compared		
	Item 1	Item 2	Item 3
Characteristic 1			
Characteristic 2			
Characteristic 3			
Similarities or difference:			
Conclusion			

To Increase Rigor and Relevance:

1. Scaffold the experience by allowing students some discretion or choice to select items and or characteristics.
2. Modify into a decision-making exercise. Substitute criteria for characteristics and options for items. Students will need to decide if all criteria are of equal importance.
3. Challenge them to find a way to quantify their comparisons. Have them develop a rating scale or rubric.

Reference: *A Handbook for Classroom Instruction That Works*, Robert Marzano



Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

Tool 18: Comparison Matrix

I can use this tool:

Before I read

While I read

▶ After I read

This tool will help me:

Learn new words

▶ Summarize what I read

▶ Compare information and ideas

How I use this tool:

This tool helps me organize information about the items or events I am comparing.

1. My teacher has guided me through a sample version of the matrix.
2. I will need to gather the information that explains how each characteristic applies to each item.
3. I will note the similarities and difference that I find in my comparisons.
4. When I have gathered all my information, I will write a conclusion that summarizes my comparison.

Characteristics of items	Items I will compare		
	Item 1	Item 2	Item 3
Characteristic 1			
Characteristic 2			
Characteristic 3			
Similarities or difference that I found:			
My conclusion			

Here's something I learned by using this tool:



Reader's Toolbox

Student Name:

Class:

Due Date:

Reading Assignment:

Tool 18: Comparison Matrix

I can use this tool:

Before I read

While I read

▶ After I read

This tool will help me:

Learn new words

▶ Summarize what I read

▶ Compare information and ideas

Characteristics of items	Items I will compare		
	1	2	3
1			
2			
3			
Similarities or difference that I found:			
My conclusion:			