Archived Information

# Targeted Instruction for Struggling Readers

## A Framework for Providing Remedial Reading Instruction

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**It is not enough to teach secondary students how to compensate for their reading difficulties. Although accommodations are important for the content areas, effectively teaching these students to read is essential for their academic and future success.**

Spear-Swerling & Sternberg, 1996

# Challenges for Secondary Schools

- Finding the time to provide targeted reading instruction
- Finding time to plan and evaluate instruction
- Providing instruction to students who have experienced multiple failures and who display a range of reading difficulties

# Goals

- Discuss guidelines for targeted reading instruction
- Practice word analysis strategies
- Practice instruction for fluent reading

# Major Considerations for Reading Instruction

- Students' needs
- Time for instruction
- Teacher
- Teacher/student ratio
- Reading curriculum
- Components of reading instruction

# Students' Needs

- **Identify the reading problems of each student**
- **Remember: students demonstrate wide variations in reading difficulties.**
- **Begin with comprehension and continue diagnosing to find the range of difficulties**
  - Comprehension difficulties
    - Vocabulary and background knowledge need to be determined during all instruction
  - Fluency
  - Word identification

# Time for Intensive Reading Instruction

- 45 to 90 minutes, depending upon student reading needs
- Time also needed to teach state's reading/language arts standards

# Curriculum

- Based on students' needs
- Respectful of student age and interests
- Materials at instructional and independent reading levels
- Instruction in comprehension strategies
- Effective instructional approaches
- Instruction that facilitates transfer to other content and situations
- Ways to motivate students
- Ways to monitor student progress

# Reading Components

- Word analysis
- Fluency
- Vocabulary
- Comprehension
- Spelling
- Composition

# Instructional Approaches for Secondary Struggling Readers

- Systematic coverage of reading components
- Scaffolded by sequencing from easier to more difficult and from “old knowledge” to new knowledge
- Diagnostic
- Explicit
- Frequent opportunities for students to respond and participate
- Guided practice with feedback
- Frequent and planned review that leads to more difficult applications

# Progress Monitoring

- **Ongoing, specific, and sensitive to growth**
- **Engagement of secondary students in their own progress monitoring**
  - Helps students identify their strengths and needs
  - Motivates students
  - Helps students become their own advocates
- **Measurable goals and objectives that reflect normal achievement**
- **Data used to make instructional decisions**

# Progress Monitoring (cont.)

- Formal and informal assessments are appropriate if sensitive to growth
- Short measures that are indicators of comprehension or word analysis are appropriate
- Error analysis of oral reading
- Check lists
- Oral reading fluency
- Cloze or Maze

# Check List

| | Mastered | Need to Review | Mastered |
|---|---|---|---|
| Beginning word parts | | | |
| Ending word parts | | | |
| Underline vowel sounds | | | |

# Examples of Instruction – Word Parts at the Beginning of Words

- **Word list for instruction**
  - insert
  - immediate
  - compare
- **We are going to read word parts that come at the beginning of words.**
- **Point to the first word in the box. The word is** *permit*. **What word? Point to the circled part. The part is /per/. What part?**
- **Continue through list.**

Archer, A., Gleason, M., Vachon, V. (2000). Reading Excellence: Word Attack and Rate Development Strategies. Teacher's Guide. Sopris West. Material used with Permission of Sopris West Educational Services, REWARDS by Anita Archer. Copyright 2000.

# Word Parts at the Beginning of Words (cont.)

- 1. in com ab mis dis in
- 2. im mis ad im ab com
- Point to the first word part in Line 1. What part?
- Next?
- Next? Etc.
- Point to the first word part in Line 2. What part?

Archer, A., Gleason, M., Vachon, V. (2000). Reading Excellence: Word Attack and Rate Development Strategies. Teacher's Guide. Sopris West. Material used with Permission of Sopris West Educational Services, REWARDS by Anita Archer. Copyright 2000.

# Example of a Fluency Lesson

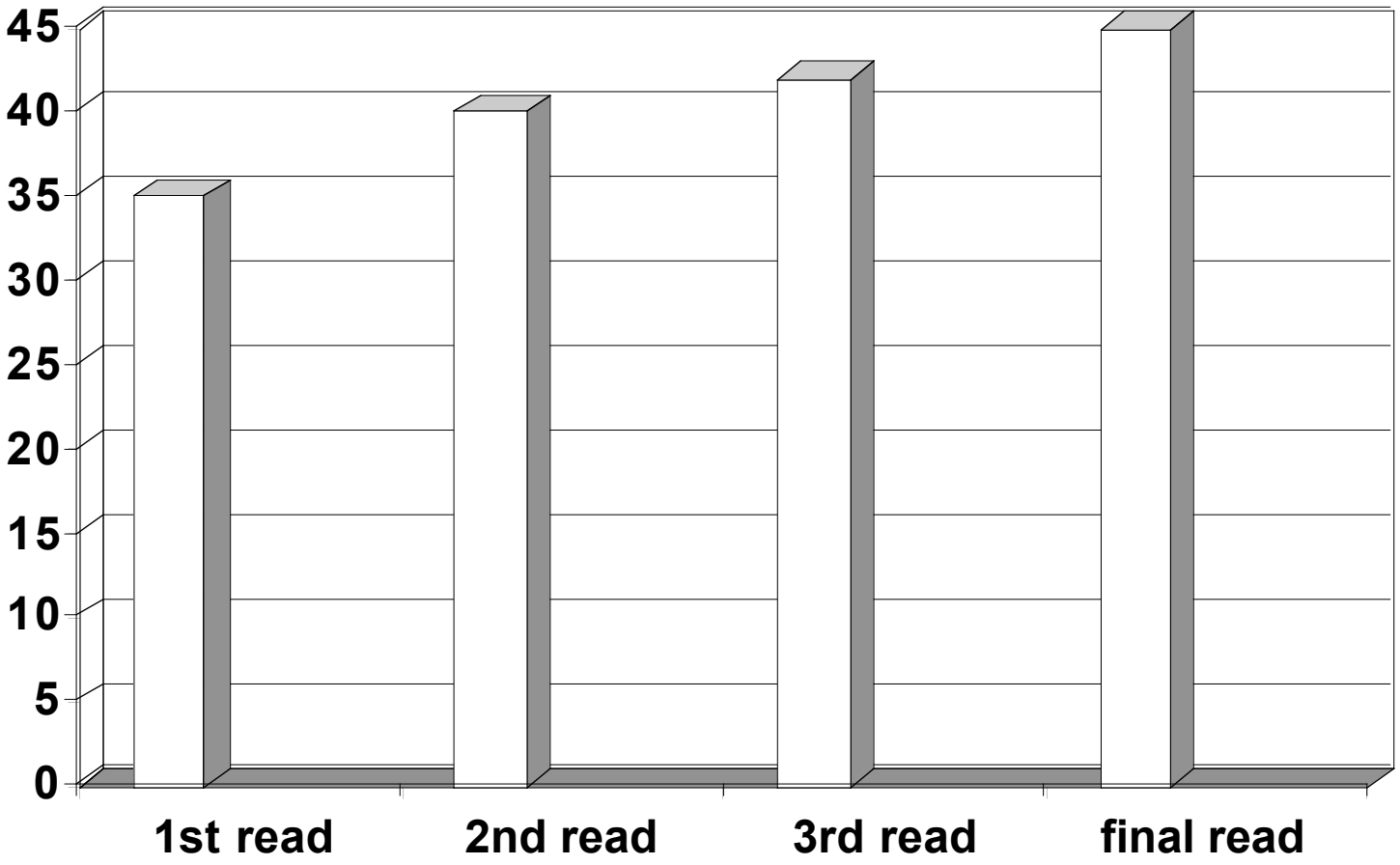
- Partner reading (stronger reader/poorer reader) or listen to tape of effective reader
- Repeated reading (can be several times)
- Independent level of poorer reader
- One-minute timed reading
- Stronger reader reads first to model better reading
- Poorer reader reads/stronger reader provides corrective feedback

# Example of a Fluency Lesson

- Teacher models fluent reading from passage students will not read
- Student or teacher selects a passage at student's independent or instructional level
- Student reads for one minute; teacher times and teacher records words the student does not know
- Student graphs words read correctly on first read
- Teacher works with student on missed words
- Student practices reading with an audio tape of good reading of passage
- Teacher has student read one minute; student graphs number of correct words
- Repeat for 1 – 2 more readings and graphing

Honig, Diamond, & Gutlohn, pp.11.22-11.23

# Example of a Fluency Lesson (cont.)

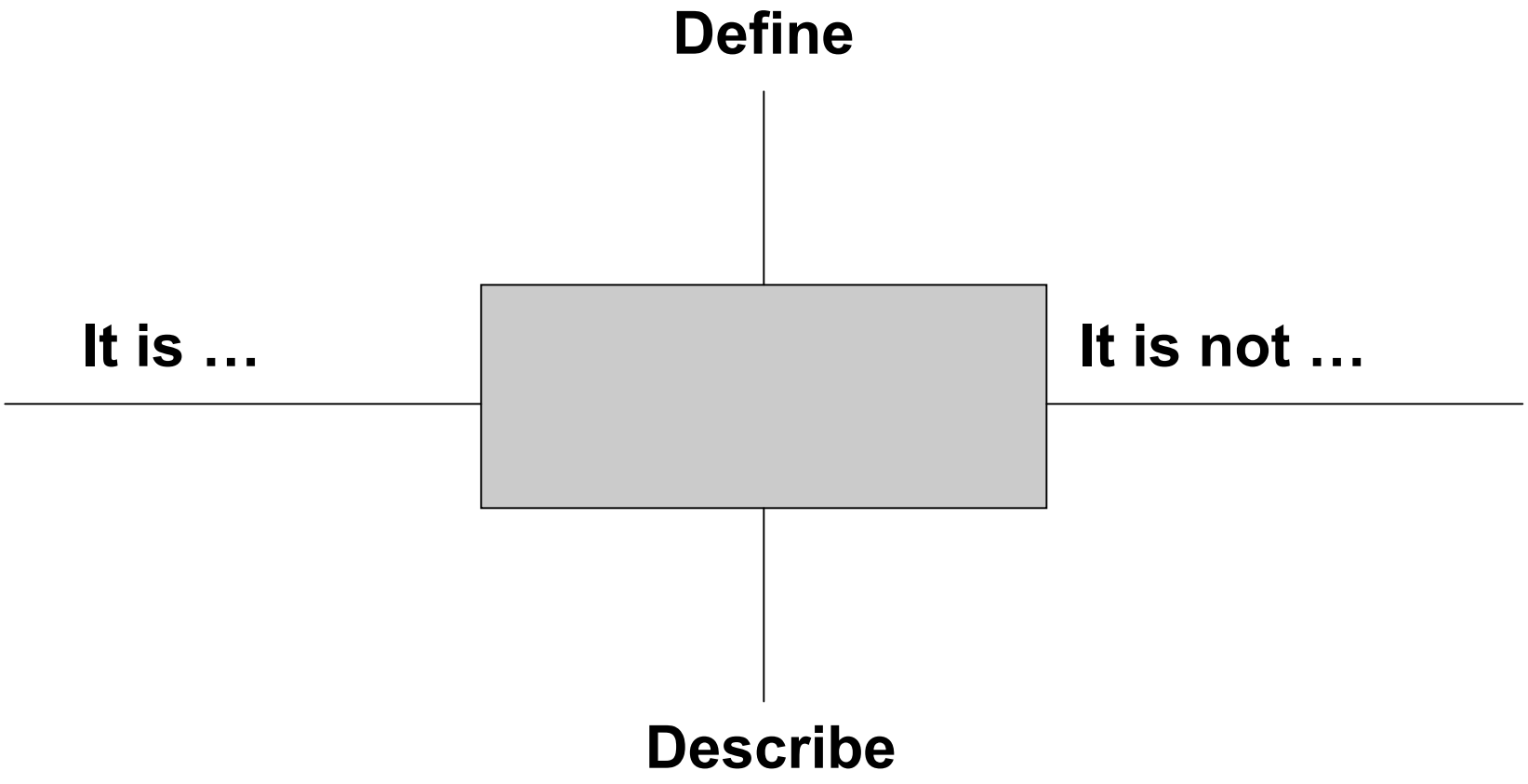


# Example of a Vocabulary Lesson

- Use explicit instruction
- Introduce in related clusters
- Use student-friendly explanations
- Use definitions and contextual examples
- Stress connections among related terms (charts, diagrams)
- Engage students in dialogue using vocabulary words
- Review periodically

Beck, McKeown, Kucan, 2002
McKenna, 2002

# Example of a Vocabulary Lesson



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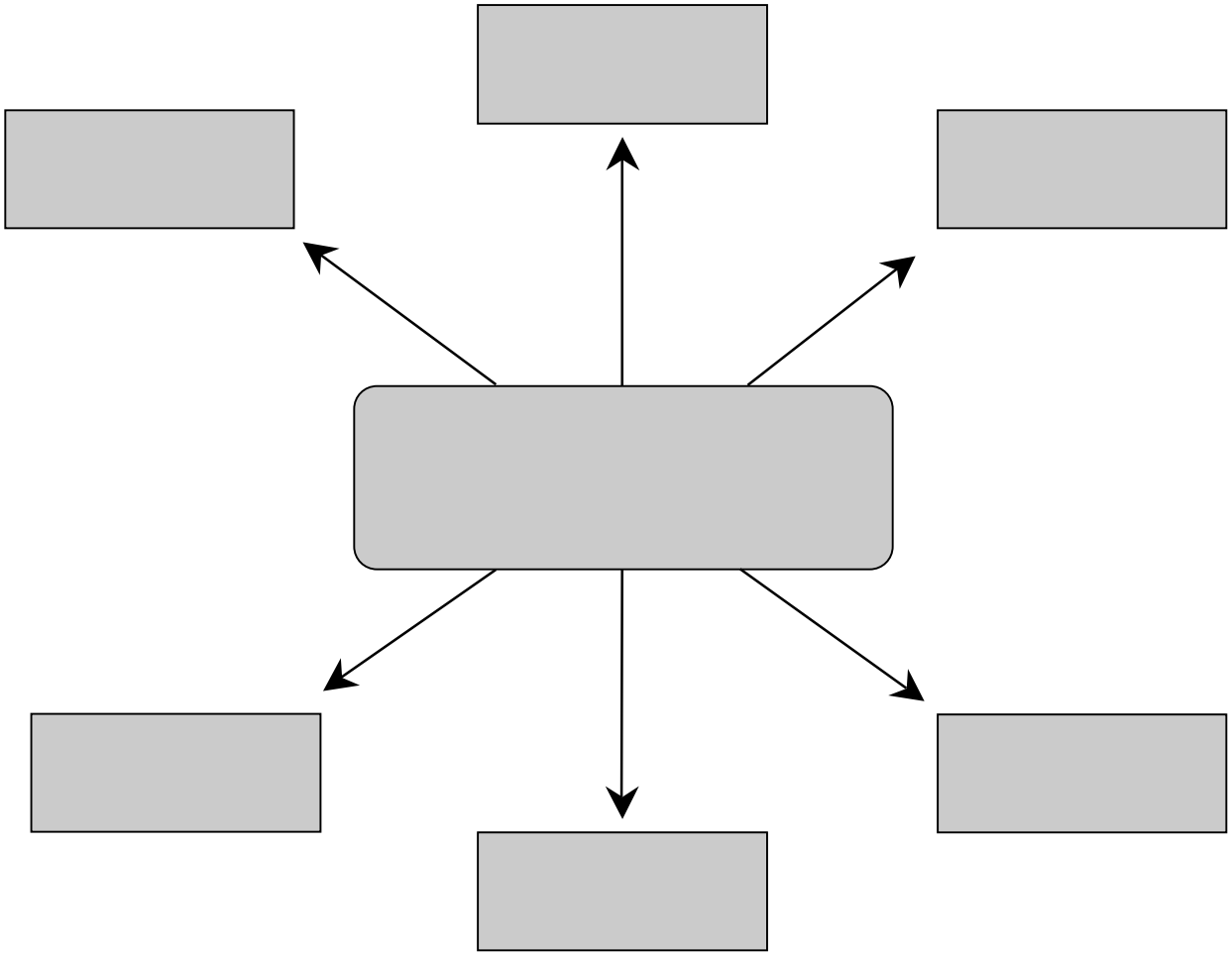

Vocabulary Strategies in *Help for Struggling Readers* by Michael C. McKenna. © Copyright 2002 by the Guilford Press. Reprinted with permission.

# Example of a Comprehension Lesson

- **Model within context of unit**
- **Teach when to use**
- **Teach to self-monitor**
- **Provide scaffolds for using the strategy**
  - Check list of steps
  - Graphic organizer
- **Provide guided practice and feedback**
- **Provide opportunities to apply during other units of study**


- **Dickson, Collins, Simmons, Kameenui 1999**
- **Dickson, Simmons, Kameenui, 1999**
- **Scanlon, Deshler, & Schumaker, 1996**

# Example of a Comprehension Lesson Using Text Structure

- **Introduce the Strategy**
  - Have students open content area text to what they are studying or reading in that class.
  - Explain that expository text has headings, subheadings, maps, illustrations, and other graphics that help clarify the text.
  - Have students skim to find text features.
  - Have students find bold face headings and subheadings and explain that they provide clues.
  - Think aloud using the headings and subheadings of the text.
  - Read aloud and think aloud testing your ideas of the clues from the headings and subheadings.

Honig, Diamond, Gutlohn, 2000, pp.18.5-18.6 (paraphrased)
Scanlon, Deshler, & Schumaker, 1996

# Using Text Structure (cont.)

- Model finding the key information
- Model making a graphic organizer of the key information using the text structure to help determine the graphic organizer

Scanlon, Deshler, & Schumaker, 1996

# Follow-Up: Implementation in the Classroom

- Identify one strategy that you heard about today to implement in your classroom
- Develop a plan, needed resources, etc.