

Connected Workshops™
Face to Face Professional Development for Educators

Strategies for Struggling Readers Workshop

Grades 4-8

By Classroom Connect



Classroom Connect is an award-winning provider of professional development programs and online instructional materials for K-12 education. The company is devoted to helping teachers become better teachers by engaging them in their own learning and inspiring positive change in the classroom. Headquartered in Brisbane, CA, Classroom Connect is part of Harcourt Education, a global education provider serving students and teachers in PreK through grade 12, adult learners, and readers of all ages.

Agenda

Workshop Objective: Strategies for Struggling Readers, Grades 4-8

This workshop will expose participants to research-based procedures for teaching students decoding, fluency, vocabulary, and text comprehension strategies that can be applied across grades 4-8. Each strategy will be introduced, modeled, and practiced during the workshop. We will also look at a variety of Internet resources that will support reading instruction.

Part 1:

Cuing Structures, Vocabulary, and Online Resources

Workshop Icebreaker → Reading By Numbers

Cuing Structures

Classroom Poster → Set Your Reading Purpose

Academic Vocabulary

Integrating Online Resources → Creating a Hotlist

Part 2:

Modeling Strategies

Prediction

Think Aloud

Visual Representation

Summarization

Questioning the Author

Popcorn Reading

Read Aloud

Reading Buddies

SSR: Sustained Silent Reading

Directed Notes

Vocabulary Building

Highlighting

Paired Partner Reading

Tape-Assisted Reading

Chunking

SFSR Action Plan Sheet

Reflect and Apply

Workshop Evaluations

Strategies for Struggling Readers: Reading By Numbers

Directions: Match the reading fact on the left with its statistic on the right. Complete #6 with the correct number of years next to “f”. Signal when finished. Find a colleague with the same number of years taught as you. Find out a reading strategy they have used that has worked in their classroom. Be Ready to Share!

| | |
|--|----------------|
| _____1. A 9-year-old fourth grader should be reading how many words per minute? | a. Less than 1 |
| _____2. This percentage of elementary students nationwide have significant problems learning to read. | b. About 20 |
| _____3. This percentage of poor readers nationwide are from college-educated families. | c. About 25 |
| _____4. This percentage of adults nationwide lack the basic literacy skills required in a typical job. | d. About 33 |
| _____5. This is the percentage of words that good readers skip as they read. | e. About 90 |
| _____6. The number of years you have taught | f. _____ |

Source: Teaching Reading IS Rocket Science, www.aft.org/pubsreports/downloads/teachers/rocketsci.pdf

Reading Strategy Shared from a Colleague:

PART ONE
Strategies for Struggling Readers
Cuing Structures, Vocabulary, and Online Resources

Strategies for Struggling Readers

Purpose is Paramount!!!

| Good Readers... | Struggling Older Readers... |
|--|--|
| ✓ Set a Purpose for their Reading | ✓ Missed Early Reading Instruction |
| ✓ Scan Text Before Reading | ✓ Lack Metacognitive Strategies |
| ✓ Make Predictions | ✓ Lack Adults Who Model Reading |
| ✓ Question Meanings As They Read and Determine Unfamiliar Word Meaning | ✓ Possess Limited Word Study and Spelling Skills |
| ✓ Vary Strategies For Different Text | ✓ Have No Available Texts at their Reading Level |
| ✓ Have Fun with Reading | ✓ Have Limited History of Reading Success |

Helping Readers Understand Text

Surface Cuing Structures → Grades 1-4

Primary emphasis: decoding and fluency

1. Graphophonic cues: relate to letters and the sounds associated with them
2. Lexical cues: relate to words and instantly recognize words, sight reading
3. Syntactic cues relate to how text and sentences sound when read.

Deep Cuing Structures → Grades 5-12

Primary Emphasis: purpose, meaning and making sense of content

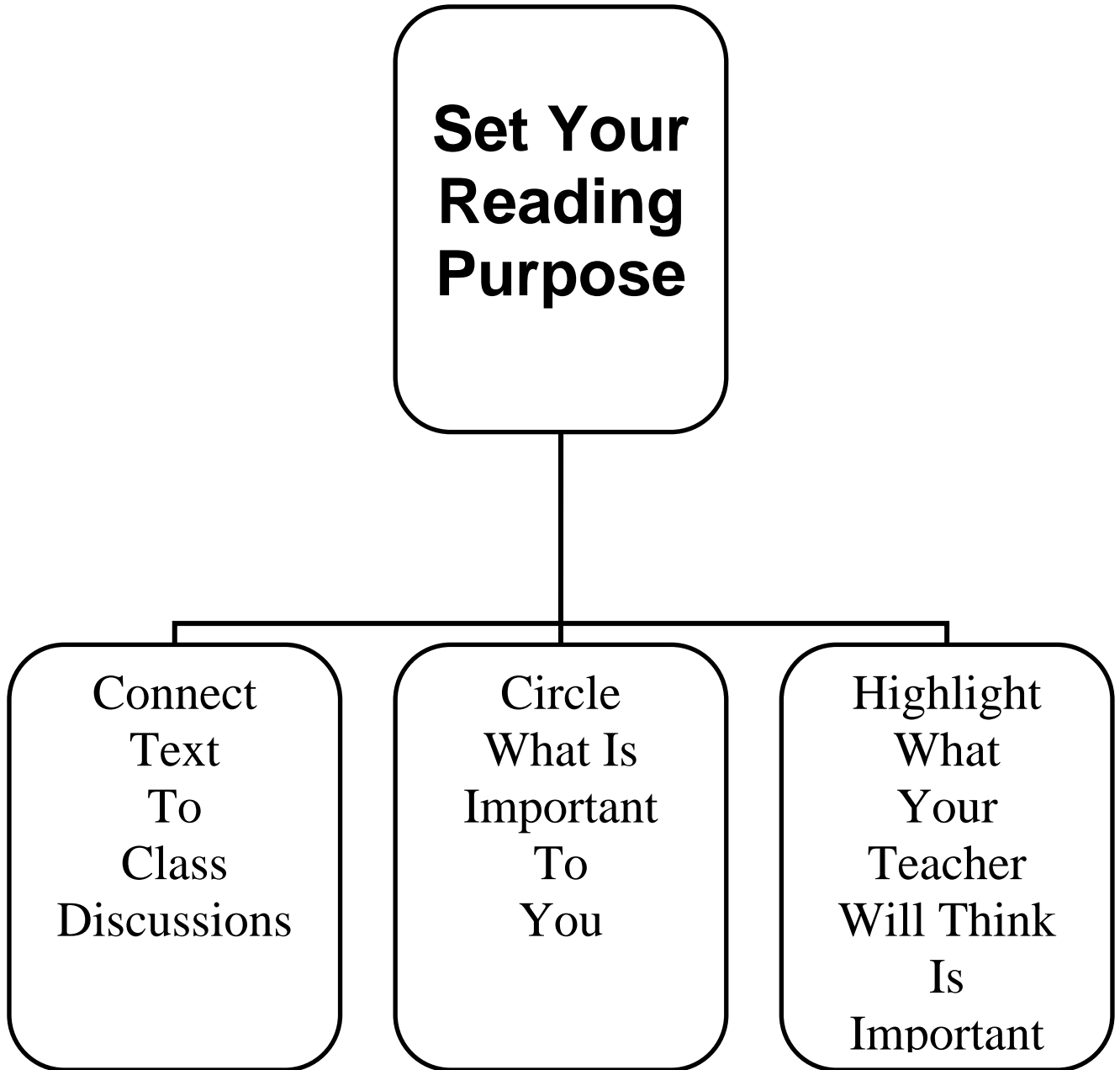
These are the methods to understand more difficult text. They include 1-3 above and:

4. Semantic cues: determines meaning
5. Schematic cues: recognizes a reader's prior knowledge and/or personal experiences
6. Pragmatic cues: involves evaluating what is important to the reader and interpreting abstract content.

If all systems work, then understanding is achieved. However, like the space shuttle which has many different systems and functions, if one cuing strategy is non-functioning, then meaning is compromised. Students who struggle may rely too heavily on one or two strategies and miss the main idea or details of a passage.

They may read quickly but not remember. They may struggle with words but remember knowledge-level facts. They may pick out main idea but not appreciate tone or nuance or symbolism. They may read the words of a textbook but not be able to connect to anything in their prior understanding. They may finish the text but not have a purpose for their reading.

Strategies for Struggling Readers Classroom Poster



Strategies for Struggling Readers Hotlist Template

A comprehensive database of customized resources is ready for you at the Reading PDP website: <http://twi.classroom.com/workshops/sdp/>

Let's investigate these links under the "Reading Resources" tab and create Hotlist for you to use in your classroom.

Directions: To create a Hotlist file:

1. Go to the webpage of your choice
2. Highlight the address, click CTRL + C
3. Go to a new word processing file, type the word "Location" and click CTRL + V to paste the link in the word document.
4. Type the title of the webpage underneath the link.
5. NOTE: If the link does not automatically change to blue/underline, click the space bar.
6. Remember to save your file.

Example:

Location: <http://twi.classroom.com/workshops/sdp/>

Title: **Reading PDP file**

Location: <http://www.microsoft.com/reader/default.asp>

Title: **Microsoft Reader**

Location: <http://www.readwritethink.org/>

Title: **Read, Write and Think**

Location:

Title:

Location:

Title:

Location:

Title:

Location:

Title:



PART TWO

Strategies for Struggling Readers

Modeling Strategies

Prediction
Think Aloud
Visual Representation
Summarization
Questioning the Author
Popcorn Reading
Read Aloud
Reading Buddies
SSR: Sustained Silent Reading
Directed Notes
Vocabulary Building
Highlighting
Paired Partner Reading
Tape-Assisted Reading
Chunking

Strategies for Struggling Readers

Modeling Strategies

Strategies for Struggling Readers Action Sheet

| ACTUAL STRATEGY OBSERVED | HOW CAN I USE THIS IN MY CLASSROOM? | PLAN FOR ACTION |
|--------------------------|-------------------------------------|-----------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Reflect and Apply

Reflect and discuss how these reading strategies may benefit your students. What adjustments, if any, will you need to make?

Resources and References:

Comprehension Instruction: What Makes Sense Now, What Might Make Sense Soon.

Michael Presley, http://www.eric.ed.gov/sitemap/html_0900000b8000606e.html

Making a Difference Means Making It Different: Honoring Children's Rights to Excellent Reading Instruction.

A position paper of the International Reading Association, 2000.

Putting Reading First, <http://www.nifl.gov/partnershipforreading/publications/PFRbookletBW.pdf>

Teaching All Students to Read.

<http://www.fcrr.org/Interventions/pdf/teachingAllStudentsToReadSummary.pdf>

Teaching Reading IS Rocket Science www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf

Tovani, Cris. I Read it, but I Don't Get it: Comprehension Strategies for Adolescent Readers.

Portland, ME: Stenhouse, 2000.

Web Resource: Philadelphia PDP

<http://twi.classroom.com/workshops/sdp/resources.htm>

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