When older readers struggle…

What to do!

Laura A. Gonzalez & Marla Martin
Literacy Strategies for Struggling Adolescent Readers

Visit our website:
http://commoncore.tcoe.org
Learners need enormous amounts of time for actual reading.

A mountain of research supports the notion that teachers who teach reading and writing successfully provide their students with substantial time for actual reading and writing. Richard Allington reports that exemplary teachers of reading have their students actually reading and writing for as much as half the school day, whereas in typical classrooms, it is not unusual to find kids reading and writing for as little as 10% of the day.  

Lucy Calkins, 2015
California says...

“...elementary and secondary schools are also responsible or ensuring that all students become broadly literate.”

“Educators develop students’ broad literacy by ensuring that students read widely, in part through the implementation of an independent reading program and by reading aloud.”

CA English Language Arts/ English Language Development Framework 2014
What to do!
**Pre-Reading Strategies**

Activating Prior Knowledge- APK

KWL 2.0


imagesfactory.info
Pre-Reading Strategies

Text Graffiti

POSSIBLE WAYS TO GRAFFITI A TEXT

When you get to a new text, you could:

- Write what you think the text might mean...
  - What information does the text tell us about the plot?
  - What kind of characterization does the line give us?
  - What might happen in a setting like this?
  - Is this line maybe related to the theme? How?
  - What kind of conflict would a line like this be describing?

- Write a response to someone else’s graffiti thoughts.

- Draw a representation of what you think the line might be talking about.

- Make a personal connection to the line...what does it remind you of that you know about in your life or in the world.

- Explain what the line makes you wonder about the story.

- Write a prediction about the story the line makes you have.

Anything else??????
Respond to the Text

What does it make you think?

Do you have a connection? What is it?

Does it invoke a feeling? What does it make you feel?

Respond to others' writing—think, feel, connection?
Pre-Reading Strategies

Anticipation Guide-

1. Identify the major ideas presented in the reading.
2. Consider what beliefs your students are likely to have about the topic.
3. Write general statements that challenge your students' beliefs.
4. Require students to respond to the statements with either a positive or negative response.
### Anticipation Guide - (examples)

<table>
<thead>
<tr>
<th>Statements</th>
<th>What I think</th>
<th>What the text says</th>
<th>Evidence from the text</th>
</tr>
</thead>
<tbody>
<tr>
<td>The earth travels around the sun once per year.</td>
<td>True</td>
<td>True</td>
<td>Text says that’s the definition of a year.</td>
</tr>
<tr>
<td>The amount of energy the earth receives from the sun varies significantly at different points in the earth’s orbit.</td>
<td>True</td>
<td>True</td>
<td>Text says earth gets the same energy from sun year round.</td>
</tr>
<tr>
<td>When it is summer in the northern hemisphere, it is winter in the southern hemisphere.</td>
<td>True</td>
<td>True</td>
<td>Say seasons north and south are opposite.</td>
</tr>
<tr>
<td>The axis of the earth’s rotation is perpendicular to the plane of the earth’s orbit around the sun.</td>
<td>True</td>
<td>True</td>
<td>Yes - text says earth is tilted 23.5 degrees.</td>
</tr>
</tbody>
</table>
Strategies **During Reading**

**Say Something**-

**Summary**-during and/or after

(Somebody wanted ___ But ___, so ___, *then _____*)
<table>
<thead>
<tr>
<th>SOMEBODY</th>
<th>WANTED</th>
<th>BUT</th>
<th>SO</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Evil Queen</td>
<td>To be the fairest in all the land</td>
<td>Her step-daughter, Snow White, was fairer</td>
<td>She ordered the huntsman to kill Snow White</td>
</tr>
<tr>
<td>The Huntsman</td>
<td>To obey the Queen by killing Snow White</td>
<td>He has a change of heart</td>
<td>He lets Snow White free in the woods</td>
</tr>
<tr>
<td>Snow White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The 7 Dwarfs</td>
<td></td>
<td></td>
<td>You try</td>
</tr>
</tbody>
</table>

You try
Strategies During Reading

Think aloud-

- I was surprised when...
- I wonder...
- Why did ___ (do/say) ____?
- Did the character really …?
- The most important point is ____
- What just happened?
**Strategies During Reading**

**Double Entry Journal**

Name  
Topic  

As you read the text, select a few phrases that you find meaningful or interesting. Write each phrase in the first column below, then write your reaction (a comment, question, connection made, or analysis) each quote in the second column.

<table>
<thead>
<tr>
<th>Page in text</th>
<th>From the text</th>
<th>My thoughts</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Strategies During Reading

Question the Author-
Strategies During Reading

Interacting with Text -

Fisher & Frey; Beers & Probst
Strategies During Reading

Concept Map-

Non-Fiction Text

Fiction
Strategies During Reading

R.A.F.T.

Role-Who are you as the writer? Perspective?

Audience-To whom are you writing?

Format-In what format are you writing?

Topic-What are you writing about?
You try it

Role- You are a literacy expert

Audience- Teachers

Format- Tweet

Topic- Supporting struggling readers
Post reading strategies (After reading…)

Inquiry Chart- (for research)

<table>
<thead>
<tr>
<th>Name</th>
<th>Topic</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What We Know</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Other Interesting Facts</th>
<th>New Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 1</td>
<td></td>
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<td>Source 2</td>
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<tr>
<td>Source 3</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Summaries</td>
<td></td>
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</tr>
</tbody>
</table>
**Post reading strategies**

### Story Map

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Title</td>
<td></td>
</tr>
</tbody>
</table>

#### Setting
- Where?
- When?

#### Main Characters

#### Problem

#### Event 1

#### Event 2

#### Event 3

#### Resolution
Post reading strategies (After reading...)

Retelling -

The Retelling Hand

1. Thumb
   - Main character(s)

2. 1st finger
   - Setting: where and when the story takes place

3. Middle finger
   - Problem: the problem in the story

4. Ring finger
   - Events: name at least three

5. Pinky
   - Solution to the problem
Text Reformulation - Take the text and transform it into a different type of text.

Ex. Take a narrative and write an informative piece about the narrative
### Post reading strategies (After reading…)

<table>
<thead>
<tr>
<th>Question</th>
<th>It Says…</th>
<th>I Say…</th>
<th>And So…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong>… Write the question (created or provided)</td>
<td><strong>Step 2</strong>… Find information from the text that will help answer the question.</td>
<td><strong>Step 3</strong>… Think about what you know about that information.</td>
<td><strong>Step 4</strong>… Combine what the text says with what you know to come up with the answer.</td>
</tr>
<tr>
<td><strong>Example:</strong> Why did Goldilocks break Baby Bear’s chair?</td>
<td>It says she sits in the baby chair but she is not a baby. She is a young girl.</td>
<td>Baby chairs aren’t very big. They’re for babies, but she is bigger, so she weighs more.</td>
<td>So she is too heavy for it and it breaks.</td>
</tr>
<tr>
<td><strong>Example:</strong> Six students share a pizza equally. The pizza has a diameter of 26 cm. What is the area of each slice?</td>
<td>It says that the pizza slices are equal and the diameter is 26 cm.</td>
<td>I know that the radius is half the size of the diameter. Formula is ( A = \pi r^2 ) to find.</td>
<td>Area of a circle = ( \pi r^2 )</td>
</tr>
</tbody>
</table>

Kylene Beers
Post reading strategies (After reading…)

Semantic Scales-

Goldilocks is…

well behaved  mischievous

Kylene Beers
Post reading strategies (After reading...)

“Save the last word for me”
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Marlam@ers.tcoe.org

Handouts can be found on this link

Visit our website: http://commoncore.tcoe.org