



# When older readers struggle...

## What to do!

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**Office of Education**

*Jim Vidak, County Superintendent of Schools*



# Literacy Strategies for Struggling Adolescent Readers



*Visit our website:*

<http://commoncore.tcoe.org>

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**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...

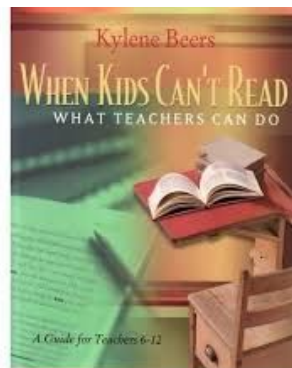
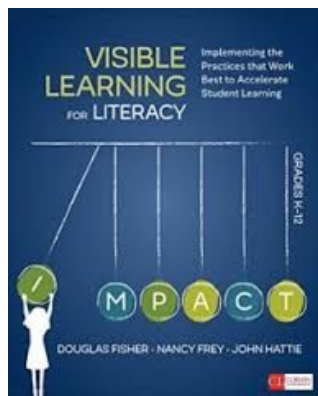
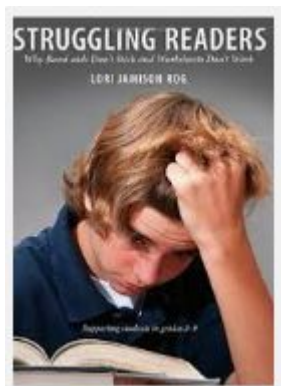
*“...elementary and secondary schools are also responsible for ensuring that all students become broadly literate.”*

*“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!



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**AdLit.org** all about **Adolescent Literacy** WETA

Resources for parents and educators of kids in grades 4-12

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Text Size: A A A Print BOOKMARK

# Pre-Reading Strategies

## Activating Prior Knowledge- APK

KWL 2.0

| KWL Chart - 21 <sup>st</sup> Century Style |                         |                    |                      |
|--|-------------------------|--------------------|----------------------|
| K  | W                       | H                  | L                    |
| What do I know?                            | What do I want to know? | How do I find out? | What have I learned? |
|  |                         |                    |                      |
|  |                         |                    |                      |
|  |                         |                    |                      |
|  |                         |                    |                      |
|  |                         |                    |                      |
|  |                         |                    |                      |
|  |                         |                    |                      |
|  |                         |                    |                      |

Name: \_\_\_\_\_

Wish To Know?

Know

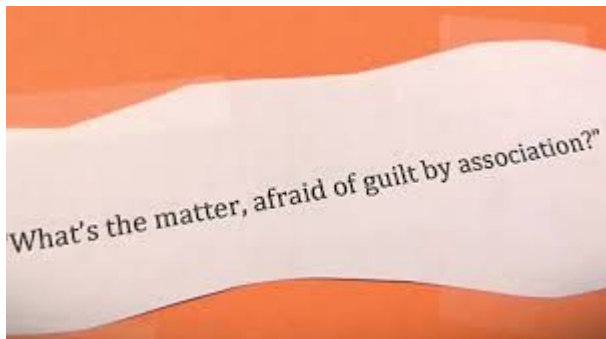
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imagesfactory.info

<http://www.techlearning.com/default.aspx?tabid=100&entryid=620>

# 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??????

## Text Graffiti cont...

### Respond to the Text

*What does it make 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?*



Name \_\_\_\_\_

Topic \_\_\_\_\_

Read each statement below. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree, and be prepared to share.

| Before Reading<br>Agree/Disagree | Statement/Question | After Reading<br>Agree/Disagree |
|----------------------------------|--------------------|---------------------------------|
|                                  | 1.                 |                                 |
|                                  | 2.                 |                                 |
|                                  | 3.                 |                                 |
|                                  | 4.                 |                                 |
|                                  |                    |                                 |
|                                  |                    |                                 |

# *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)

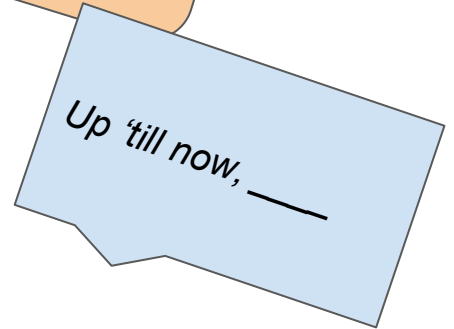
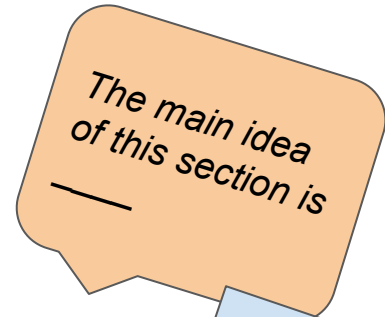
| BEFORE READING | Statements  | What I think |            | What the text says |       | Evidence from the text                                    |                             |
|----------------|---|--------------|------------|--------------------|-------|---|-----------------------------|
|                | The earth travels around the sun once per year.   | True         | False      | True               | False | Text says that's the definition of a year.                | are strong                  |
|                | The amount of energy the earth receives from the sun varies significantly at different points in the earth's orbit. | True         | False      | True               | False | Text says earth gets the same energy from sun year round. | a relationship              |
|                | When it is summer in the northern hemisphere, it is winter in the southern hemisphere.                              | True         | False      | True               | False | Say seasons north and south are opposite.                 | ch to do with               |
|                | The axis of the earth's rotation is perpendicular to the plane of the earth's orbit around the sun.                 | True         | False<br>? | True               | False | Yes - text says earth is tilted 23.5 degrees.             | fe rather than<br>action is |

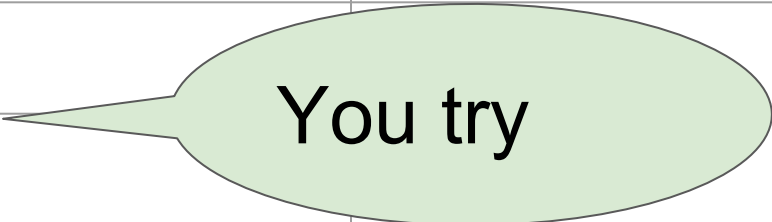
# Strategies *During Reading*

Say Something-

Summary-during and/or after

(Somebody wanted \_\_\_\_ But \_\_\_\_, so \_\_\_\_, *then* \_\_\_\_\_)



| <b>SOMEBODY</b> | <b>WANTED</b>   | <b>BUT</b>                                | <b>SO</b>                                   |
|-----------------|---|---|---|
| The Evil Queen  | To be the fairest in all the land   | Her step-daughter, Snow White, was fairer | She ordered the hunstman to kill Snow White |
| The Huntsman    | To obey the Queen by killing Snow White   | He has a change of heart                  | He lets Snow White free in the woods        |
| Snow White      |  You try |   |   |
| The 7 Dwarfs    |   |   |   |

# Strategies *During Reading*

Think aloud-

*I wonder...*

*I was surprised  
when...*

*Did the character  
really ...?*

*Why did \_\_\_\_ (do/say) \_\_\_\_?*

*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.

| Page<br>in text | From the text | My thoughts |
|-----------------|---------------|-------------|
|                 |               |             |
|                 |               |             |
|                 |               |             |
|                 |               |             |
|                 |               |             |

# **Strategies** ***During Reading***

Question the Author-

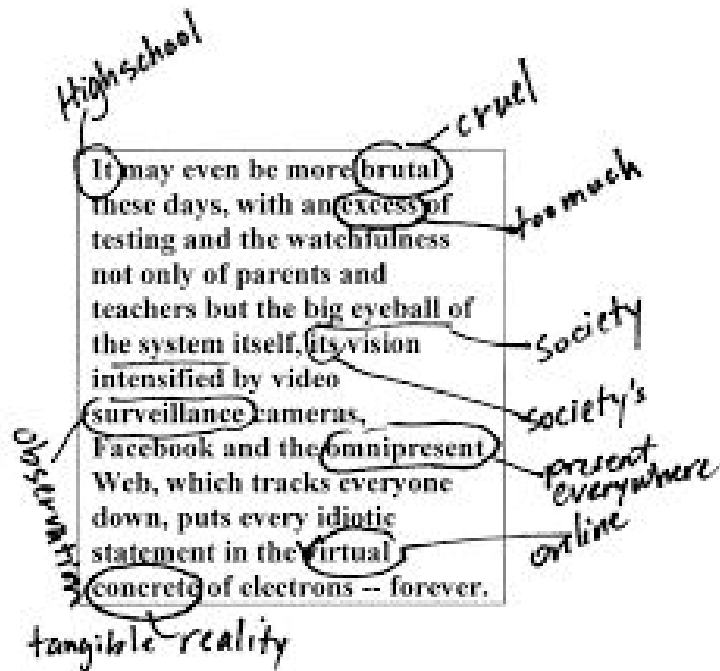


# Strategies During Reading

## Interacting with Text-



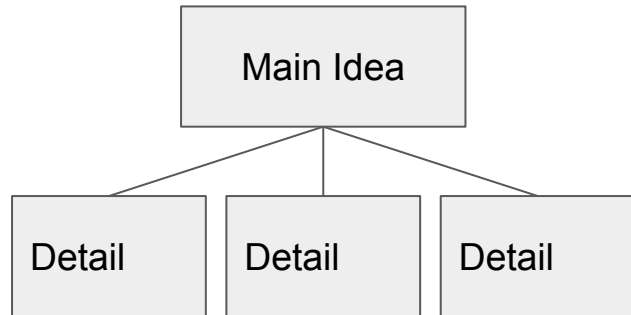
Fisher & Frey; Beers & Probst



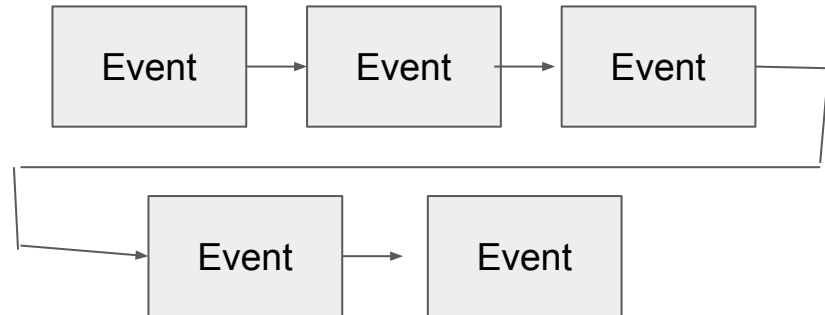


# Strategies *During Reading*

## Concept Map-



Non-Fiction Text



Fiction

# **Strategies** ***During Reading***

## **R.A.F.T.**



**R**ole- *Who are you as the writer? Perspective?*

**A**udience- *To whom are you writing?*

**F**ormat- *In what format are you writing?*

**T**opic- *What are you writing about?*

**R.A.F.I.**

***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)***

Name \_\_\_\_\_

Topic \_\_\_\_\_

|              | Question 1 | Question 2 | Question 3 | Question 4 | Other Interesting Facts | New Questions |
|--------------|------------|------------|------------|------------|-------------------------|---------------|
| What We Know |            |            |            |            |                         |               |
| Source 1     |            |            |            |            |                         |               |
| Source 2     |            |            |            |            |                         |               |
| Source 3     |            |            |            |            |                         |               |
| Summaries    |            |            |            |            |                         |               |

# *Post reading strategies*

## Story Map

Name \_\_\_\_\_

Story Title \_\_\_\_\_

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. 1<sup>st</sup> 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

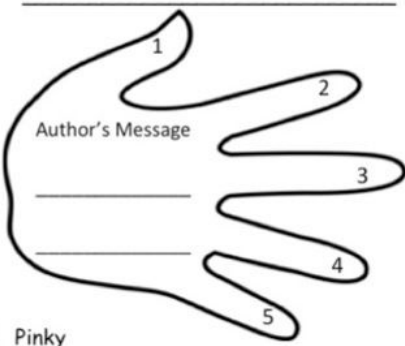
\_\_\_\_\_

\_\_\_\_\_

Author's Message

\_\_\_\_\_

\_\_\_\_\_




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

**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...)

It says, I say, And so,  
(Making Inferences)

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



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

## **Semantic Scales-**

Goldilocks is...


well behaved

mischievous



# Post reading strategies (After reading...)

“Save the last word for me”



**National School Reform Faculty**  
Harmony Education Center  
www.nsrffharmony.org

## Save the Last Word for ME

*Developed by Patricia Averette.*

**Purpose**  
To clarify and deepen our thinking about articles we read.

**Roles**  
Timekeeper/facilitator, who both participates and keeps the process moving.  
The process is designed to build on each other's thinking, and not to enter into a dialogue.  
Participants may decide to have an open dialogue about the text at the end of the 30 minutes.  
Timing is important; each round should last approximately 7 minutes.

**Total Time**  
approximately 30 minutes.

**The Protocol**

1. Create a group of 4 participants. Choose a timekeeper (who also participates) who has a watch.
2. Each participant silently identifies what s/he considers to be (for him or her) the most significant addressed in the article, and highlights that passage.
3. When the group is ready, a volunteer member identifies significant and reads it out loud to the group. This person chose that particular passage.
4. The group should pause for a moment to consider the passage.
5. The other 3 participants each have 1 minute to respond to the passage, think about, what questions it raises for them, etc.
6. The first participant then has 2 minutes to respond to the passage, or build on the first participant's response.

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Thank  
You



[Handouts can be found on this link](#)



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