

# Summer School Strategies for Struggling Readers

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# Instructional Routine for Struggling Readers

Use this highly-effective instructional routine with poster and graphic organizers for small groups of struggling readers and appropriately leveled text.

## 1. Revisiting

**5 Minutes:** Discuss selected books with teacher

## 2. Reviewing

**5 Minutes:** Summarize what was read yesterday

## 3. Rehearsing

**5-10 Minutes:** Think about what was read today

## 4. Reading

**5-10 Minutes:** Read and Discuss then take turns being the teacher.

## 5. Responding/Reflecting

**5 Minutes:** Write about what was read then discuss strategies used

### Time Blocks

Stick to the time blocks for the instructional plan. Have a clock visible at all times.

### Pace

Maintain a fast pace. Do not allow students to wander into topics that are tangentially related or unrelated to the topic of the reading. This often happens in the Rehearsing stage of the lesson. If a student gets off the subject, you might say, for example, "That would be interesting to share at Show and Tell; right now we need to pay attention to what will help us read this book."

# Revisiting

**This block of time is used to accomplish several things in the course of instruction. For the teacher, this is a time to do informal assessment. For the student this is a time to build fluency by rereading familiar books. This is also the time to make the connection between the lessons and independent reading through a Group Conference.**

## Rereading

Have the students select and reread previously read books. They will read them to develop fluency in silent reading and you can use the opportunity to do informal assessment with one student: to check comprehension by taking a Retelling, or when there is a question about a student's oral reading fluency and decoding strategies, by taking an oral reading check.

## Group Conference

Independent reading is an important factor in enabling students to become literate adults. Encourage students to read independently through the group conference held during Revisiting on alternate days.

The purpose of the group conference is to promote students' responses to and discussion of self-selected books they have read. These activities help students construct meaning, think critically, and monitor their own reading. By being continuously encouraged to think about and react to what they are reading students develop the metacognitive processes that are important in constructing meaning.

**Following are guidelines for holding a group conference:**

- Set up a system for having books available for students to read independently.
- Have students bring their independent-reading books with them to the group.
- Start the group conference by asking a question. Encourage the students to discuss their feelings and understandings about the literature by asking probing questions, such as "Can you tell me more about that?" or "Why did you think that?"
- The question is only a starting point; use the students' comments to extend the discussion by encouraging them to connect one book to another and to draw comparisons.
- You may wish to use a very small portion of the conference to share a book you are reading. This helps make you a part of the group rather than simply a facilitator.

# Reviewing

**This block of time is for students to review strategies, telling how they used them in other class reading, in social studies, science, and math. This discussion helps students connect what they learn here with other reading. The Reviewing step is also a time to summarize the section of the book they read in the previous lesson.**

## Strategies

When students are being asked to tell how or when they use certain strategies, keep them focused on the strategies. Use prompts such as the following:

- *That was good, but how (or when) would you actually use that strategy?*
- *You're right; that strategy does help you read better, but how? Does it help you think about the details (or remember big ideas, or figure out words)?*

# Rehearsing

## When Students Should Have Books in Hand

If you are conducting a guided preview, it is usually best for students not to have their books in front of them. Keep students focused by having them look at your book during the preview. Occasionally, a book has features that students should have directly in front of them as you preview.

## Previewing

Previewing the text sets the scene and provides support for what is to be read. This procedure activates and/or builds background knowledge and provides a context for reading. It thus enables students to read more fluently while constructing meaning.

This form of scaffolded instruction begins with heavy teacher support during guided previews and moves students toward Independence through cooperative previews and then independent previews.

A **guided preview** is teacher directed and includes strong teacher modeling and support. In a guided preview, the teacher holds the book and quickly “walks” students through the text, calling attention to specific vocabulary, key concepts, or text structure, while providing the context students need prior to reading on their own.

The text structure of expository selections often includes graphic elements critical to students’ gaining information from the piece. The teacher needs to show students the features and tell how to use them.

Students interact with the teacher and the text as they predict future events in a narrative text. They tell what they think they will learn from an informational/expository text.

A **cooperative preview** does not involve the teacher directly, as students work in pairs and “walk” themselves and each other through the text, focusing on the same elements as those in a guided preview. The teacher observes the students’ interaction with each other and with the text and is available to monitor, provide support, and evaluate students’ progress toward independence.

An **independent preview** occurs when the students are able to talk themselves through the preview process on their own, setting the scene and the focus for their reading.

# Reading and Reciprocal Teaching

## Observing/Monitoring

While students are reading, observe their behaviors to help you assess their progress. The table below presents four behaviors to look for and suggests what these may indicate about each student's reading.

## Modeling and Discussion of Strategies

Strategies must be modeled and discussed enough times to help students gain independence in their use. Do not overlook this important part of the lessons.

## When One Student Finishes

When one student finishes before another, have him/her look back to prepare to model the four strategies: SUMMARIZE, CLARIFY, QUESTION, and PREDICT.

## Student's Role as Teacher

Have each student take the lead as teacher. This means that the student models a strategy; he/she does not just sit and call on others to do the modeling. Emphasize the idea that students take turns being the teacher:

- Remind students before reading that they will be asked to assume the role of teacher by modeling one or more strategies.
- Have several students be the teacher by letting each student model only one of the strategies at a time.
- Don't insist that every student respond after every reading block. Keep the pace of the lessons fast.

Behavior	Description	Possible Indications
<b>Tracks with Finger</b>	As the student reads, he/she uses hand or finger to point to each word or to follow each line of print.	<ul style="list-style-type: none"><li>• Student is still gaining strength in reading this level of text; this support is needed to help him/her follow the text</li><li>• Student may need more support with decoding if he/she tends to stop at each word.</li></ul>
<b>Moves Lips While Reading</b>	As the student reads silently, he/she moves lips while reading or mumbles what is being read.	<ul style="list-style-type: none"><li>• Student needs continued support in reading this level of text.</li><li>• Student may need more teacher modeling of silent reading.</li></ul>
<b>Looks at Pictures/ Illustrations</b>	As the student reads, he/she refers to pictures, illustrations, or other text features.	<ul style="list-style-type: none"><li>• Shows that the student is using all clues to understand the text.</li><li>• If this is overdone, it may indicate that the student is relying too heavily on picture clues to figure out words.</li></ul>
<b>Finishes Reading Before Others</b>	The student always finishes reading before other students in the group.	<ul style="list-style-type: none"><li>• Student is making progress and text is coming too easy.</li><li>• Student is hurrying and not really reading. Ask this student to give a summary at the appropriate time to see if this is true. This behavior may indicate that the text requires a stronger rehearsal for this student.</li></ul>



# Story Map

**Title**

↓

**Setting**

↓

**Characters**

↓

**Problem**

↓

**Major Events**

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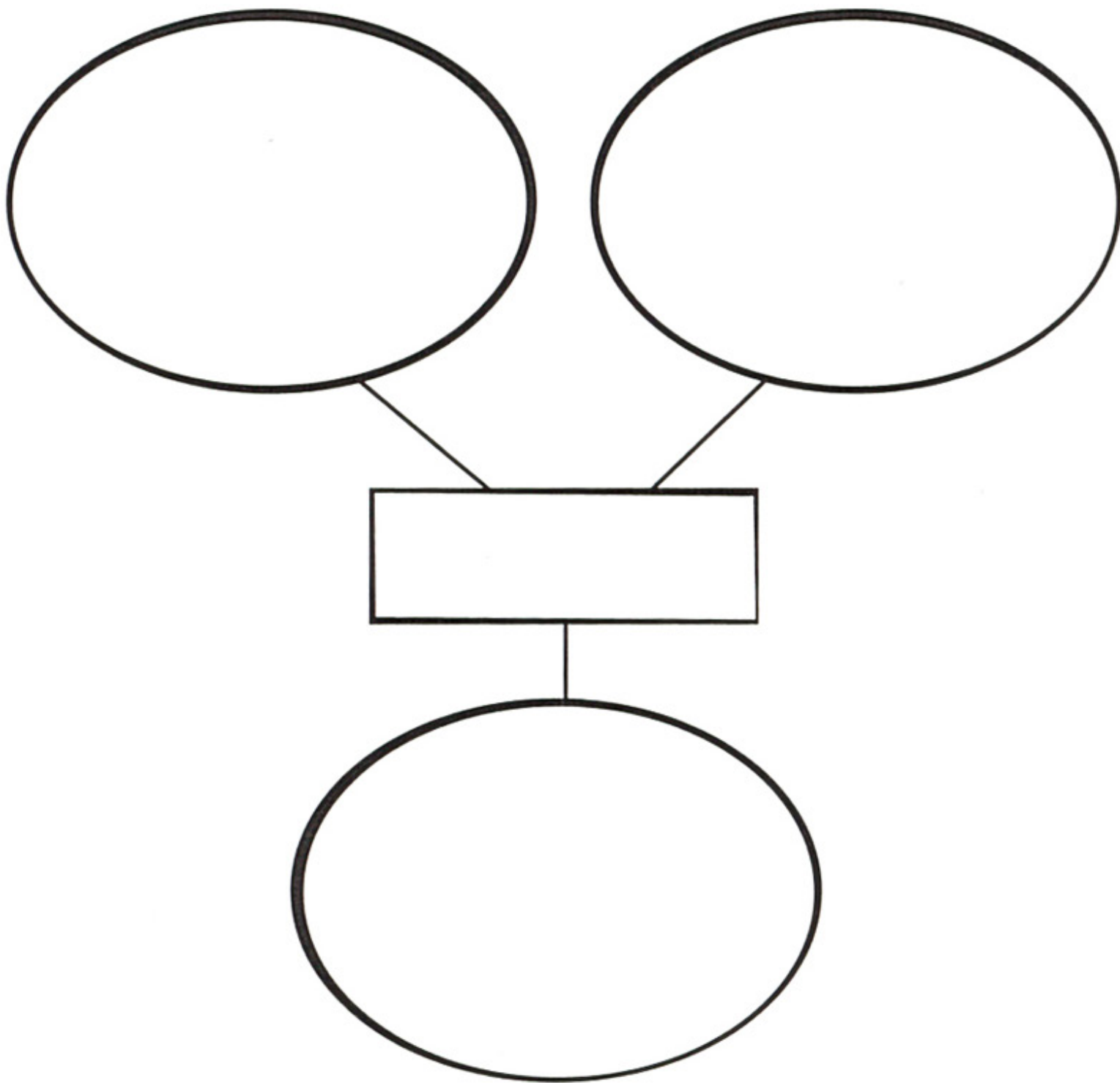
**Outcome**





# Semantic Map

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# Event Map

<b>Title</b>
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<b>Event 1</b>
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<b>Event 2</b>
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<b>Event 3</b>
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<b>Event 4</b>
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<b>Event 5</b>
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<b>Event 6</b>
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<b>Event 7</b>
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<b>Event 8</b>

# Reading Time

## Revisiting

5 minutes

Discuss our self-selected books with teacher.

## Reviewing

5 minutes

Summarize what we read yesterday.

## Rehearsing

5–10 minutes

Think about what we will read today.

## Reading

10–15 minutes

—Read and discuss.  
—Take turns being the teacher.

## Responding/Reflecting

5 minutes

—Write in Student Guide.  
—Talk about strategies we used.