What’s After Assessment?

Follow-Up Instruction for Phonics, Fluency, and Comprehension

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CHAPTER ONE

Planning for Instruction

I hear teachers saying, “I’ve done the assessments and found what this reader can do and that she is having difficulty with fluency (or drawing conclusions, or making inferences, or seeing a purpose for reading in his/her life). I’m aware of some instructional strategies for teaching reading skills, but after exhausting them, or discovering that they aren’t making the necessary difference, I feel lost. So, what do I do now? What’s next?”

This is a reasonable question, and one that informed teachers ask frequently. The strategies in this book are not magical formulas, but they may help teachers decide what to do next. The strategies are presented so that teachers can see them for what they are and appreciate their place in the development of reading strategies—the meaningful construction of concepts and connections, the discovery of the story, if you will. As we’ve learned from Vygotsky (1978), learners must be in a state of readiness, recognizing the purpose of any activity, and without that readiness, strategies turn into yet one more batch of school day exercises.

After assessing readers’ needs, teachers want a resource that clearly and logically provides teaching ideas, activities, and appropriate instructional guidelines for developing readers. This book provides concrete classroom strategies that help teachers decide what to do next. Too often curricular programs and textbook publishers think that instruction comes first. But knowing each of our students as individual readers, and planning lessons based on their needs, is far more important. To give us a window into the mind of each reader, we assess at the start of the school year and at regular intervals throughout the year, using assessment tools such as surveys, anecdotal records, checklists, miscue analysis, and running records (see Good-
man and Burke [1972], Strickland and Strickland [2000], Wilde [2000], and Clay [2000]). As we begin to form pictures of each reader based on these assessments, we identify individual strengths and needs so that we can tailor our instruction to facilitate each reader’s growth.

**How to Use This Book**

This book helps teachers distinguish between activities and strategies. Activities are ideas that help readers develop appropriate strategies for reading. Sometimes the reader is aware that a particular activity is supporting the learning of a strategy (for instance, using a bookmark under a line of text to help with fluent reading, tracking). Other times, the reader is not aware of all the purposes of an activity, but strategies are learned through the activity (for instance, fluency is aided by the repeated reading of readers’ theatre, but the reader is aware of the primary purpose, which is the enjoyment of the text and the performance of the text for an audience). By cross-referencing and indexing, teachers can access teaching strategies, activities, and appropriate instructional guidelines for developing readers. Some suggestions will be appropriate for whole-class activities; others will address the individual needs of the reader.

**Becoming Strategic Readers**

Children do learn to read by reading, but what teachers need to do is support them as they read, so they can do what real readers do. This isn’t done through skills and drills, phonics worksheets, or sequencing activities. It’s done through books and talk and listening and thinking. Along the way teachers can use techniques like mapping, retelling, and graphic organizers, not as exercises, but as ways to help readers think about the text. Unfortunately, kids often see this as busy work, as something teachers make them do for a grade. Teachers need to help children see the purpose in these techniques and find ways to assist them in becoming strategic readers. If kids see a purpose and find that mapping is helpful, it empowers them—it helps them do what other readers do. Kids and teachers alike have to accept the fact that not all techniques work equally well for all readers, even if those readers have similar needs. Students need opportunities to make decisions about what works and what doesn’t. They need to take control of their learning, take risks, know it is okay to back up and try something else—all this while they’re enjoying reading. It’s like a well-orchestrated ballet; the teacher may be the choreographer, but the readers bring life to the dance, or meaning to the text.

**Individualized Instruction**

Sometimes we have the luxury of planning one-on-one instruction, but often in a class of twenty-five students, we find that our instruction must be delivered in small groups or even as whole-class instruction. Even instruc-
tion in groups can be individualized if we work to teach readers strategies rather than fill our instructional time with a string of activities. Often I talk with teachers who ask, “What's next?” After assessing, and using some common activities for instruction, they're often at a loss as to how to provide the appropriate support for each student. Only by assisting what students do as they read, by looking through the window of miscue analysis, can teachers know how students are approaching the act of reading. Only by talking with students, usually informally as one reader to another, can a teacher understand how students view themselves as readers and what place they see literacy has in their lives. Only then, after the information gathering has taken place, will teachers be ready to make decisions about appropriate instructional strategies.

The ideas in this book are a compilation of teaching ideas to help teachers make instructional decisions based on what they know about their students. It is not a program—teachers remain the professional decision makers with this book. However, it is a resource book for teachers. These ideas for teaching are based on a belief that reading is a meaning-making activity and that proficient readers make meaning by using three cueing systems—semantic cues (meaning cues or context), syntactic cues (grammatical cues coming from knowledge of the language), and graphic cues (letter–sound correspondences and word patterns) (Weaver 2002). Each of these cueing systems is essential, and as we teach children to be strategic readers, we must find ways to help them use all three simultaneously, not overutilizing any one to the exclusion of the other two. As we teach reading, we must, through our example, help children understand that all reading is making meaning, so our lessons must therefore be meaningful and not just based on skills in isolation. We learn to read by reading, Frank Smith (1994) tells us, so all reading instruction must be conducted within the process of authentic reading situations. Practice is important, so to grow as readers, children must read. These lessons are part of reading instruction that includes time for independent reading of the child’s choice, shared reading, guided reading, and reading aloud to children.

Setting Up Environment for Success

Before deciding how to support developing readers, certain assumptions about reading and learning to read must be made. Some of these assumptions are outlined in ideas adapted from Cora Lee Five and Marie Dionisio (1999):

Beliefs About Learners

1. We view struggling readers as capable and accept what they can do and are interested in.
2. We focus on struggling readers’ strengths, not weaknesses.
3. We know and value struggling readers’ individual leaning styles.
4. We accept that all children will learn but at different times and in different ways.
Beliefs About the Reading Process

1. We reinforce the concept that reading is constructing meaning.
2. We view mistakes as signs of learning in progress rather than indicators of failure.
3. We view reading as purposeful and interesting.

Beliefs About Our Instruction

1. We help struggling readers choose books they’re interested in and can read.
2. We base assessment on individual growth and achievement rather than on standardized test scores.
3. We base instruction on individual needs and development.
4. We help students set long- and short-term goals and help students self-assess.
5. We give struggling learners time to try new strategies while they are engaged in meaningful reading and time to think and talk about how those strategies worked.
6. We create instructional groups that are flexible and temporary, based on needs and/or interests of the learners.
7. We accept that not all strategies are equally effective for all readers.

Retrospective Miscue Analysis

Retrospective Miscue Analysis (RMA) helps readers see themselves as readers and in the process “revalue” themselves as readers (K. Goodman 1991). RMA demonstrates to readers that reading is making meaning from text. Many struggling readers [mistakenly] think reading is mainly decoding words and pronouncing syllables, [rather than] . . . making sense of a text by using a variety of appropriate strategies (Moore and Gilles 2005, 1). In RMA, readers with their teacher at their side examine their reading through the “windows” of their miscues and in the process begin to understand and evaluate how they read. “For students and teachers alike, the analysis process is informative and enjoyable because there is no competition for a correct answer; what the reader has to say is validated by the RMA partner or partners” (1). As with miscue analysis, the reader is audiotaped during RMA sessions and asked to retell the text. As Rita Moore and Carol Gilles explain, “The process of RMA is a two-part sequence: an initial reading and retelling session is followed by a conversation about the reading and the retelling. During the initial session, a student reads aloud from a challenging text [one chosen slightly above instructional level] while the teacher listens to and marks the miscues—the unexpected responses to text in the oral reading. . . . Some examples of miscues are substitutions, insertions, and omissions” (2). However, RMA uses a follow-up session in which the reader listens to the taped reading along with his or her teacher, who notes the student’s patterns of reading behavior to share at the RMA session. A few days
later at the RMA session the reader is encouraged, first, to examine his miscues to determine whether or not they changed the meaning of the text, and second, to decide what strategies might be most effective in helping him monitor for meaning. Together the reader and the teacher discuss each miscue. Did it make sense? Did the miscue change the meaning of the text? Was it corrected? Did it need to be corrected? And, what was the reader thinking at the time the miscue was read? Using this technique over time helps readers develop strategies that are appropriate through reading. The reading process becomes less of a mystery and students feel more in control and, maybe more important, students begin to revalue themselves as readers.

Prisca Martens (1998) tells the story of Michael who used only two strategies when reading—sounding out and asking the teacher. His goal was to read words better though he did not see himself as a good reader. In his first RMA session, he and Martens looked at the miscues he made while reading *The Three Little Pigs*. Michael used “wolf called” and “wolf cried” interchangeably and saw these miscues as wrong. In their first few sessions together, Martens talked with him about these miscues being “smart” miscues because they made sense, and she proceeded to use strategy lessons suggested by Goodman, Watson, and Burke (1996).

A month later, when Michael heard himself reading another story, he accepted his miscue of reading, “said Owl,” instead of the text version, “he said,” as one that a proficient reader would make. He began to discuss the decisions authors make when creating meaning and how readers sometime make those decisions themselves. As their RMA sessions continued over the following months, Martens and Michael discussed what they were seeing in Michael’s reading and the strategies of proficient readers. Michael began to consciously monitor himself for meaning and began to be more confident and view himself as a good reader.

**Starting at the Beginning by Identifying Strengths and Needs**

Our responsibility as teachers for reading instruction begins the first day our students walk into our classrooms. Along with that instruction begins assessment so we can be aware of what our students know and what is appropriate for us to teach. As we gather data we begin to see the pieces of a puzzle come together, each bit of information providing another piece of the big picture. In books, such as my own *Making Assessment Elementary* (Strickland and Strickland 2000), as well as *Running Records for Classroom Teachers* (Clay 2000), *Mis cue Analysis Made Easy* (Wilde 2000), and *Classroom Based Assessment* (Hill, Rubic, and Norwick 1998), we learn how to gather data through instruments such as reading surveys given to children and parents, the use of checklists and anecdotal records, and most important, the administration and analysis of running records and miscue analysis. What comes next is deciding how to organize this data so it tells us something about our readers and then making instructional decisions based on what we discover.
One of the first steps in this analysis is constructing what is commonly called a strength and needs list, which is used to develop goals for instruction. For instance, based on assessment from running records, I might be able to determine that Jordan, who is nine years old and in third grade, has a first-grade instructional reading level, and reads simple books at a primer level independently. I know such determinations are quite arbitrary depending on interest and ease during the assessment sessions, and this gives me only a place to start, not information about what strategies Jordan uses or what I need to help him with. Through the use of running records as well as other tools I know the following:

Student’s Name: **Jordan**
Grade: 3

**Testing and Observation**

Use of second grade developmental reading assessment (DRA): Level 4 (92 percent accuracy)

Use of usual assessments such as running record, surveys, checklists, anecdotal records, artifacts

Additional assessment information, including
- An IEP for speech (expressive and receptive language test average; articulation problems)
- Hearing screening (shows a problem)
- Reading Recovery in first grade (made significant gains one-on-one)
- Retained in kindergarten
- Problem with absenteeism (has moved several times)

**Strengths**

- Writes what he hears and speaks; has made connection with oral language and letter–sound relationships
- Writes about what is important in his life
- Is able to read higher-level material silently
- Uses a variety of strategies to attack a word, especially beginning sounds

**Needs**

- Overuses sound/symbol in writing
- Has limited knowledge of sight words
- Has halting choppy oral reading (see speech assessment)
- Does not see himself as a reader/writer
- Does not make use of strengths
Goals

1. Develop more effective word analysis skill, with less emphasis on sound/symbol and more emphasis on context
2. Increase sight vocabulary (reading and writing)
3. Improve silent fluency rate
4. Improve confidence as a reader and as a writer
5. Increase time spent reading

So, now I have a place to start. I’ve begun my assessment of Jordan as a reader and I know what he can do and what he needs help with. Based on this information, I can begin planning my instruction so it will meet Jordan’s needs. I know Jordan is only one student in my classroom of twenty-five and they all have needs, but this information will help with focused minilessons, flexible grouping, and instruction during guided reading and one-to-one instruction throughout the week. It will also help me to plan activities and facilitate experiences that will help Jordan and others. In other words, my instruction is focused on children’s particular needs, rather than a one-size-fits-all program that cannot make instructional decisions that fit a child’s growth and development as a reader.

Now based on Jordan’s needs I can begin to plan for his instruction. That is when I can use the ideas in this book in ways that are tailored for this particular student and create instructional possibilities.

Instructional Possibilities

1. Build confidence/interest as a reader and writer
   - Read high-interest material with a reading partner; emphasize silent reading and discussion—this will lessen attention to his speech problem (Chapter 2)
   - Use technology for reading and writing—use computers to support a child’s writing (Chapter 5)
   - Use shared reading—listening comprehension—high-interest stories at his age level (chapter books); have him follow along and track as he is listening (Chapter 7)

2. Increase time spent reading
   - Combine reading and writing as much as possible; use language experience approach during writing workshop (Chapter 7). Have Jordan read back what he has dictated; work on story elements with his own stories
   - Build on personal interests (Chapter 5)

3. Develop more effective use of multiple strategies
   - Emphasize meaning over all other strategies; try cloze activities, first with familiar text and then with unfamiliar text. Let Jordan try this silently first (Chapter 8)
   - Encourage him to skip words when reading silently and then go back; model this for him. Give him the initial consonant if necessary (Chapter 2)
■ Emphasize the way words look rather than the way they sound (patterns, words in words, length) (Chapters 3 and 4)

4. Improve silent fluency rate
■ Have Jordan read his own writing repeatedly when revising and publishing on the computer (Chapter 5)
■ During SSR have Jordan read silently for five minutes and then discuss with an adult. Give him time to get involved in the story without interruption, but stop to reinforce meaning (Chapter 2)
■ Avoid attention to oral fluency (Chapter 5)

5. Increase sight vocabulary
■ Use spelling dictionary to record high-frequency words he needs (alphabet journal) (Chapters 3 and 4)
■ Use high-frequency words as spelling words (self-chosen) (Chapter 4)

Another example of an analysis of a child’s strengths and needs can be seen by looking at second grader Christine:

Student’s Name: Christine

Grade: 2

Assessments included running records, surveys, checklists, anecdotal records, speech teacher’s report.

Strengths
■ Generates copious text when writing
■ Has a cooperative and hardworking attitude
■ Connects story to life
■ Writes words as they sound
■ Chooses books
■ Has good listening comprehension

Needs
■ Has little ability to retell—focuses on details rather than theme or gist of the story
■ Does not read for meaning—substitutes words that do not make sense
■ Uses few strategies when reading—tries only to sound out (letters and sounds)
■ Is easily frustrated

Goals
1. Develop a more positive attitude toward reading and help her see herself as a reader and a writer
2. See reading as meaning making
3. Develop retelling skills
4. Develop word analysis skills other than phonics, especially use of context
5. Encourage active comprehension (making predictions, risking a guess)

Instructional Possibilities

1. See herself as a reader
   - Use high-interest websites such as author sites (Jan Brett, Marc Brown, etc.)
   - Use computer programs such as Kid Pix and Hyper Studio to produce her own text
   - Keep track of favorite books using a reading log (those read to her as well as those read independently); provide opportunities to share favorites with others (book club)

2. Reading as meaning-making
   - Focus on silent reading first, then discussion, then rereading orally, then retelling
   - Begin by using high-interest books chosen by her and read with an adult

3. Retelling
   - Have her retell books read aloud to her
   - Discuss characters and story plot first; use puppets, props with others
   - Progress to simple story mapping

4. Develop word analysis skills
   - Cloze activities—begin with selections from books shared that are high-interest selections; some blanks have beginning sounds. Discuss strategies (how did you know that word?)
   - Attend to the way words look—word play—patterns, word families, and so on (using stories and books she is engaged in)

5. Encourage active comprehension
   - Share reading and discussion
   - Read her own writing—take Christine’s stories, discuss elements, edit with an adult, publish using computer programs and read (display and share if possible)
   - Participate in literature circle using a novel that is appropriate for interest and age (will need help reading, but should encourage independent response)

Matching Assessed Needs with Instruction—“If a child . . ., Then . . .”

Often teachers appreciate ideas or reminders of possible approaches that can be taken during reading instruction to meet the needs of developing readers. The chart that follows identifies some common findings about readers’ approaches to text and the act of reading. Some instructional possibilities follow each description of an assessment finding, all of which are found in this book, listed by name in the Index and Contents.
The chart by no means encompasses every behavior exhibited by readers, and teachers are encouraged to add their own ideas under each category, but it does provide ideas and begins to sort out possibilities for appropriate instruction based on assessed needs.

<table>
<thead>
<tr>
<th>If . . . Then Chart</th>
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<tbody>
<tr>
<td><strong>If a child</strong> (based on assessment(s)) . . . , <strong>then</strong> (some instructional possibilities are) . . .</td>
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**If a child reads word by word, then**

Present opportunities for rereading
- Repeated reading
- Readers' theatre
- Environmental print/reading and writing about their world

Work on prereading so student makes predictions and reads to confirm or adjust predictions
- Pretelling
- Anticipation guides
- Webbing
- Activate prior knowledge
- Set purpose for reading

Model fluent reading
- Shared reading
- Paired reading (reading buddies)
- Read-alouds
- Tracking
- Adjusting reading rate

**If a child reads words letter by letter, then**

Model fluent reading
- Shared reading
- News and announcements

Help child see words as wholes
- Word sorts
- Word walls
- Alphabet books (check letter recognition)
- Personal dictionary
- Word of the day
- List–group–share (LGS)
- Visual–auditory–kinesthetic–tactile (VAKT) approach
- Tracking
- Cloze
Help child see word patterns
- Onset/rime
- Structural analysis

If a child reads slowly, but comprehends, then
Present authentic reasons for rereading
- Readers' theatre
- Writing text for struggling readers
- Rereading
Model fluent reading
- Shared reading
- Read-alouds
- Adjusting reading rate
Present opportunities for student to read fluently with support
- Choral reading
- Computer reading
- Paired reading with fluent readers
- Tape-recorded reading
- Games such as Leap Pad
- Tracking

If a child reads so slowly that comprehension is compromised, then
Take time for prereading
- Activate prior knowledge
- Set purpose for reading
- Anticipation guides
- Guided instruction
- KWL
- Create a scenario
Model fluent reading and attend to meaning before having student read independently
- Think-alouds
Make sure text is at appropriate level
- Choosing book at independent/instructional level

If a child reads fluently but can't retell, then
Make sure student understands how to retell
- Retelling
- Webbing/mapping
- Interpretive questions
- Story frames
• Semantic webbing

Make sure student is constructing meaning while reading
• Imagery
• Predicting
• Guided reading
• Reciprocal teaching
• Directed reading-thinking activity (DRTA)
• Adjusting reading rates

If a child reads fluently but misses many details, then

Help reader see that he should examine text and reread when necessary
• Mapping
• Webbing
• Reciprocal teaching
• Context clues, rereading, and skipping
• Self-questioning (if reader can’t identify main idea or purpose)

Discuss story/text with others and revisit texts during discussion
• Literature circles
• Pair–think–share
• Linguistic roulette
• Artful artist
• Write and Share²

If a child reads fluently but can’t (or sometimes doesn’t) identify main idea or purpose, then

Help reader bring meaning to text, connect to experience and previous knowledge, and organize the elements of the text during and after reading
• Story mapping
• Literature circles
• Compare and contrast charts
• Write and Share²
• Artful artist
• Paraphrasing
• Asking for help
• Venn diagram
• Response logs
• Summarizing/retelling
• Connecting
If a child isn’t able to make inferences (recalls literally), then

Help reader realize that when making meaning she must put pieces of information together to make sense of text; help reader see not everything is stated directly

- Think-alouds
- Comprehension strategy framework
- Literature circles
- Inferential strategy
- Write and Share
- Response logs
- Say something
- Summarizing/retelling
- Connecting

If a child can decode but uses only letter sounds, then

Help reader see that decoding words involves multiple strategies such as onsets/rimes, words within words, structural analysis, context clues

- Word sorts
- Onset/rime
- Cloze
- Word bank
- Making words
- Contextual analysis
- Finding little words in big words
- Writing

If a child guesses at words using only initial consonant sound as cues, then

Help reader see words as wholes and in the context of an authentic reading situation

- Cloze activities during shared reading
- Computer reading programs
- Language experience

Help reader use multiple strategies for decoding

- Word families
- Word sorts
- Cloze
- Word banks
- Making words
- Contextual analysis
- Bag words
- Writing
If a child has problems with sight words, then
Help reader build a repertoire of sight words by connecting words to life/experience for long-term memory
- Word walls
- Personal dictionary
- Bag words

Demonstrate to reader that sight words are usually built from reading, not before reading
- Word study after reading
- Writing

If a child has problems choosing appropriate books, then
Teach strategies for choosing books based on interest and ability
- Choosing books
- Reading buddies
- Sharing books
- Owning books

If a child has little interest in reading, then
Help reader to discuss purposes for reading in his/her life
- Environmental print
- Literacy play boxes
- Books about me
- Interactive reading (reading with students)
- Computer stories or reading games
- Word games (word bingo, stick person, Scrabble)
- Reading aloud to child
- Shared reading
- Owning books
- Jackdaws

If a child has little confidence in reading ability, then
Help child see him/herself as a reader
- Read to younger children
- Reading logs (list of books read)
- Choosing appropriate books
- Language experience (reading books written by child)
- Choral reading
- Shared reading

Emphasize reading strengths
- Use strengths/needs list to begin with what students can do
• Share strengths/needs list with parents and child
• Work on goals together

If a child pays little attention to print in the world, then
Help child see purpose of print
• Environmental print
• Work with names
• Reading the room (a form of environmental print)
• Literacy play boxes
• Word games
• Language experience

If a child guesses at unknown words, using no graphic cues, then
Help reader pay attention to the visual aspects of word identification while still using syntactic and semantic cues
• Cloze with initial consonant sound
• Finding little words in big words
• Structural analysis
• Onset/rime
• Word sorts
• Writing

If a child doesn’t attend to story or attention wanders during reading, then
Help reader see reading as a meaningful activity
• Interest inventory
• Reading own writing
• Choosing appropriate books
• DRTA
• Reading buddies
• SSR with buddy (pair–think–share)
• Language experience

If a child reads words he knows but stops at every new or unfamiliar word, then
Help child realize reading is not just reading words, help learn to use all three cueing systems
• Cloze activities
• Use of prediction before and after reading
• Guided reading
• Think-alouds
If a child memorizes text during repeated readings, then
Help child pay attention to words in text
• Working with words using a familiar story, personal dictionary, and so on
• Scrambled sentences
• Tracking with finger
• Computer versions of story with highlighted text
• Computer games such as Leap Pad that use pencil for tracking

If a child has difficulty tracking, loses place, then
Help child practice reading fluently using aids that train the eyes to process left to right, line by line
• Computer versions of story with highlighted text
• Leap Pad reading games
• Tracking with finger
• Shared reading
• Tracking with a bookmark

If a child doesn’t recognize new words built on known words, then
Help reader learn that words are not always individual letters, but often have parts
• Structural analysis
• Word sorts
• Making words
• Word games
• Rhyming words
• Word families
• News and announcements chart

If a child has difficulty with letter–sound correspondence, then
Help reader learn high-frequency letter–sound correspondence (consonants) in the context of real reading situations or as a result of examining text in real reading situations
• Letters in the context of real reading
• Tongue twisters
• Nursery rhymes

If a child reads quickly but inaccurately and with limited comprehension, then
Help child read at a pace that supports comprehension; help child read for meaning
• DRTA
• Comprehension strategy framework  
• Anticipation guide  
• Guided reading  
• Pair–think–share  
• Reciprocal teaching

If a child reads only one genre, or one type of book, then
Help child to broaden interests and experiences with books, while respecting choice and interest
• Read aloud from various genres  
• Share books  
• Introduce books through book talks  
• Recommend or suggest a book similar but one step removed  
  (i.e., from Goosebumps to another type of mystery)

If a child has difficulty reading for information, then
Help child develop techniques for reading nonfiction, which is different from reading text with a story grammar
• Think-alouds  
• Reciprocal teaching  
• Anticipation guides  
• KWL  
• Webbing  
• Jackdaws

If a child has little knowledge of the alphabet, then
Make learning alphabet interesting and fun (letters need not be learned in order)
• Songs, nursery rhymes, and choral reading  
• Alphabet books  
• Letters in names  
• Alphabet blocks  
• Alphabet sound word examples  
• Magnetic letters and other Everyday Phonics  
• Writing letters in shaving cream  
• Handheld games and other Everyday Phonics  
• Letter detective  
• Letters in writing

If a child has little knowledge of books, then
Help reader feel comfortable with text and book handling
• Read aloud with child (shared reading modeled after bedtime reading)
• Older reading buddies
• Owning books
• Library card

If a child does not recognize word units, then

Help reader realize that print is made up of words that match speech
• Shared reading
• News and announcements chart
• Word wall
• Writing

If a child has difficulty matching letters with corresponding sounds, then

Help reader realize that words are made up of letters that correspond with speech sounds
• Counting words in speech
• Clapping syllables
• Sound boxes
• Alphabet sound word examples
• Word games—match word with beginning letter
• Rhyming
• Rhyming books
• Everyday phonics (I-spy, alphabet cans, magnetic letters, etc.)

If a child needs or wishes to develop vocabulary, then

Help student devise methods of adding new words she encounters in context of reading to her reading/writing vocabulary
• Word maps
• Contextual analysis
• Word games
• Context-structure-sound-reference (CSSR)
Thank you for sampling this resource.

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