Strategies to Address Reading Areas of Concern

MTSS-RtII Reading Strategies K-12

Area Of Concern	Strategy
Comprehension	**3-2-1 Summarize** *3 things you learning; 2 things you found interesting; 1 question you still have (modify the categories as needed)*
	Activating Non-Fiction Comprehension *K-W-L, Summarizing, Coding (marking up text), Questioning*
	Activating Prior Knowledge *K-W-L, Brainstorming, Mapping, Class Discussions, Organizers*
	Click or Clunk *A self-check technique for comprehension*
	Daily Guided Reading *Students are provided with "good fit books so that they are able to accurately read and comprehend a text. Students are provided with reading instructions that are tailored to their unique reading needs.*
	Directed Reading/Thinking Activities *Encourages students to make predictions while they are reading. After reading segments of a text, students stop, confirm or revise previous predictions, and make new predictions about what they will read next.*
	Expository Text Structure *Multi-Step Text Review: headings, subheadings, asking questions, locate key information; Self-Questioning*
	Use of Graphic Organizers *Graphically representing the relationship between ideas and facts. Horizontal, vertical, and diagonal lines link the cells to represent logical relationships between ideas or concepts.*
	Interactive Charts *The teacher and students interact with the chart manipulating pieces of text. The text*

	that moves might be an individual word, an entire line of text, or a phrase. What changes in the selection depends on the text.
	Interactive Reading Logs *Students write reflections on texts read silently. These logs can be exchanged with other students or with the teacher who can write questions or responses to what students have written.*
	Partner Reading and Summarization *A cooperative learning strategy in which two students work together to read an assigned text.*
	Prediction Strategy *Readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next).*
	QAR (Question/Answer Relationships) *A questioning strategy that emphasizes that a relationship exists between the question, the text, and the background of the reader. Students use four (QAR's) to find the information they need to answer the question. (Think & Share; Right There; Author & You; On My Own)*

Area Of Concern	Strategy
Fluency	**Buddy Reading** *Students read aloud to each other*
	Choral Reading *Reading aloud in unison with a whole class or group of students*
	Chunking the Tex *Breaking and organizing the text into shorter,* *more manageable units.*
	Echo Reading *After a reader reads a line or sentence modeling pace and expression, the students read it out loud. They try to imitate the way the leader reads the text.*

	Books available for student's reading level
	Students should read materials that can be read accurately (90 to 95% accuracy). Material should be carefully selected so that the student is not frustrated by reading text that is too difficult.
	Oral Reading
	A passage is read aloud, modeling fluent reading. Then students reread the text quietly, on their own, sometimes several times. The text should be at the student's independent reading level. Next, the students read aloud and then reread the same passage.

Area Of Concern	Strategy
Vocabulary	**Frayer Model** *A graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept (definition, essential characteristics, examples, non-examples)*
	Use of Graphic Organizers *Graphically representing the relationship between ideas and facts. Horizontal, vertical, and diagonal lines link the cells to represent logical relationships between ideas or concepts*
	Interactive Charts *The teacher and students interact with the chart manipulating pieces of text. The text that moves might be an individual word, an entire line of text, or a phrase. What changes in the selection depends on the text.*
	Juxtaposition Strategies *Unassociated ideas, words, or phrases are placed next to one another*
	Labeling Objects and Activities *Meaningful print is displayed throughout the room; Objects that children see and use are labeled; Print is placed at children's eye level.*
	Making Words *Students are guided through the process of using a limited number of letters to make a series of words. They begin by creating short words and end with longer ones.*
	Personal Dictionary *Create "personal dictionaries" in which to write words they want to remember, together with their own definitions of the words*

Area of Concern	Strategy
Word Recognition: Decoding, Phonics, Phonemic Awareness	**Alphabetic Principles Activities** *The understanding that there are systematic and predictable relationships between written letters and spoken sounds*
	Blending and Segmenting Games *Blending is the ability to smoothly combine, or pull together, individual phonemes or syllables into words. Segmenting is the opposite of blending. When children are segmenting words or sentences, they are breaking them apart.*
	Elkonin Box *The goal of elkonin boxes or sound boxes is help children hear the individual phonemes in a word. They help students build phonological awareness by segmenting words into sounds or syllables.*
	Use of Graphic Organizers *Graphically representing the relationship between ideas and facts. Horizontal, vertical, and diagonal lines link the cells to represent logical relationships between ideas or concepts.*
	Interactive Charts *The teacher and students interact with the chart manipulating pieces of text. The text that moves might be an individual word, an entire line of text, or a phrase. What changes in the selection depends on the text.*

Reading Areas of Concern

- Phonemic Awareness
- Phonics
- Fluency
- Comprehension
- Vocabulary

Phonemic Awareness

Teaching phonemic awareness is the basic foundation that helps students learn to read and spell. Phonemic Awareness is the awareness that speech is made up of a sequence of sounds that can be manipulated—changed, added, or subtracted—to form different words (e.g., *sick, slick, slim, slam*.). The ability to hear and manipulate sounds in words and to know that spoken words are made up of smaller parts called phonemes encompasses phonemic awareness. Often, the term phonemic awareness is used interchangeably with the term phonological awareness. To be precise, phonemic awareness refers to an understanding about the smallest units of sound that make up the speech stream: phonemes.

Phonics

Phonics, another term for Word Analysis, refers to the knowledge of letter sounds, syllable patterns, and the rules used to decode words. Although there are many different types of or approaches to phonics instruction (e.g., intensive, explicit, synthetic, analytic, embedded), all phonics instruction focuses the learner's attention on the relationships between sounds and symbols as an important strategy for word recognition.

Fluency

Fluency is defined as the ability to read a text accurately and quickly. Fluent readers group words quickly to help them gain meaning from what they read. Fluency is important because it provides a bridge between word recognition and comprehension. To read with expression, readers must be able to divide the text into meaningful chunks. These chunks include phrases and clauses. Readers must know to pause appropriately" when reading orally. Fluency is not a stage of development at which readers can read all words quickly and easily. Fluency changes, depending on what readers are reading, their familiarity with the words, and the amount of practice with reading text. It is important to provide students with instruction and practice in fluency as they read connected text. Repeated and monitored oral reading improves reading fluency and overall reading achievement.

Comprehension

Comprehension is the process of making meaning from written text. The reader is intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses. The reader applies reading comprehension strategies as ways to be sure that what is being read matches their expectations and builds on their growing body of knowledge that is being stored for immediate or future reference. Key comprehension strategies include monitoring comprehension, using prior knowledge, making predictions, questioning, recognizing story structure, and summarizing. Students demonstrate comprehension when they:

- Use prior knowledge and personal experiences when discussing a book, or reading passage. Example: I just knew she was going to fall — that's what happened to me and my friends when we were learning how to skateboard.
- Describe similarities and differences among books and/or reading passages. Example: Most kids' books have happy endings. Mystery books always try to trick you.
- Describe characters' moods and motives.
- Visualize and describe scenes and characters in books/reading passages with few illustrations.
- Support their ideas or interpretations by giving examples from the text.
- Identify the main ideas/central theme in a story or nonfiction book/reading passage.

Vocabulary

Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words a student recognizes or uses in print. Beginning readers use oral vocabulary to make sense of the words they see in print. Beginning readers have a more difficult time reading words that are not part of their oral vocabulary. Some vocabulary must be taught directly by providing students with specific word instruction and by teaching them word-learning strategies. Direct instruction of vocabulary helps students learn words that are not part of their everyday experiences. Most vocabulary is learned indirectly through everyday experiences with oral and written language. Students learn word meanings indirectly in three ways: They engage daily in oral language; They listen to adults read to them; They read extensively on their own. Overall, vocabulary plays an important part in learning to read and is essential to reading comprehension. Readers must know what most of the words mean before they can comprehend what they are reading.

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Resources

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