

Struggling Readers

Secondary Level Students

“To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries.”

—A. C. GRAYLING

The Research: What We Know

1. Students at secondary level who read two or more grade levels behind need extra time and smaller group instruction.
2. Meeting the needs of all learners requires the use multiple means of teaching (representation), learning (action and expression), and engagement (why learn).
3. Accommodations are not a replacement for effective instruction and student practice when students have identified learning disabilities, even if that is all that the IEP indicates.
4. Above grade-level readers may still struggle with text types, writing, speaking/listening, language, analysis, synthesis, evaluation, etc.
5. Explicit instruction of specific comprehension strategies improves student comprehension of new texts and topics.
6. A great deal of time and opportunity for actual reading, writing, and discussion of the text must be incorporated into instruction to improve student comprehension.
7. Reading grows readers.

The Practice: What We Can Do

1. Explicitly teach reading strategies.

-Check out the Superior Reading Strategy Resource on the ELA 6-12 Webpage <https://www.ccssoh.us/English6-12>. You will find it under Reading Resources after clicking on the “ELA Strand Resources” Quick Link.

2. Use multiple means of teaching, learning, and engagement.

Don't be afraid to use mini-lessons, centers, and flexible groupings. Keep reading, writing, speaking/listening, language standards bundled.

3. Provide students who read below grade level by two years or more a program of intervention:

- Core Enrichment: Diagnosing reading deficiency and target it.
- Tutor Period: Ask the tutor to work on reading strategies during the period and not just help the student with homework.
- Additional ELA Period or Time with ELA Teacher (Study Hall, Creative Scheduling, etc.): Work on Reading Strategies and Use Graphic Organizers or Other Scaffolding.
- Before/After School Time: Paid/Volunteer Tutoring, Study Table, etc.

4. Involve Parents:

Meet with Them and/or Send Home Reading Strategies, Logs, Graphic Organizers and Stress READ 20.

5. Encourage Reading In and Outside of Class.

- Reading Challenges, Logs, Monthly Themes, etc.
- READ 20: First district/city event on 10/20 at 10:20am