

1: Turn Struggling Readers into Striving Readers With Hi-Lo Books

These students are being taught to use a guessing strategy, the strategy of choice of struggling readers, as described so well by the middle school student above. If a word is too difficult for a student to sound out, the teacher can model the process of looking for known letters or word parts and sounding out the word, and then simply tell the.

Their classmates move on to more interesting books, write stories that get noticed and get rewarded for finishing their work fast. Meanwhile the slower readers can barely make sense of the activity sheet in front of them. Reading is not a natural ability. Until Johannes Gutenberg invented mechanical movable type, most people had little use for reading, just as now the vast majority of people have no use for weaving. And for some, acquiring this essential skill is an incredibly frustrating experience. Kids are resourceful and, if they find themselves in a jam, they will get out of it, sometimes by working harder, but usually by hiding, or distracting others from their vulnerabilities. And thus the downward spiral starts. New technologies are revolutionizing education for those who struggle with the written word, whether reading it, writing it or organizing their thoughts in a coherent form—because they are all connected. And surprisingly, these technologies are widely available and often inexpensive. Most people have access to these tools, known as assistive technologies, without even knowing it, on their smartphones. One of the first things you should think about doing is getting your kid a tablet. It sounds counterintuitive—it feels like you should really be getting him or her a bunch more books and taking away all his electronics. Teaching a dyslexic to read is struggle enough, so follow any green lights when you can find them. Kids love tablets and they can help them learn: The iPad, in particular, is a good digital device, says Jamie Martin, a consultant in assistive technologies who specializes in dyslexia, because it comes with a bunch of reading and writing helpers built in. With that, your kids can say the words they want to write something instead of typing them. That gives them the chance to express themselves as well in writing as they do in speaking, a constant struggle for many dyslexics and new readers. And as the sentences begin to build up, they get the thrill of creation. The iPad also has pretty decent word suggestion tech. When you start to type a word, it offers a bunch of choices in a bar just above the keyboard. The kids can practice beginning to spell a word, and write more fluently, without having to ask how every third word is spelled. Those apps are available for android and other devices, but so far only the Apple devices have them built in. In fact, the number of programs that claim to help teach kids to read can get overwhelming. This list is designed with dyslexics in mind, but many of the recommendations would be useful for any struggling reader. Fully-educated adults have found a couple of these really helpful too. One of the first and highest hurdles all readers have to overcome is learning their phonemes: For some reason the dyslexic brain takes a lot longer to make that link than the typical brain. For regular readers, strings of letters quickly become like the face of friends whose name they know without thinking about it. For dyslexics, those letter groups are more like a distant relative they met a while back, for whose name they have to fish around a bit. The only solution, alas, is repetition. This app will let your kid play with letters. As they progress, kids can move up to Endless Reader and Endless Wordplay. Smaller kids get to practice their letters in multiple ways with this app. They can speak it, write it, hear it and pick it out of a group of other letters. Feels a little more like a game than Endless Alphabet, so they can be useful at different times. Martin is a big fan of getting kids using audiobooks early. Learning Ally is a good starting point for the world of audiobooks for the dyslexic. Some parents resist audiobooks, figuring their kids need all the practice they can get. But Martin encourages parents to look at the bigger picture. By middle school, the differences in reading ability have become more noticeable and kids have often begun to feel self-conscious about how different or behind they are from their peers. One of the more kid friendly one is from Britain: This nifty little app, which also has desktop versions, is like having a built-in editor. Not only does it predict which word a writer is attempting, but it has millions of topic-specific dictionaries. So, if a student is writing about ancient Egypt, co: After users have written a sentence or two, co: This app, which is also recommended by the American Foundation for the Blind, will read aloud, in a more or less human voice, pretty much any sort of document—pdfs, word files, books from Gutenberg, Google docs, you name it. It pairs well with Bookshare , which is, like Learning Ally, an organization that provides

audiobooks to people who have a diagnosed difficulty reading. But Voice Dream Reader is particularly well suited for struggling readers because they can have the text their way. For one, it has synchronized highlighting, which means the program highlights the text it is reading, so readers are getting the words through their ears and eyes at the same time. Recent studies have suggested that shorter lines with more white space are easier for a dyslexic to read, since many of them have difficulty with eye tracking. Finally, readers can annotate or use sticky notes, making studying much easier. Everybody has some trouble organizing his or her thoughts occasionally. Dyslexics have it in spades. When it comes time to start to write short compositions, a familiarity with a mind-mapping technique of some sort can be enormously helpful. They put their ideas in a series of bubbles, then drag them around the page as they realize which ideas are connected and fill them out. High school and beyond means a lot of essays. Essays mean a lot of writing, reading and research, which can intimidate the best of us, let alone someone for whom the written word is a specter. For this stage, Martin recommends these three apps. Dragon Dictate or Naturally Speaking: So it becomes more efficient to have a dictation program, and most experts agree Dragon offers the best ones. Students have to correct anything the program transcribes incorrectly, but if they do this enough, the app eventually becomes pretty accurate. So, why not buy this program for younger kids? At this stage, the student will be reading more complicated texts. One workaround for this is Rewordify. Students can copy and paste a block of text and the program will translate the more difficult words. The program also allows students to click on any words to see their definition, offers exercises to help kids remember the words, and has audio so they can hear the word being spoken. Effectively the cards have five sides, and instead of right wrong responses, students have these options; Wrong or I kind of know or I know really well, so they can study more efficiently. If your kid is already using Quizlet, you can import those decks into Flashcards Deluxe as well. Word-leveling, audiobooks, spelling help—it all sounds a bit like cheating, or a way to get out of doing the work. Martin hears that from parents. Please update your browser at <http://>

2: When Older Students Can't Read | LD Topics | LD OnLine

Graphic novels provide struggling readers with a way of strengthening their vocabularies, build their reading confidence, and foster their appreciation of story. Graphic novels can also help support a reader's understanding of everything from Greek Mythology to Shakespeare.

These can be organized into fiction and nonfiction text structures. For example, defining characters, setting, events, problem, resolution in a fiction story; however in a nonfiction story, main idea and details would be identified. For example, staying in the sun too long may lead to a painful sunburn. Click here for more free graphic organizers. Answering questions Questions can be effective because they: There are four different types of questions: Toad "Think and Search" Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer. Why was Frog sad? His friend was leaving. How do think Frog felt when he found Toad? I think that Frog felt happy because he had not seen Toad in a long time. I feel happy when I get to see my friend who lives far away. Reading the text may not be helpful to them when answering this type of question. How would you feel if your best friend moved away? I would feel very sad if my best friend moved away because I would miss her. Generating questions By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text. Recognizing story structure In story structure instruction, students learn to identify the categories of content characters, setting, events, problem, resolution. Often, students learn to recognize story structure through the use of story maps. Summarizing Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students: Identify or generate main ideas Connect the main or central ideas Eliminate unnecessary information Remember what they read Effective comprehension strategy instruction is explicit Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling "thinking aloud" , guided practice, and application. Direct explanation The teacher explains to students why the strategy helps comprehension and when to apply the strategy. Modeling The teacher models, or demonstrates, how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using. Guided practice The teacher guides and assists students as they learn how and when to apply the strategy. Application The teacher helps students practice the strategy until they can apply it independently. Effective comprehension strategy instruction can be accomplished through cooperative learning, which involves students working together as partners or in small groups on clearly defined tasks. Cooperative learning instruction has been used successfully to teach comprehension strategies. Students work together to understand texts, helping each other learn and apply comprehension strategies. Teachers help students learn to work in groups. Teachers also provide modeling of the comprehension strategies. For more information about comprehension, browse the articles, multimedia, and other resources in this special section: Adapted from Adler, C. National Institute for Literacy.

3: The Struggling Reader

how to modify, adapt, or replace reading lesson materials so that struggling readers will benefit (McGill-Franzen, Zmach, Solic, & Zeig,). Reading Lessons, Interventions.

Lori Kaufman September 29, , This is useful for struggling readers and for writers, when editing and revising their work. You can also convert eBooks to audiobooks so you can listen to them on long drives. The free version of the software converts Microsoft Word files, webpages, PDF files, and emails into spoken words. It includes Microsoft Voices and allows you to change voices and adjust the reading speed. Simply select any text and press one hotkey to have NaturalReader read the text to you. There are also paid versions that offer more features and more available voices. The free version includes many high quality computerized voices and reads text files out loud, as well as instant messages, standard Windows dialogs, and text from the clipboard, which allows the program to read text from webpages and emails. ReadClip ReadClip is a TTS reader that also offers a rich text editor that can read and spell check any text document, and allows you to manage several text and picture clips on the clipboard, and generate MP3 files. The TTS reader part of the software is free and will never expire. Besides monitoring the clipboard, you can also copy and paste text into the program, or type the text into the program, or load the text from a file. Multiple hotkeys can be set for different languages, voices, speech rates, and volumes. Read4Me can also convert text files to MP3 files. It is completely free and fully functional. There is no evaluation period and no crippled features. FeyRecorder FeyRecorder is a TTS conversion tool with natural voices that allows you to listen to any text document spoken aloud. You can also use the software to convert other sound sources into audio files, such as CDs, tapes, DVDs, online radio, and video games. The audio files can be transferred to any portable device that handles them for on-the-go listening. Use yRead to listen to eBooks, your own writing, or any other piece of text. You can also download yRead2 and run both versions on the same computer. You can also input text into the program window to be read aloud. It supports a variety of languages and voices and allows you to create WAV audio files and MP3 audio files from the text. Text2Speech Text2Speech is a free program that converts text into audible speech. DeskBot DeskBot is a free program that includes a clipboard reader, text reader, and time announcer for Windows. For available commands and options, right-click on the DeskBot icon in the system tray. DeskBot will also read the contents of the clipboard when it changes. PowerTalk PowerTalk is a free program that allows you to have your Microsoft PowerPoint presentations spoken out loud. When you open a PowerPoint presentation and let it run as usual, PowerTalk speaks the text on the slides as it appears, and also hidden text attached to images. You can also use ClipSpeak to convert text to MP3 files for listening to on CDs, computers, smartphones, and portable media players. If you want other languages, look at eSpeak , which is a compact, open source speech synthesizer for English and other languages that works in Windows and Linux. You can select different voices, or combine them to create dialogs among different voices for books or scripts, and DSpeech is compatible with all the vocal engines SAPI4 and SAPI5 compliant. You can also have the content of the clipboard read to you. One interesting feature of Balabolka is that you can save subtitled text in the LRC format or in the metadata of the audio file. This allows you to follow along with the text as the audio plays. You can download it to your computer or portable music player or smartphone. You can even embed the file in your website. People wanting to listen to your content can subscribe to your podcasts through iTunes, iPodder, or other similar services. You can also promote your audio content on podcast directories. If you run a blog, you can have your blog posts turned into high quality audio files. They generate MP3 files that are stored on their servers, and they let you know when the audio version of your blog is ready. You can also make money from embedded ads in the audio versions of your blog posts and RSS feeds. As of the writing of this article, Odiogo was upgrading their service and they were not accepting new signups. It highlights the text being currently read and allows you to skip sentences or paragraphs while reading. It can read text in more than 50 languages. FoxVox FoxVox for Firefox allows you to turn your blogs and articles into podcasts. SpokenText The SpokenText Firefox extension allows you to easily record any text on public webpages simply by clicking a Record Web Page button on the toolbar. This

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extension is also available for Chrome. You can easily use this program to read books from Project Gutenberg aloud.

4: HOW TO ADAPT TEXT

Pinpoint the problem a struggling reader is having and discover ways to help. Ready for Kindergarten What parents, teachers and child care providers need to know.

The NRC noted that for students to learn to read well they must a understand how sounds are represented by print and be able to apply this understanding to read and spell words, b practice reading enough to become fluent readers, c learn new vocabulary words, and d learn to self-monitor when reading to make sure what they read makes sense and to correct their own errors. The NRC also found that it was important that teachers provide explicit instruction in phonemic awareness and phonics integrated with many opportunities to read and write meaningful, connected text. They purposefully used the word integrated rather than balanced. Finally, they noted that effective reading teachers adapt their instruction, making changes designed to meet the needs of different students. In summary, the evidence to date shows that there are five overriding research-supported characteristics of effective instruction for students with reading difficulties. Teach essential skills and strategies. Provide explicit and systematic instruction with lots of practiceâ€”with and without teacher support and feedback, including cumulative practice over time. Provide opportunities to apply skills and strategies in reading and writing meaningful text with teacher support. Teach the Essentials Shortly after the NRC issued its report on the serious national problem of widespread reading difficulties Snow et al. The NRP, similarly to the NRC, concluded that reading instruction should address the domains of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Effective classroom reading instruction includes teaching phonemic awareness in kindergarten and 1st grade, and for older students who need it and phonics or word study explicitly and directly with opportunities to apply skills in reading and writing connected text e. Effective reading teachers teach skills, strategies, and concepts. Skills are things students learn to do. In reading, students must learn skills such as associating letters with their sounds such as saying the sound of the letter b and blending these sounds to form words [as in sounding out words]. Strategies are routines or plans of action that can be used to accomplish a goal or work through difficulty. A word-reading strategy is described below. Finally, students must learn concepts, or ideas. They need background knowledge related to reading and to the topics they are reading about. In a typical 3rd grade classroom, there may be virtual nonreaders, typically developing readers, and students who read at 5th or 6th grade levels or even higher. Many classrooms in which all instruction is delivered in English include students who are learning to read and speak in English at the same time. A single classroom may include children who speak several different languages at home. Typically, this means that teachers implement reading instruction in small groups as well as in whole class formats. Although a quality reading curriculum will provide the foundation for effective instruction, teachers will need to adapt their instruction for students who struggle and for high-achieving students as well. Making Instruction More Explicit Students with learning difficulties benefit from explicit instruction in decoding skills and strategies, fluency modeling fluent reading, directly teaching how to interpret punctuation marks when reading orally, etc. When a teacher provides explicit instruction she or he clearly models or demonstrates skills and strategies and provides clear descriptions of new concepts providing both clear examples and nonexamples. If the student is not successful, the teacher models again. The teacher may have the students sound out a few words along with him or her. Eventually, the students apply the skill independently to sound out simple words. Students who are easily confused are more likely to be successful when teachers demonstrate and clearly explain what they need to learn. On the other hand, if confusions are not addressed and foundational skills are not mastered, it is likely that students will become more and more confused, resulting in serious reading problems. Providing Systematic Instruction Systematic instruction is carefully sequenced, so that easier skills are taught before more difficult skills. Letterâ€”sound correspondences and phonics skills i. The pace of introduction of new material is reasonable to allow struggling learners to master key skills, and much of each lesson consists of practice of previously introduced skills, strategies, and concepts and the integration of these with the newly taught material. Increasing Opportunities for Practice Published reading programs rarely include enough practice activities for at-risk

readers to master skills and strategies. Students with learning difficulties typically need extended guided, independent, and cumulative practice. During guided practice, students practice with teacher feedback. Students need both positive and corrective feedback. Specific positive feedback calls attention to behaviors and processes the student is implementing well. Students also need to know when they have made mistakes. Students also need independent practice, during which they implement skills and strategies without teacher support but with close teacher monitoring, and with reteaching when necessary. Finally, students at risk for reading difficulties need large amounts of cumulative practice over time to learn to apply skills and strategies automatically when they read, just as skilled readers do. Cumulative practice means practicing newly learned items mixed in with items learned earlier, so that skills are not taught and "dropped. One effective way to provide extra practice opportunities in the reading classroom is the implementation of peer tutoring routines in which students are paired and taught how to work together to practice skills they have been taught e. The real purpose of reading is to get meaning from text, and the purpose of writing is to convey meaning with text. It is very important that students have the opportunity to apply word identification and spelling skills as they read and write connected text. This process must be supported by teachers who model for students how to apply what they have learned and give students feedback about their reading and writing. For example, students must be taught what to do when they get to a hard word. The most common characteristic of poor readers of all ages is the tendency to guess words that are difficult, sometimes using just a few letters. This quote from a middle school student, taken from a moving article about students in middle school with severe reading problems, describes the situation well: Sometimes when students in my class read, they might know how to say simple words okay, but they will skip over the big words. They look around to see if anyone is even listening to them. They stumble over words, trying to sound them out. They just keep going. Students need explicit instruction, modeling, and practice in vocabulary and reading comprehension, but many students with reading problems continue to need instruction in phonics and word study even when they are in the upper elementary and secondary grades Fletcher, A critical part of effective reading instruction is explicitly teaching students how to use efficient word reading strategies. Simply put, students need to be taught what to do when they get to a hard word. In one research-validated early reading intervention program, young students are taught to use a three-part strategy when they try to read difficult words: These steps are described in more detail below. Look for parts of the word you know. In the earliest stages of learning to read, students may find a letter or a letter combination e. Later, they may recognize common word endings e. Still later, they may identify roots or base words, such as the root spect which means "to see" in the words inspect and spectacles, or common prefixes and suffixes like pre- or -ly. Students should be taught from the earliest lessons to use a sounding-out strategy to read unfamiliar words. They should learn how to blend sounds and larger word parts together to read words and how to apply this strategy when reading real text. Some teachers teach students in kindergarten or 1st grade to identify unknown words by looking at pictures on the page or at one or two letters in a word. These students are being taught to use a guessing strategy, the strategy of choice of struggling readers, as described so well by the middle school student above. If a word is too difficult for a student to sound out, the teacher can model the process of looking for known letters or word parts and sounding out the word, and then simply tell the student the word. Some reading programs include controlled text, sometimes called "decodable text," that contains only words students can read using words and letter sounds they have been previously taught in the program. This kind of text can provide a temporary support for students in the early stages of reading development. After students sound out the unfamiliar word, the last step of the three-part word reading strategy is to teach students to put the newly solved word back into the sentence and to check it to be sure it makes sense. Thus, the meaning of the word in context is not ignored; it is used as the checking mechanism. Monitoring Student Progress In schools with effective classroom reading instruction, students receive regular brief reading assessments so that their reading growth can be monitored. These results can be graphed, so that teachers, parents, and students can readily see progress over time. Classroom reading teachers can adjust their teaching accordingly to try to accelerate student progress. For some students, quality classroom reading instruction is not enough. A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. Journal of Learning Disabilities, 35, "e"

Flexible intervention for struggling readers in the early grades. Intervention for struggling readers: Bringing science to scale pp. Findings of the National Reading Panel. Overview of the Texas Center for Learning Disabilities. Linking general education and special education. What we need to know pp. Promoting word recognition, fluency, and reading comprehension in young children. Journal of Special Education, 39, 34â€” Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. Scientific Studies of Reading, 5, â€” Teaching reading comprehension strategies to students with learning disabilities: A review of research. Review of Educational Research, 71, â€” Oral reading fluency norms: A valuable assessment tool for reading teachers. Reading Teacher, 59, â€” What research says about vocabulary instruction for students with learning disabilities. Exceptional Children, 70, â€” Not all students learn to read by third grade: Middle school students speak out about their reading disabilities.

5: Modifying Books for Students with Multiple Disabilities | Paths to Literacy

In today's post I'll cover how to teach decoding strategies to struggling readers. I'll share some ideas for teaching decoding strategies, provide free strategy menus and cards, and discuss how we can use text-based teaching conversations to support our students.

Wishy-Washy by Joy Cowley on the first day of school each year. The story is about the animals on Mrs. Wishy-Washy proceeds to wash the animals in a large tub. I wanted each child to feel successful and excited about the possibility of becoming a reader. Besides the wonderful stories currently in circulation, many of our traditional literature or fairytales are predictable texts. Think of the repetitive lines that you hear in the following stories: Predictable books have rhyming or repetitive word patterns, familiar concepts and simple story lines. When children are pre-readers and beginning readers, adults should continually model for the future reader how the reading process works. Predictable books can be a vital part of this modeling, without necessarily instructing the child in these skills. Predictable books are excellent examples and provide support in the following ways: The text and illustrations enable children to anticipate words, phrases or events. Predictable books can be stepping stones in the reading developmental process because they are engaging and interesting to young children. The listener can also participate in the reading. Repetitive phrases can help children follow storylines and more fully understand the sequence in a story. Predictable books have wonderful story patterns that help the reader deliver the story with fluency and rhythm. I have found that predictable texts are essential examples of the reading process for struggling readers, as well. A child who is having difficulty decoding words and reading sentences smoothly would benefit from predictable books. As a listener, he is able to hear the rhythm of fluent reading. As a reader, there will be repeated words that may simplify the decoding process. Sometimes a book will have a repeated line that is not part of the rhythm of the story but occurs often. These repeated statements or questions can be invaluable to the new or struggling reader. Pick up the latest book by Philip C. Seuss Books, set of 8 BKSETE – click photo for more information In addition to the books listed above, you may also want to pick up these books with repetitive text: Seuss Hop on Pop! By Teri Sloat Advertisements.

6: 10 Tech Hacks for Struggling Readers

READ is for struggling readers in grades It involves teacher instruction, working on a computer and reading alone. It involves teacher instruction, working on a computer and reading alone.

Louisa Moats Since , state and federal reading initiatives have focused on the problem of reading failure at kindergarten and the primary grades. The focus on early intervention is well-conceived, given the strong evidence that research-based instruction beginning in kindergarten significantly reduces the number of children who experience reading difficulty National Institute of Child Health and Human Development, If children receive instruction in phonological and alphabetic skills and learn to apply that knowledge to decoding words, they are very likely to succeed at reading. Once children fall behind, they seldom catch up, a reason that such states as California, Virginia, and Texas promote early intervention to prevent reading problems. Reading level in 1st grade, moreover, is an astonishingly good predictor of reading achievement into high school Catts et al. Reading failure begins early, takes root quickly, and affects students for life. Improvements in reading education in the lower elementary grades, however, are coming too slowly to affect the huge numbers of students beyond third grade who have been the victims of misguided reading instruction and scarce resources. Many people know that about 42 percent of 4th graders score below basic in overall reading skill on the National Assessment of Educational Progress NAEP. Too few children can compete in higher education and about half fail to complete high school. The older struggling reader What can be done? Plenty, if we are committed to applying best practices supported by reading research. Converging evidence from psychological studies of reading explains the nuts and bolts of learning to read at any age and in any alphabetic language Lyon, Most reading scientists agree that a core linguistic deficit underlies poor reading at all ages Catts et al. Therein lies the most challenging aspect of teaching older students: Over time, their comprehension skills decline because they do not read, and they also become poor spellers and poor writers. What usually begins as a core phonological and word recognition deficit, often associated with other language weaknesses, becomes a diffuse, debilitating problem with language “ spoken and written. Back to Top Effective instruction Several principles drive effective instruction in reading and language. Such instruction is intensive enough to close the ever-widening gap between poor readers and their grade-level peers as quickly as possible. Very poor readers must have their phonological skills strengthened because the inability to identify speech sounds erodes spelling, word recognition, and vocabulary development. For less severely impaired readers, educators must often target text reading fluency. If students can decipher words, educators must aggressively address vocabulary deficiencies with direct teaching and incentives to read challenging material in and out of school. If students do not know the words they are reading and cannot derive meaning from context, they must expand their vocabularies and learn a repertoire of comprehension strategies Williams, Students cannot and should not bypass any critical skills necessary for fluent and meaningful reading just because of their chronological age. Effective instruction stimulates language awareness. Direct work on speech sound identification pays off. If students cannot efficiently decode words by using phonic relationships, syllable patterns, and structural analysis morphemes , they benefit from learning the organization of English orthography at various levels. If students are unfamiliar with the features of written text, such as subtitles, paragraph structures, connecting words and phrases, embedded clauses, idiomatic usages, and figures of speech, these can be taught. Each of these challenges, moreover, can be met in age-appropriate ways, in inter-woven curricular strands that progress along a developmental sequence Greene Phonological awareness and decoding Recognition of printed words depends on the ability to map speech sounds to letter symbols “ the alphabetic principle “ and to recognize letter sequences accurately and quickly “ orthographic processing. The majority of poor readers who read below the 30th percentile in the intermediate and upper grades have either pronounced or residual needs for instruction in these basic skills. The techniques for teaching older students, however, differ from the techniques of teaching younger students. Older students have experienced reading failure from an early age so they must be convinced that a renewed investment of energy will be worthwhile. In the Washington Literacy Council program, for example, adult

students who have recently developed the ability to match speech sounds to letter symbols speak to incoming students about the helpfulness of the structured language instruction they are about to receive. Phonemic drills are short tune-ups that include games such as reverse-a-word Say teach; then say it with the first sound last and the last sound first-cheat. Students identify speech sounds before they spell words by using the tapping technique "touching the thumb to successive fingers as they segment and pronounce the speech sounds Wilson, Teachers can teach sound-symbol correspondences in the context of syllable types. Short vowels occur before one or more consonants in closed syllables. Students read the syllables and immediately spell them in longer, age-appropriate vocabulary: As they master six or seven syllable types, students learn to visually chunk sequences of letters and understand spelling patterns. For example, the word rifle has one f and the word ruffle has two fs because of the syllable structure. Rifle begins with an open syllable that ends with the long vowel ri , and ruffle begins with a closed syllable ruf ; each syllable is attached to the final syllable unit -fle. To develop an eye for printed syllable units, students can arc under syllables with a pencil before reading a word. Beginning with inflections that may change the spelling of a base word fine, finest; begin, beginning; study, studied , students analyze words into units that often link meaning and spelling "designate, signal, and assignment, for example, share a root. Instruction must be cumulative, sequential, and systematic, so that students overcome the bad habit of relying on context and guessing to decode unknown words. Reading fluency and word recognition Sound-symbol associations and word recognition are usually fast and automatic in good readers - such readers employ little conscious attention when they identify words. Third graders typically read at more than words per minute; adults typically read at more than words per minute. Poor readers are usually too slow, even after they become accurate. Slowness generally reflects lack of practice with reading. For some poor readers, slow word retrieval appears to be an unyielding, constitutional characteristic. These children do not easily develop whole word recognition, but instead decode each word as if it were seen for the first time. Older poor readers can usually increase speed with a great deal of practice at several levels: Quick speed drills, conducted as challenge games to achieve a goal, can build automatic recognition of syllables and morphemes. For example, students can graph their progress reading several lines of confusable syllables such as pre, pro, per or can, cane, kit, kite, pet, pete. Alternate oral reading of passages in small groups, reading with a tape-recording, choral reading of dramatic material, and rereading familiar text can all support text reading fluency. Above all, however, students must read as much as possible in text that is not too difficult in order to make up the huge gap between themselves and other students. Vocabulary and phrase meanings Normally progressing students can read most of the words in their listening vocabulary by 4th or 5th grade. From then on, they learn new vocabulary "primarily by reading" at the rate of several thousand new words per year. Older poor readers are at least partially familiar with more spoken words than they can read, but because they do not read well, their exposure to the words in varied contexts is limited. For example, one student of ours defined designated as sober, from the association with designated driver. Many poor readers must overcome a huge vocabulary deficit before they will be able to read successfully beyond the 5th grade level. Effective vocabulary study occurs daily and involves more than memorizing definitions. Teachers deliberately use new words as often as possible in classroom conversation. They reward students for using new words or for noticing use of the words outside of the class. Such strategies as using context to derive meanings, finding root morphemes, mapping word derivations, understanding word origins, and paraphrasing idiomatic or special uses for words are all productive. If possible, word study should be linked to subject matter content and literature taught in class, even if the literature is being read aloud to the students. Teaching comprehension Increasing emphasis on more advanced reading strategies is appropriate as students reach the 4th or 5th grade level of reading ability. Students who have not read a great deal often lag in their knowledge of genre, text structure, text organization, and literary devices. They are unused to reading for information, or reading to grapple with the deeper meanings of a text. The internal questioning that occurs in the mind of a good reader must be explicated, modeled, and practiced many times in group discussions. Probing and using open-ended questions about issues significant to the students are most likely to stimulate language. Great texts such as fables, poems, oral histories, and adapted classics promote student engagement. Even if students are working on word recognition, they will benefit from daily opportunities to discuss

meaningful material. The teacher of comprehension must simultaneously teach students about sentence structure, text cohesion, punctuation, phrasing, and grammar because comprehension can break down at the most basic levels of language processing. For example, students who are poor readers may fail to identify the referent for a pronoun, the figurative use of a word, the significance of a logical connective, or the tone of a phrase. Written response to reading can greatly enhance comprehension, but poor readers must have their writing skills developed sequentially and cumulatively. Writing improves when students practice answering specific question types, elaborating subjects and predicates, combining simple sentences, constructing clauses, and linking sentences into organized paragraphs. These are the building blocks of clear expository writing. Even as students develop the building blocks for writing, shared and modeled writing helps them transcend the daunting challenges of generating and organizing their thoughts. Rather than turning students loose to face a blank piece of paper, the instructor models and demystifies the composition process. First, the class generates and sorts ideas. Then it decides on an outline and topic sentence. Next, the teacher talks the class through each step of a shared composition, modeling decisions about what and how to write. Finally, the teacher models the editing process, pointing out sentences that need elaboration, combination, or reordering, and replaces words as necessary. Students are thus prepared to compose independently. Back to Top

Instruction that works Older poor readers can often learn to read with appropriate instruction. Joseph Torgesen and his colleagues at Florida State University have brought very poor readers at grades 3 to 5 up to grade level and documented the maintenance of those gains over two years Torgesen et al. Two approaches, varying in amount of time spent on decoding and text reading, proved effective. All of these approaches assume that older poor readers can learn to read if they are taught the foundation language skills they missed and they have ample opportunity to apply the skills in meaningful text reading. Each approach teaches language structure explicitly to match the developmental needs of the students and uses systematic, structured, and cumulative methods applied to age-appropriate text. These approaches teach language at all levels: They unpack the building blocks of words, ensuring that students process them accurately, build fluency through ample practice, and teach students to engage actively the meanings in text. Beyond 3rd grade, poor readers can be taught if the program has all necessary components, the teacher is well prepared and supported, and the students are given time, sufficiently intensive instruction, and incentives to overcome their reading and language challenges. Given the right approach, students will buy in. Back to Top

About the author Dr. Moats is project director for a four-year longitudinal study of early reading intervention in the Washington, D.

7: The Best Text to Speech (TTS) Software Programs and Online Tools

This page book focuses on ways to modify materials, tests, and assignments for reluctant and struggling readers. Contains nin topical readings with hands-on activities.

School District can read any book that targets her interest and reading ability. As a pilot program, the district purchased digital books for the school year and measured how often the books were read. Dopierala says the results blew her away. By the end of the school year, those books had been accessed more than , times by K12 students all over the district. One Title I elementary school had accessed the books 58, times. As school districts across the country struggle under the weight of budget cuts, however, school administrators will need to be creative in finding funding sources. The digital book market will likely grow as more Americans purchase tablet computers and other digital reading devices. One study from the Pew Research Center shows that the number of adults who own tablet computers rose from 10 percent to 19 percent between mid-December and early January. The same surge in growth occurred with e-book readers as well, which also jumped from 10 percent to 19 percent over the same time period. Results are expected to be released later this spring. Depending on what types of digital learning programs are used in a district, librarians may need to know how to help children find the right e-books through online libraries, help them navigate online reading programs, or solve problems on iPads and other tablet computers. Harvey says that understanding new technology is a key component in the future role of librarians. Launched in , myON is a personalized Web-based reading program that provides access to more than 2, online books. MyON also develops an individual profile for each student based on interests and then generates a recommended book list. According to Dopierala, students in Charleston County devoured 26, books through myON reader within the first month of the school year. A large and diverse school district, Charleston County has roughly 45, students in 80 schools. MyON plans soon to expand its library, and this year it will launch mobile applications for the iPhone and Android. Jennifer Thrift, a librarian at Charles Pinckney Elementary School in Charleston County, says that digital reading programs can offer an interactive experienceâ€”with animated characters, colorful puzzles, and other engaging activitiesâ€”that speaks to a generation of computer users. In turn, advanced students can read above their grade level. In another benefit, Thrift says, boys are reading more than ever since the school launched myON last year. From the science of baseball to the workings of the human body, young boys have been choosing nonfiction books that spark their interest. School districts today have a range of choices and specific services to meet the various needs of students. The program features online games and interactive library books that can be read at home, as well as assessments. The program, for grades pre-K through 12, allows students to read books at their own pace and then take the series of quizzes. For Lim, a former Teacher of the Year for his district, personalized instruction is essential for struggling readers. In , Scholastic launched READ Next Generation, an updated program that includes a larger library of nonfiction e-books, as well as new writing software designed to help students improve their writing skills. This June, literacy publisher MindPlay will launch its MindPlay Virtual Reading Coach, a new curriculum for K12 designed to help students improve their reading skills by differentiating instruction. With MindPlay, students will have their own virtual reading specialist to help them read along at their own pace. One school is even replacing textbooks with e-book readers. The first textbooks to be downloaded to the Kindle were the math textbooks. School officials reported a 6 percent jump in math scores in grades 9 to 12 after a year. This school year, the district has ordered about 1, Kindle Fires, the tablet computer version of the Kindle e-book reader. The Kindle Fires are used along with regular Kindles. Professional Development As the demand for digital reading grows, so do the needs for professional development for teachers and for comprehensive assessments to determine whether the programs are working, says Julie Coiro, a professor in the School of Education at the University of Rhode Island and chair of the Technology, Literacy and Communication Committee of the International Reading Association. The committee works to promote computers and related technologies as tools for improving the quality of reading instruction for children. Coiro says that school districts will also need to invest in professional development for teachers, including working with teachers to develop a comprehensive

instruction plan as well as assessments to determine if students are using the technology in productive ways. Coiro also believes there needs to be more research to determine the long-term impact of using digital books. Wealthier districts have the funds and freedom to experiment with new programs, while districts in low-income areas are limited. School officials at the Indiana Department of Education found a solution to the digital divide through government funding for after-school programs. The centers are part of a nationwide government program for after-school enrichment in high-poverty neighborhoods. Last year, the state was able to secure 21st Century federal grant money to launch myON in 25 of its after-school 21st Century Community Learning programs, which serve more than 5, children. Knox says that children in these programs read 18, books just in the month of November. The district has worked to pull together funding from multiple sources, including Title I, technology grants and internal sources to keep the program afloat, says Lenny Armato, a supervisor of special education. The program, designed to help strengthen fluency, comprehension and vocabulary, allows students to read at their own pace and then lets them go back and listen to a recording of themselves reading the text. Struggling readers of all ages work on Reading Assistant 10 to 15 minutes a day. Reading Assistant is part of the larger Fast ForWord program. From to , the percentage of fourth-graders performing at or above the basic level in English increased from 55 percent to 78 percent. Mary Parish, a diverse district where 67 percent of students qualify for the free and reduced-price meal program, exceeded the state average for the percentage of fourth-graders reading at or above the basic level in English.

8: Essentials for Effective Reading Instruction | RTI Action Network

Struggling readers need texts they can read (and comprehend) to improve not only their reading ability, but also their reading attitude. When we ask students to perform in their frustration zone, we are not doing them any favors.

Intelligently simplify difficult English, for faster comprehension Effectively teach words, for building a better vocabulary Help teachers save time and produce engaging lessons Help improve learning outcomes Rewordify. The site is free and child-safe. Try the online demo and the first-time user guide. You can print free, full-color literature to get started. Scroll down for more info Enter hard sentences or whole chapters into the yellow box at the top of the page. You can also enter a web site URL. The reworded words are highlightedâ€” click them to hear and learn the original harder word. You can change how the highlighting works to match the way you learn! Our amazing Rewordifying Engine is what makes it all possible, and no other web site has it. Want to see something now? Click Classic Literature at the top and start readingâ€”easier. Learn more words faster. Our exclusive Learning Sessions actively teach you words so you learn them. Any time you paste in a block of text, our software finds all the hard words, lets you pick which ones you want to learn, and then teaches them to you in a Learning Session. Learn more about Learning Sessions. Reword; click to see original I used to hate and avoid carefully reading English. I used to loathe and eschew perusing English. I used to hate and avoid carefully reading English. Learn the way you wantâ€”from what you want to read. You can change the way the site works to fit your learning style as you read and learn from almost any text passage or web page. See the different highlighting styles in the box? You can pick any of them, and lots more options. Click the Settings link at the bottom of the page now, or at the top of any page to see all the choices you have. The demo text in the box here never changes. Chart your progress and have fun. Plus, as you use the site, you earn points and get Learning Stars â€”a fun reward for reading and learning! Now you can easily get your students involved in their learning: Imagine each student learning vocabulary customized to his or her interests, while you have time to teach instead of typing. Could differentiation by interest or readiness be any easier? You can start doing it today, for free. Teach more, type less. You never have to type another vocabulary list or quiz again. You or your students! Do you need to teach or not teach particular vocabulary words and phrases? You can make customized word lists so the site rewords and teaches any word or phrase exactly the way you want. Build a learning library. Save all your documents online so anyone can read them and learn from them at any time. Just log in, rewordify something, and click the Share button. Select how public or private you want the document, enter the title, author, etc. You get a link that you can put in your online lesson plans, teacher web pages, or blog. No more rewordifying the same thing over and over again! You can view, manage and edit all your documents from any computer. Just log in or create a free, safe account and start building your learning library. Click Educator Central at the top. In a few minutes, you can create student accounts on Rewordify. Get actionable learning and error analytics as your students read and learn from any document you post, or from any document or web page they want to read. Imagine each student learning different words based on his or her interest or ability level. Effectively match interventions with students, based on detailed error breakdowns that let you see what you need to see in a few clicks. Student accounts are anonymous, and they keep your students safe and focused on learning. Start using it now: Log in and click on Educator Central at the top. Read more about Educator Central. It works on any computer, tablet, or smartphone. Just point your browser to Rewordify. Yes, your whole school district can create teacher and student accounts, without entering any personal information. What it does have is speed and ease of use, which are very nice when you have to teach a room full of teenagers. The site is a web app, which is great for you, because you get almost-daily site updates automaticallyâ€”so you can read and learn, not download and install app updates. We keep kids safe online. Student accounts are completely anonymous and cannot post or share anything. Our state-of-the-art web filtering technology blocks millions of inappropriate sites and questionable language, to protect kids online and keep them reading only what they should be reading. Read more about how we protect children from inappropriate material.

Struggling readers must be exposed to a wide variety of text genres and types, including newspaper and magazine articles, novels, and Web sites. Understanding the features specific to different genres and types of text allows students to better predict what comes next and how the text will be presented.

Sixteenth-century English literature Thermal fluid sciences turner 5th edition Act now with enthusiasm By-laws, of the Corporation, for Superintending, Managing Conducting, the clergy reserves, in Upper Canad Haunted (Hardy Boys: Undercover Brothers: Super Mystery) If only I had a green nose Mr Browser and the cometcrisis Narasimha karumanchi data structures in java Structured instruction Arundel and Pomfret Marbles pb Exercises for Diabetes SALAMANDERS OF U S CANADA India (True Books-Geography: Countries) Signing naturally units 7 12 What can literacy leaders do to close the literacy achievement gap among groups of students within a scho The Philosophy of Space and Time All that we are we give The critical mixture of race Report of a reconnaissance from Carroll, Montana territory, on the upper Missouri, to the Yellowstone nat Department of Defense appropriations for fiscal year 1977 Signifying contamination : on Austin Clarkes Nine men who laughed Smaro Kambourelli. Mergers in Wisconsin Tchaikovskys early years Defying gravity wicked piano sheet music Integrated chameleon architecture Hamlyn book of horror and S.F. movie lists Operating system book file Rules versus principles based compliance Protestantism, secularization, and the welfare state Anthony Charles Nicki Holmyard Gorazd Ruseski Rebecca Lent Frank Meere Nobuyuki Yagi Thomas Binet The financial system Inefficient lobbying, populism, and oligarchy Spring web application tutorial Canon canonet 28 manual A Northwoodsmans Guide to Everyday Compassion Nebraska Policy Choices, 1986 Pluto : from darkness into light Finite Elements Volume VI Development Cranial Nerve Ganglia Hard boiled, Criterion Collection commentary track excerpts John Woo, Terence Chang, and Dave Kehr