



# Friday Focus

## Carter County Schools

Volume 3, Issue 25

March 27, 2015

### What To Do With Struggling Readers

What happens when kids can't read? They give up. They become disengaged, defiant, and desperate. If you are a teacher who wants to help struggling readers, the good news is that explicit reading instruction can make a difference.

Kylene Beers created two categories of readers: independent and dependent. She said independent readers are able to: figure out what is confusing them, set goals for getting through the reading, use many strategies for getting through the text, and make the mostly invisible process of comprehension visible. On the other hand, dependent readers: stop, appeal to the teacher, read on through, and keep the mostly invisible process of comprehension at the invisible level. Don't we all recognize these students from our own classrooms? Are you already think-

ing about explicit strategies that you can utilize to transform those type two kids into independent readers?

Our goal is not to tell kids that they will *never* struggle with text. Rather, we must teach our children how to *successfully struggle* with text. This is why we help them use tools such as text annotation. This is why we ask them to identify the purpose for their reading. This is why it is critical for our kids to be able to predict, infer, summarize, visualize, etc. about the text in front of them. And, this is why our word walls are crucial pieces of our classroom environment. Readers—*independent and dependent*—need these experiences to cope with the texts before them. It is up to us to explicitly teach them how to handle their daily reading.

#### If a student...

CAN call all the words and read at a reasonable rate, BUT has trouble answering the questions, discussing the text, understanding unknown words, and says reading is boring...

*Then this student needs help with* Vocabulary, making predictions, comparing and contrasting, summarizing, visualizing, and making connections.

#### If a student...

Stumbles through words, tries to sound out words, tries to decode then gives up, reads slowly, misspells a lot, and has trouble with high-frequency sight words...

*Then this student needs help with* Word recognition, spelling, and fluency.

#### If a student...

Does not participate in discussions, does not believe he is a good reader, thinks good readers are just smarter, is disengaged, and does not put much effort into reading assignments...

*Then this student needs help with* Gaining confidence, learning how to be an active participant, and learning the academic language of discussions.

#### If a student...

Has good word recognition skills, and appears to understand texts, BUT resists reading, says he can't find interesting books, cannot name favorite authors or genres, and claims reading is boring...

*Then this student needs help with* Learning how to find texts that interest him, how to navigate a library, and what resources can help him find reading material

Types of Confidence Good Readers Need		
Cognitive Confidences	Social and Emotional Confidence	Stamina and Enjoyment
<ul style="list-style-type: none"> <li>Comprehend texts</li> <li>Monitor their understanding</li> <li>Determine meaning of words</li> <li>Read with fluency</li> </ul>	<ul style="list-style-type: none"> <li>Be willing and active participants in a community of readers</li> <li>Read for enjoyment and information</li> <li>Have a positive attitude toward reading</li> </ul>	<ul style="list-style-type: none"> <li>Develop the stamina to continue reading difficult texts</li> <li>Find authors and genres that interest them</li> </ul>

### What Good Readers Do

- They recognize that reading is done for a purpose, to get meaning, and that this involves the reader actively participating.
- They use a variety of comprehension strategies such as predicting, summarizing, questioning and visualizing the text.
- They make inferences about the text.
- They use prior knowledge about their lives and their world to inform their understanding of a text.
- They monitor their understanding of a text, identify what is challenging, and have strategies to improve their understanding.
- They evaluate their enjoyment of a text and why it did or did not appeal to them.
- They know many vocabulary words and how to use the context, word parts, and roots to help understand new words.
- They recognize most words automatically, read fluently, vary their reading rate, and "hear" the text as they read.

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[The Middle School High Five](#)

[High School CSR](#)

[Elementary Strategies \(Video\)](#)

[Elementary BDA](#)

[Seven Literacy Strategies That Work](#)

### Upcoming Events

- March 30-April 3 SPRING BREAK
- April 9—Enduring Skills Results Due to Principals
- May 18-June 1 KPREP Testing Window