

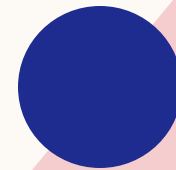
READING STRATEGIES FOR ACCESSING GRADE-LEVEL TEXTS

A Guide to Helping
Striving Readers Succeed



AGENDA

- Norms
- Objectives
- Introduction
- Strategies
- Q & A
- Evaluation



NORMS

- Be respectful of others' opinions
- Be respectful of others' time
- Listen & Participate
- Ask questions
- Have fun learning

OBJECTIVES:

- Gain an awareness of reading strategies to assist striving readers in accessing grade-level texts across various content areas
- Demonstrate the ability to implement at least two of the five strategies to assist striving readers in accessing grade-level texts across various content areas

slido



According to the National Center for Education Statistics, what percentage of fourth graders in the U.S. do not read on grade-level?

① Start presenting to display the poll results on this slide.



So, why does 4th grade matter anyway? Students have plenty of time to catch up, right?

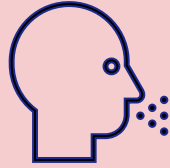
WRONG!

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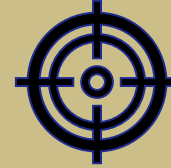
- Fourth-grade reading proficiency is an important indicator of educational development.
- By the time a child reaches fourth grade, they are expected to be able to read in order to learn other subjects.
- If a child is not proficient in reading by this age, it becomes harder for them to succeed academically and since reading ability is likely to further decline with each year, students who don't read on-level by fourth grade are more likely to drop out of school later in life.



SIX STRATEGIES



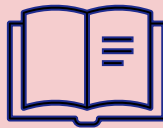
Vocabulary



Targeted
Sentences



Background
Information



Read Together
1st Read



Chunk Text



Multiple Reads



VOCABULARY

**MAKE A LIST OF WORDS THAT YOU ANTICIPATE
STUDENTS WILL STRUGGLE WITH BEFORE EACH LESSON**

**THIS INCLUDES WORDS THEY MAY STRUGGLE TO
DECODE OR COMPREHEND.**

CONSIDER USING ONE OR MORE OF THE FOLLOWING...

VOCABULARY

- **Saying the sounds of the word and blending it together**
- **Looking for a word family and using the word family to read the word**
- **Looking for known word parts or chunks**
- **Breaking words into syllables**

***After you read each word, have students repeat it. After you've read all the words, have students read them all again, at least twice.**

TARGETED SENTENCES

Pull out a few challenging sentences to have students practice beforehand.

- **Choose 2-4 “tricky” sentences in the text.**
- **Type up the sentences or write them on sentence strips.**
- **During the lesson, model reading it aloud.**
- **Read it chorally with students.**
- **Have students read it on their own.**



ROLE PLAY

We will break into groups of four and practice the vocabulary and target sentences strategies.



PROVIDE BACKGROUND INFORMATION

Ways to Build Background Knowledge:

- . Show a quick YouTube clip that relates to the text**
- . Engage students in a discussion (you might launch the discussion by showing them a photograph or image about the topic)**
- . Read students a different text**

READ TEXT TOGETHER ON FIRST READ

- **Echo Reading-** If students need a LOT of help, consider an echo read. In an echo read, you read a chunk of the text, and then students read it. Once you've "echoed" the entire text, or part of the text, students go back and read it completely on their own.
- **Choral Read-** For a little less support, try a choral read, where you and the students read aloud the text together. After the choral read is finished, students go back and read the text entirely on their own.
- **Pre-read-** For less support, try a teacher pre-read, where you read part of or all of the text aloud to students, and then have them read it on their own.



VIDEO

Echo Read
Choral Read



CHUNKING TEXT

A procedure of breaking up reading material into manageable sections. Before reading a “chunk” students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the passage.



MULTIPLE READS

Have your students re-read the text several times.

Some of the re-reads can take place in your small group, but they can also take place during independent reading or centers.



Audience Q&A Session

① Start presenting to display the audience questions on this slide.

COURSE EVALUATION

Scan the QR Code to
participate in the course
evaluation.





THANK YOU

Rica Broussard
ricab7@gmail.com
www.ricaslearningspace.com