

The background of the slide is a green chalkboard. In the lower-left quadrant, two pieces of pink chalk are lying on the surface. One piece is standing upright, and the other is lying horizontally next to it. There are several faint, white chalk markings on the board, including a large 'A' shape in the lower-left, a large 'V' shape in the center, and some other indistinct lines and curves. The overall lighting is soft, creating a slight shadow for the chalk pieces.

Proven Strategies to Strengthen Struggling Readers

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One Struggling Reader

“ This is really hard, teacher!”





Literacy Proficiency in the 21st Century

- Four sets of practices (Luke and Freebody, 1999)
- written, visual, digital texts
- “Literacy proficiency can be defined as the ability to use linguistic, cognitive, social and cultural resources to interpret and critique the various types of texts that are part of the learner’s community [of practice].” (Beach, Ward, et.al., 2013, p. 157)

Literacy is.....

- dynamic
- participatory
- collaborative
- social
- creative
- communicative
- multimodal
- cultural
- strategic
- critical

(Beach and Bayless, 2016)



Struggling Readers

- Socially and culturally defined
- Diverse and developmental
- Multiple profiles
 - *Pierce, et. al., 2007: 4 clusters of 2nd & 3rd grade at risk children*
 - *Hock et. al., 2009: 8 patterns of scores of poor middle school comprehenders*
 - *Brasseur-Hock, et. al. 2011: 5 distinct subclasses of 9th grade struggling readers*





Research supports.....

**No one intervention
will support **ALL**
struggling readers.**



This is HARD! We must remember the importance of:

- Assessing the strengths and needs of each learner
- Targeting intervention strategies to that profile
- Consistent monitoring and ongoing support of learning

➤ *(Valencia & Buly, 2004; Wanzek, Wexler, Vaughn, & Ciullo, 2009)*

As we teach, we must be...

- focusing on both word and text level skills and strategies
- supporting the transfer and integration of those skills and strategies to multiple contexts

» (Edmonds, et.al., 2009; Fisher & Ivey, 2006)



Don't forget to....

- Pay attention to learners' motivation and self-efficacy
- Remember that nothing is better than reading and writing to develop students' reading and writing

» (Allington, 2014; Hall; 2006)





Resources for further reading

- Oklahoma State Department of Education website
 - *Oklahoma Academic Standards for English Language Arts, pages 106-112*
- Professional journals and websites such as those from the Literacy Research Association
- International Literacy Association website
<http://www.literacyworldwide.org/>

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This is **really HARD...**

- **But we are teachers,**
- **And we can do hard things!**

Master Teachers Talk

- Rhonda Harlow
 - *Enid Public Schools*
 - *Strategy: Using visuals with vocabulary instruction*
- Robin Fisher
 - *OSU/Stillwater Public Schools*
 - *Strategy: Connect/Collect/Correct*
- Passion Bradley
 - *Whiz Kids Oklahoma/OKC Public Schools*
 - *Strategy: Explicit instruction-I do, we do, you do.*
- Cheryl Wolff
 - *Putnam City Schools*
 - *Strategy: Assessment for instruction*