

What Underachieving and Struggling Readers Want Teachers to Know and Do

1 Memory Storage and Retrieval (Input)

Word/Concept/Important Name, Event, etc.	Meaning/Explanation/Description	Memory Cue/Picture/Movement, etc.

2-7 minute Vocabulary Rehearsal Activities to Promote Storage, Retrieval, and Retention

Stroll and Stop

(You need the list of vocabulary words and a piece of paper folded in half 4 times (32 boxes.)

1. Students choose three words from their list
2. Start walking around the room and the teacher says stop.
3. Students teach their three words to a peer and the peer signs the signature practice sheet in one of the boxes.
4. Towards the end of the activity, bring the students back together as a whole group and individual students get to call out someone's name from one of their signature boxes and they have to teach one of their words.

Jigsaw

(You need the list of vocabulary words and organize students into groups of five each with the responsibility of teaching 4-5 words that the other groups don't have.)

1. Students in each base group practice the words to make sure they can pronounce them correctly, spell them, and know what it means. They may also develop memory cues that can be visual, auditory, kinesthetic (movement), tactile, emotional, smell or taste.
2. One student from each of the base groups goes out to another formed group and each person in the group teaches their 4-5 words.

Flash IT

1. Using index cards or 2 X 3 pieces of paper to write the target words and phrases on the cards, putting one language on the front and the other on the back.
2. Students walk around the room and take the stack of words from a partner and flash the partner their own words. Proceed through the stack and separate the words into two piles: those they understand immediately and those you do not.

3. Students go through the yet-unlearned words for 2 minutes until you attain a speedy mastery of them.
4. They hand their cards to a partner next to them and get tested for mastery.

Express Yourself

1. Students select five target words from their list and create or select a sample sentence.
2. Students get into pairs while standing and state each of their five sentences changing emotional, funny, speed, intensity, pitch, or phrasing. The sentences should not sound just like a regular sentence. After the sentence is stated, they say the target word again.
3. For the last of the three partners---Students must write down one sentence from their last partner and will have to state that sentence when either a teacher or student calls them upon. Again---they must state the target word before and after the sentence.

Sort It

(This activity works best when there are many words, but the words can be grouped by some pattern, meaning, or connection)

1. Create slips of paper with the target words.
2. Students work in pairs or triads to sort the words into patterns/groups. You can give them the titles of the groups or you can let them figure it out.
3. Students pair up with another pair of students and have to explain why they put each word in their groups.

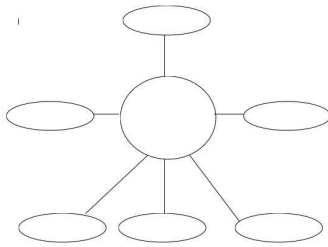
Reading Informational Text and Reading Literature

- | | |
|---|--|
| 1. ___ Main/Central Idea | 8. ___ Problem-solution relationships |
| 2. ___ Significant Details/Evidence | 9. ___ Interpreting and Applying Multi-step Instructions and Processes |
| 3. ___ Sequential/order relationships and significant details | 10. ___ Author's Purpose, Point of View, Arguments and Claims |
| 4. ___ Comparison relationships | 11. ___ Understanding and Using Maps, Charts, and Graphs |
| 5. ___ Causal relationships | 12. ___ Literary Analysis |
| 6. ___ Knowledge of key terms and phrases | 13. ___ Getting Relevant Information from Research |
| 7. ___ Generalizations and conclusions | |

2 Finding Patterns, Summarizing, and Responding to Questions (Process)

Explicit Teaching and Guided Practice Process	
<ol style="list-style-type: none"> Select an article, text reading, media, or observation where a featured skill can be used. Introduce the skill and strategy to the students along with the content area goals. Activate background information about the topic/text and provide motivation to pay attention. Familiarize students with the pronunciation and meaning of essential words. Teach, model, and reinforce the skill and strategy. 	
I do	The teacher states and displays the objectives and demonstrates (models) the skill/strategy or parts/chunks of the process to the whole group/class.
We do	Engage either pairs or triads in applying the skill/strategy.
I Do	The teacher reviews progress, gives feedback, solicits and answers questions, and clarifies. Then, the teacher demonstrates (models) the skill/strategy again to the total group/class again.
We do	Engage either pairs or triads in applying the skill/strategy.
I do	The teacher reviews progress, gives feedback, solicits and answers questions, and clarifies. Then, the teacher demonstrates (models) the skill/strategy or parts/chunks again to the whole group/class again.
You do	Engage students to work alone (independently) in applying the skill/strategy.
Closure	The teacher reviews progress, gives feedback, and clarifies again to the total group/class. The teacher encourages the students to reflect on the skills/strategy and provides praise and encouragement. Provide a small amount of homework so that students can independently apply the process.
The next day	Engage the pairs or triads of students to check homework and try more applications of the skill/strategy/process. Clarify and review what was done.

Main/Central Ideas (Identify and summarize explicitly stated and inferred main/central ideas.)

Graphic Organizer	Summary Template	Questions	Hand Signal/Movement
<p>Bubble Map</p> 	<p>The main idea of this passage is _____. The author stated that _____.</p> <p>The passage/article also mentioned that _____. In addition, (another idea) _____.</p> <p>Finally, the passage/article stated _____.</p>	<ol style="list-style-type: none"> The main point of the article is . . . Summarize what you read. The main theme of the story is . . . List the facts regarding . . . The text is about . . . The story/article mainly tells . . . Which of the following best expresses the main idea? A B C D E On the basis of information in the passage, we can determine that . . . What would be the best title for this passage? Which statement best expresses the central idea of this passage? 	<p>Hold a fist (main idea) and dangle and wiggle fingers (details).</p>

Templates can be found at <http://www.achievementstrategies.org/ela.html>

3 Assessing Learning (Output)

Short-Cycle Formative Assessment Plan

Teach, assess, provide correctives or enrichments	Teach, assess, provide correctives or enrichments	Teach, assess, provide correctives or enrichments	Teach, assess, provide correctives or enrichments	Evaluate (Summative Test)
Re-assess Observe progress and strategies	Re-assess Observe progress and strategies	Re-assess Observe progress and strategies	Re-assess Observe progress and strategies	Intervene and Re-assess if necessary

Formative Assessment Techniques

1. Tests	9. Student self-assessment	21. Idea Spinner (e.g., predict, explain, summarize, evaluate)
2. Quizzes	10. Survey students	22. Inside-Outside Quiz Circle
3. Homework	11. Hand signals	23. Numbered Heads Together
4. Exit tickets/card	12. Misconception check	24. One-word Summary
5. Full participation question and answer	13. Student conference	25. One Sentence Summary
6. Short writes (e.g., summaries, responses to question prompts)	14. 3-minute pause	26. Ticket to Leave
7. Graphic organizers/web/concept map	15. Observation	27. Think-Pair-Share/Turn to Your Partner
8. Problem solving observation	16. Portfolio check	28. Oral Questioning
	17. Journal entry	29. Show and tell
	18. Choral response	30. Model it
	19. A-B-C Relate Summaries	
	20. Debriefing	

