

Strategies to Help _____

Date _____

Directions: Check the strategies that might prove helpful to implement with the student.

SELF: Student Strategies

- Before reading: preview bold print, chapter questions, captions, maps, charts, and illustrations
- Try and predict what you think the passage is about
- Subvocalize or read aloud softly to yourself
- Try to picture in your head what you are reading about
- Use Post-it notes to write down unfamiliar words and questions as you read
- Use a reading marker or notecard so you don't lose your place
- Don't be afraid to ask questions
- Keep a list of new characters and the role they play in the story- this can be used as your bookmark

OTHERS: Teacher/Parent Strategies

- Ensure text is at the student's reading level
- Establish the purpose for what the student is about to read: "As you read today, think about..."
- Discuss difficult vocabulary words prior to reading
- Lead the class through listing predictions about the reading passage
- Ask the student to write down everything he/she knows about a topic before reading
- Directly teach the structure of the textbook: table of contents, index, bold print, headings and subheadings; practice using this with students
- Give the student practice in finding the main idea and supporting details in short passages
- Generate interest by using objects, visuals, maps, music, photos, etc. as a frame of reference
- Access prior knowledge by asking the student to complete a questionnaire about the topic
- Have the student read a section, answer questions, and show where the answer is in the passage
- Ask each student a question to look up as they read and write the answer on a Post-it note
- Break long passages into shorter ones
- Retell a story by acting it out, using puppets, or use a flannel board
- Teach the student how to paraphrase a paragraph by telling the main ideas and supporting details
- Give the student practice in finding introductory and summary paragraphs

- Use read-aloud partner readings
- Provide and review study guides prior to reading
- Ask the student to write a short summary after reading a passage
- Photocopy pages of the book and have students highlight important information

Post-reading Strategies:

- Have the student apply the information by completing graphic organizers or charts
- Discuss what was read using fishbowl or jigsaw learning strategies
- Do extension activities to relate what was read to what was previously learned
- Assign writing activities to help the student make connections
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ENVIRONMENT (Structure, Time, Space, and Assignments)

Use Graphic Organizers:

- Storyboards: divide a piece of paper into sections and ask the student to draw or write story events in sequence in each section
- Venn Diagrams: compare characters
- Story maps: setting, characters, time, place, climax, conflict resolution
- Flow chart: to organize a series of items
- Sentence Starters: e.g., This story takes place in _____. The main character, _____, faced a problem when _____. First he _____. Next he _____. Then he _____. I predict that _____.
- 5 Ws chart: Who? What? When? Where? Why?
- Word Webs: pull out the main ideas and supporting details from a passage
- KWL: make a 3-column chart with the words *Know?* (what you already know about the topic), *What?* (what you want to learn about the topic), and *Learned?* (what you learned about the topic)
- Provide tape-recorded texts:
www.nysl.nysed.gov/tbbl/textbook.htm
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