Strategic Reading Instruction
Is built on three important tenets

Assess Your Students
Learn to be observant in order to know your students. Continually observe what they do when reading!

Teach Your Students
Strategically use a variety reading instruction models. Purposefully plan what to do when reading.

Assist Your Students
Move ‘em and sometimes Fix ‘em Strategies
Purposefully plan what to do to enhance all children’s reading or to assist a struggling reader. Use Kidwatching strategies and informal assessments to help you make the decision on what to teach.

Dr. MaryAnn Nickel, SSU, 2002
Assess Your Children
CONTINUALLY OBSERVE WHAT THEY DO WHEN READING!

MOST IMPORTANTLY
Listen to children when they are reading without fixing using one of these kidwatching tools:

Informal Miscue

Running Records
Informal Reading Inventories
**Cloze Procedure**

The Cloze Procedure can be a diagnostic, a comprehension, and a vocabulary building tool or a readability assessment. It can be a group, whole class or individual activity or assessment.

**Advantages:**

- Allows for teachers to determine if students have sufficient background for text/materials;
- aids students in using prior knowledge base;
- tests student knowledge (fill in the blanks with a twist); and
- determine if students can read text/materials

**Procedure:**

1. Select passage of 10 to 300 words. Always leave first sentence or paragraph intact! (Purpose for cloze activity will determine # of words selected.)
2. Select every 5th to 10th word to be deleted
3. Present student with cloze activity.
4. For diagnostic purposes, teacher must analyze responses and elicit information from student to determine why choices were made. However, I believe that synonyms are acceptable.

**Ex: 1**
Teachers often claim "My students can't read their textbooks!" Many _______ place the responsibility for ______ on the textbook, or ______ the student's inability to learn _____ the textbook. But the ____ is only a tool and _____ be used by, not in _____ of the teacher. However, _____ that text is used the teacher should have at _____ strategies that have been shown to improve students' __________. Knowing what these strategies are is very helpful, but knowing why we use them is essential.

**Ex: 2**
George ________, Patrick Henry, and John Adams were among the fifty-six ______s who met in ______ in September 1774. They were from the different American s, meeting to talk about the way ____ ____ had been governing the colonies. At this meeting, called the First ______Congress, the men agreed that the colonies had not been treated. They sent a polite letter to Great Britain. In the letter, they asked for changes in trade and tax _____.

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**Story Retelling**

1. Get to know each other before you ask student for a retell.
2. Be sure you know the story.
3. Don't give cues to the reader. Ex: What was the dirty dog's name? --main character is a dog!
4. Just ask the student to tell you what they remember, what really interested them, what made them happy, nervous, scared, sad, etc.
5. Always ask for more information with a questions like: Tell me more about that? or That's interesting. What else do you think about ________?
6. Don't rush--wait for answers and think through your questions.
7. Don't ask lots of specific questions, but never take I don't know, yes, no for answers. Explore....further!
8. Note all miscues discretely. (Confusions, name changes, misinterpreted facts, omissions, substitutions and non words.)
9. Ask learners to draw a picture of the story and to tell you about it. See what happens! Also, use puppets, persona dolls and other dramatic play interpretations of the story.
How to set up reading instruction in your classroom

**Model One**

To (things the teacher does to model reading like storytelling)

With (things the teacher and students do together like a book walk)

By (things the students do by themselves like DEAR or journaling)

**Model Two**

Guided Reading

A plan of instruction in which students are grouped usually by level and the teacher uses a preview bookwalk, vocab introduction, shared reading, individual reading plan that has frequent stopping points for discussion based on predictions and observations.

**Model Three**

Shared Reading

A plan of instruction in which small groups of students and their teacher read a text together sometimes alternating with the teacher or rereading after the teacher text aimed at the group’s challenge level. Usually a retell is incorporated at the end of the story along with a vocabulary lesson that focuses on words that were hard, easy, need-to-know or want to know.
**Model Four**

**Partner Reading**

A plan of instruction in which two students read a text together alternating sentences or paragraphs. This is a great reading buddies idea as well as a great student to student model.

**Model Five**

**Reading in Literature Circles & Book Clubs**

A plan of instruction in which students read a trade book together in small groups. Books are selected by the students from a set of thematically related trade books. Students predict, discuss, summarize and write about their experiences and understandings as they read their novel. Teachers observe students’ abilities and needs and conduct mini-lessons related to observe strategy needs.

**Model Six**

**Reading in a Reading Workshop**

A plan of instruction in which students read a self-selected trade book individually. Books are selected by the students from the class or school library. Students predict, discuss, summarize and write about their experiences and understandings as they read their novel in a journal. Students write letters to their teacher who in turn conferences and writes back to them. As in lit circles, teachers observe students’ abilities and needs and conduct mini-lessons related to observe strategy needs.

Every one of these models needs a writing component—kids read best what they write themselves and what a diagnostic tool!
1. Match strategies to need or ability

2. Use high quality literature that is challenging!

3. Make sure students use their prior knowledge or have sufficient background knowledge

4. Teach →

   Does it look right? Graphophonic/visual features
   Does it sound right? Syntactic features
   Does it make sense? Semantic/meaning features

5. Teach strategies for BEFORE, DURING AND AFTER reading.

6. Use the 5 CHARACTERISTICS of a good reader to develop strategies:
   - Predicting
   - Confirming
   - Monitoring
   - Persevering
   - Reflecting