

## Inexperience with Academic Texts and Content

- Demystify Academic Texts, Genres, and Habits of Mind
- Use the Talk Aloud Protocol to Reveal Your Inner Dialogue While Reading
- Scaffold Difficult Reading Tasks
- Scaffold Unfamiliar Content
- Assign Group Annotation
- Teach Students to Seek Out Appropriate Resources to Close Gaps in Knowledge

## Lack of Reading Fluency

- Ask Student to Read Aloud to Assess Fluency
- Decrease Saccade (eye movement) Rate per Line/Increase Number of Words Taken in per Glance
- Decrease Subvocalization Habit
- Correct Bias Towards Decoding
- Expand Vocabulary Range
- Identify Misrecognized Words

## Low Attention

- Annotation Strategies
- Read for the Conversation
- Read for Concepts
- Scaffold Difficult or Unfamiliar Content
- Prime/Motivate Interest
- Develop Endurance Through Pleasure Reading

## Few Reading Strategies & Techniques

- Improve Range of Strategies
- Demonstrate Active Reading Strategies
- Model Textbook Reading
- Identify Helper Texts in Textbooks
- Promote Previewing Reading
- Model When to Skim, Scan, or Read Deeply

## Emotional/Motivational

- Improve range of reading strategies & techniques
- Develop Fluency
- Competence builds confidence and engagement
- Set achievable reading goals of moderate difficulty

## Literacy Disabilities

- Refer for accommodations (Student Access)
- Refer for professional reading support (SASC)
- Recommend focusing techniques & tools (Focus View, Immersive Reader)
- Consider dyslexia glasses, software, or apps
- Ensure that machine-readable or audio texts available
- Print materials on yellow or blue paper