

Reading Interventions by Problem

Find lots of helpful reading support strategies and activities at <https://ericdrown2.uneportfolio.org/reading-support/>

Inexperience with Academic Texts and Content	
Demystify Academic Texts, Genres, and Habits of Mind	<ul style="list-style-type: none">• Teach Students How to See and Use Helper Texts in their Textbooks: Chapter Learning Outcomes, Keywords Lists, Comprehension and Synthesis Questions....• Reveal the Intertextual Nature of Academic Writing by teaching students to see and understand citation systems• Teach Students to See Author Actions: like Claim, Support, Explain, Connect, Critique, Compare, Interpret, Define, Elaborate....• Reveal Your Inner Dialogue While Reading (Talk-Aloud Protocol): explain what you're looking for, verbalize and normalize, moments of confusion, be explicit about what background knowledge you're drawing on,
Academic Content	<ul style="list-style-type: none">• Scaffold Access to Unfamiliar Content<ul style="list-style-type: none">• Provide Keyword Lists• Use Helper Texts• Provide Questions to Be Completed or Guided Notes Before Reading to Guide Students' Attention• Scaffold Access to Difficult Content<ul style="list-style-type: none">• Ask students to flag and reveal the content they found difficult with a brief "entrance" survey taken before coming to class.• Dedicate time in class to working through difficult material• Assign Group Annotation and Paraphrase Activities• Encourage Students to Keep a "Day Book" for Your Course: in which they collect interesting, strange, revealing, and intriguing quotations and ideas and their own first responses to them• Teach Students to "Read for the Conversation" by showing them how to see signal phrases, voice markers, and citations and to map the different views on a synthesis table or conversation map• Teach Students to Value Concepts Over Examples and How to Use Examples to Understand Concepts
World Knowledge (Schema)	<ul style="list-style-type: none">• Provide Links to Supporting Material Written Engagingly for Popular Audiences• Provide Links to Supporting Material in Audio or Visual Formats• Encourage and Reward Curiosity with praise, participation points,• Encourage Question Asking by Making It Safe Not to Know Something

Lack of Reading Fluency

<p style="text-align: center; margin: 0;">Vocabulary</p> <p style="text-align: center; margin: 0;">Technique</p> <p style="margin: 0;">Inefficient Eye Movement</p> <p style="margin: 0;">Subvocalization</p>	<ul style="list-style-type: none"> Teach Students to Look for the Relationships Among Concepts and Learn Them in Clusters Ask Students to Make Lists of Unfamiliar Words – Both General and Domain Specific – and Then Define Them in Context Teach Students to Paraphrase Definitions and Find or Create Their Own Examples of the Concepts Have Students Keep a List of Misrecognized Words and Their Corrections and Work on Sorting Them Out Refer Students to SASC for a Reading Support Appointment
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Low Attention or Motivation

	<ul style="list-style-type: none"> Prime/Motivate Student Interest Before Assigning the Reading: pose essential questions the reading can help students understand, explain why the reading matters, outline the wider conversation the reading is part of, Scaffold Reading Tasks to Lighten the Cognitive Load: Break the text into chunks, assign responsibility for specific chunks to individual students or groups, encourage students to use social annotation and paraphrase activities, Ensure that Doing the Reading is Essential Work in the Course: don't lecture over readings, use readings in classroom activities, assign discussion questions, give low stakes reading quizzes, incorporate readings into short writing assignments Assign the Right Amount and Complexity of Reading by ensuring that every page assigned matters and can be completed by students at the developmental level you teach with the skills and domain knowledge they actually have
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Few Reading Strategies and Technique

	<ul style="list-style-type: none"> Introduce Students to the Reading Strategies Essential to Your Field or Discipline Show Students How You Annotate or Take Notes Promote Pre-Reading Activities: pre-reading, activate prior knowledge, make predictions, KWL Promote Post-Reading Activities: Assign Annotation, Summary, Paraphrase, and Synthesis Activities, Think-Pair-Share, Group Summary and Paraphrase Refer Students to SASC for Professional Reading Support
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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

Eric Drown – Reading Challenges and Interventions

