

Supporting Struggling Readers

Pat Johnson & Katie Keier

Reading Recovery Preconference

February, 2012

*Catching Readers Before They Fall: Supporting
Readers Who Struggle, Johnson & Keier, 2010*

*One Child at a Time: Making the Most of Your Time
with Struggling Readers, 2006*

Stenhouse Publishers

Our objectives for the day:

- Layer your knowledge about a reading processing system and what that means for struggling readers
- Give you ways to support your students in becoming active participants in building their reading processing system
- Reignite the passion for working with readers who struggle and in turn help them find their passions as readers and writers

Objectives continued:

- Show you what supporting readers who struggle *looks like* in classrooms, including creating a classroom community, time for purposeful talk, interactive read aloud, and writing workshop
- Provide you with ways to teach *for* strategies so that students take them on; help you find a focus for your instruction that is tailored to the needs of your readers who struggle.

“Literacy is inseparable from opportunity, and opportunity is inseparable from freedom. The freedom promised by literacy is both freedom from - from ignorance, oppression, poverty - and freedom to - to do new things, to make choices, to learn.”

Koichiro Matsuura
Former Director General
UNESCO

My personal passion is:

To help as many teachers as I can learn about reading process so they can better understand how to support the struggling readers in their classrooms.

Balanced Literacy Approach

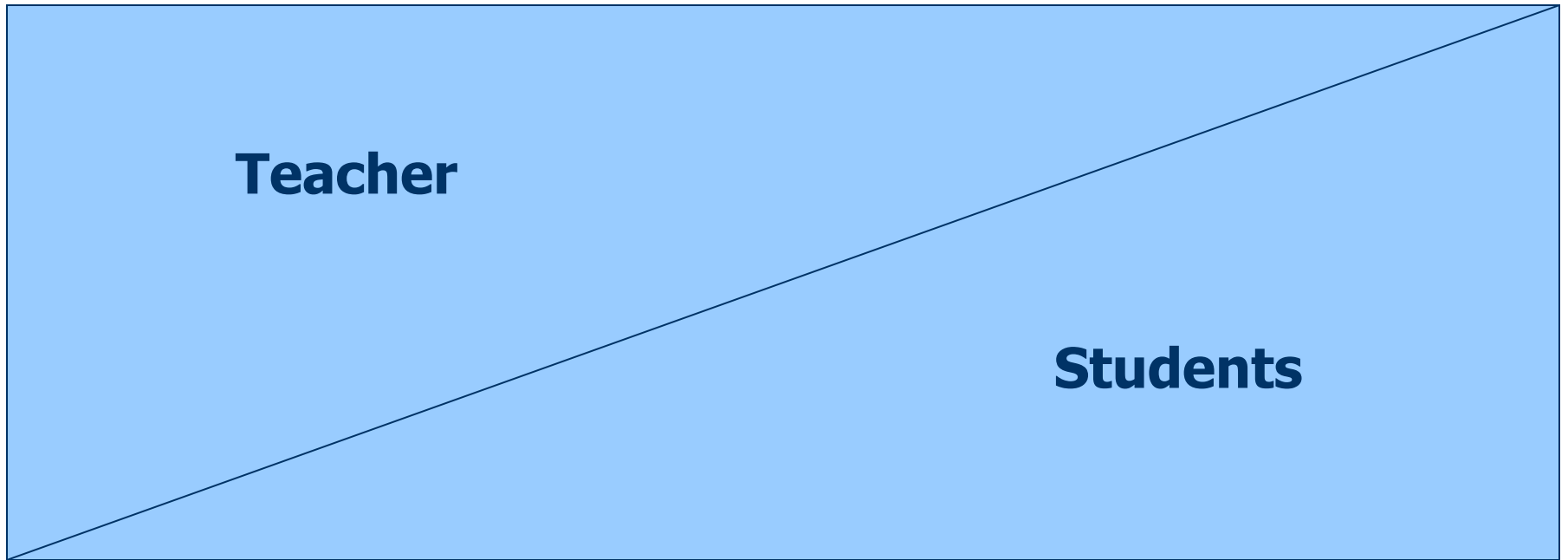
To-With-By

Modeled Writing

Shared Writing

Interactive Writing

Independent Writing



Read Aloud

Shared Reading

Guided Reading

Independent Reading

- What changed?
- What did I learn?
- What part of my new understandings can I share with teachers?

Three things:

- How a reading processing system works
- What that means for children who struggle with learning to read
- How to teach in ways that support your struggling readers as they build a reading processing system

“The intent of RTI is to ensure that students receive rich literacy experiences every year in every setting with every teacher, not merely in some years in some settings with some teachers.”

Mary Howard

RTI from All Sides

“We need to reconceptualize interventions for struggling readers as something that must occur all day long.”

Richard Allington

*What Really Matters in Response
To Intervention*

What makes a struggling reader a struggling reader?

“People who, for one reason or another misapprehended the *reading process* and have not put a *reading system* together that adds up to meaning; these are struggling readers.”

Randy Bomer and Katherine Bomer, *For a Better World: Reading and Writing for Social Action*

Reading Process \neq Sound it out
Sight Vocabulary

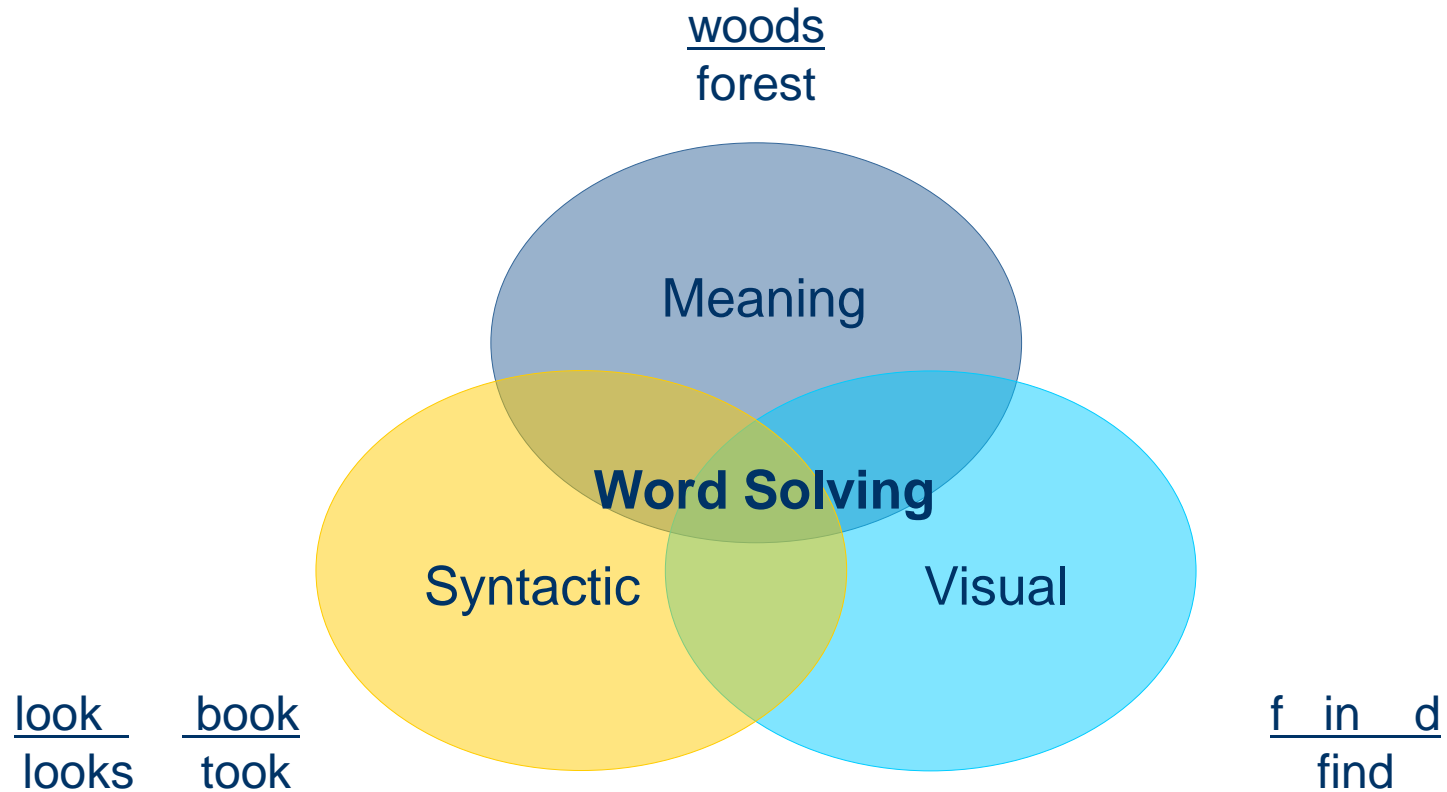
Reading = Meaning Making
Comprehension
Thinking

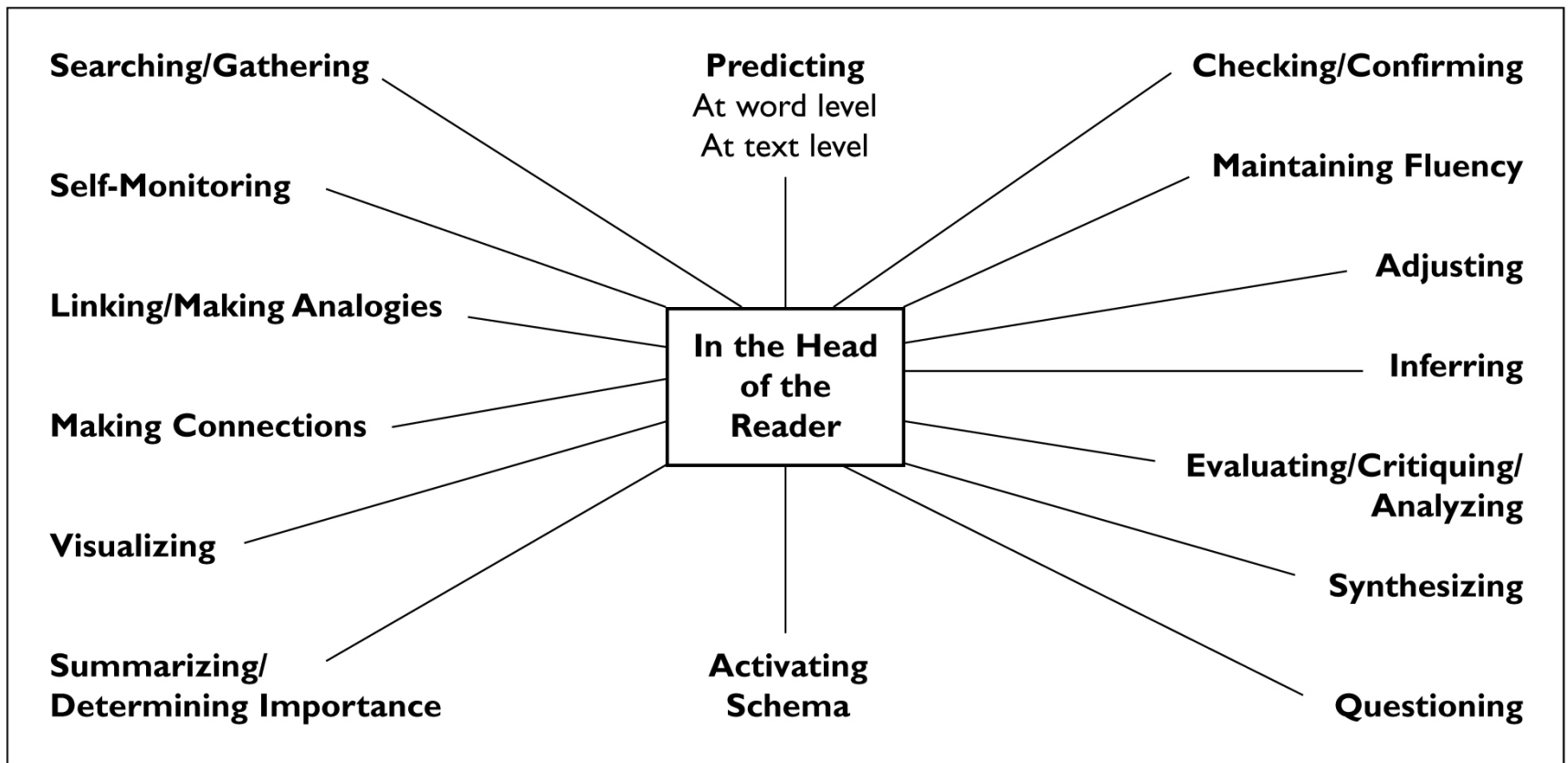
How do readers process texts?

How do readers solve words and make meaning of print?

- By using sources of information
- By using their repertoire of in-the-head strategies

Sources of Information:





Adapted from Schulman 2006, Fountas and Pinnell 2001, and Johnson 2006.

Adapted from Schulman, *Guided Reading in Grades 3-6*

Pinnell & Fountas, *Guiding Readers & Writers, 3-6*

Johnson, *One Child at a Time*

Teaching Items

Consonants
Vowels
Blends
Digraphs
Word families
Sight words
Silent letters
Contractions
Prefixes, suffixes
Compounds words

Many children (80%) will form a network of strategies no matter what program/method/philosophy is used.

Teaching Strategies

Searching & Gathering
Predicting
Linking
Cross-checking
Confirming
Self-monitoring
Visualizing
Questioning
Inferring
Monitoring fluency

Struggling readers (20%) will have trouble constructing a network of strategies unless you teach FOR strategies.

“We can’t get inside and rewire a brain, but we can arrange things so that it gets rewired. If we are skilled, we can set up conditions that favor this rewiring, and we can create an environment that nurtures it.”

James Zull

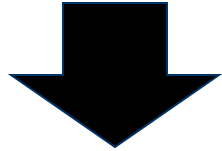
The Art of Changing the Brain

“The success of RTI hinges on the expectation that every teacher can become an effective literacy teacher.”

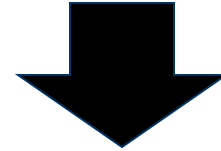
Mary Howard

RTI From All Sides

ACTIVE PARTICIPANTS



Word Level



Text Level

End Goal: Readers self-initiate strategies and behaviors.

- Interconnected
- Overlapping
- Self-initiated
- Flexible
- Fluent

“...the teacher’s job is not delivering knowledge, but arranging for the problem to be manageable, sustaining the child’s problem-solving attempts emphasizing flexibility.”

Peter Johnston

“Revolutionary Contributions”

The Journal of RR, Fall, 2007

“...the child is the active protagonist who generates strategies and solves problems.”

Simple vs. complex theory of reading

Item/skill based theory – collection of items to be taught in some particular sequence

VS.

Reading process theory – network of strategies that a reader constructs for himself.

Framework Steps

Pat Johnson

- Here's what

- So What

- Now What

- Then What

FRAMEWORK STEPS

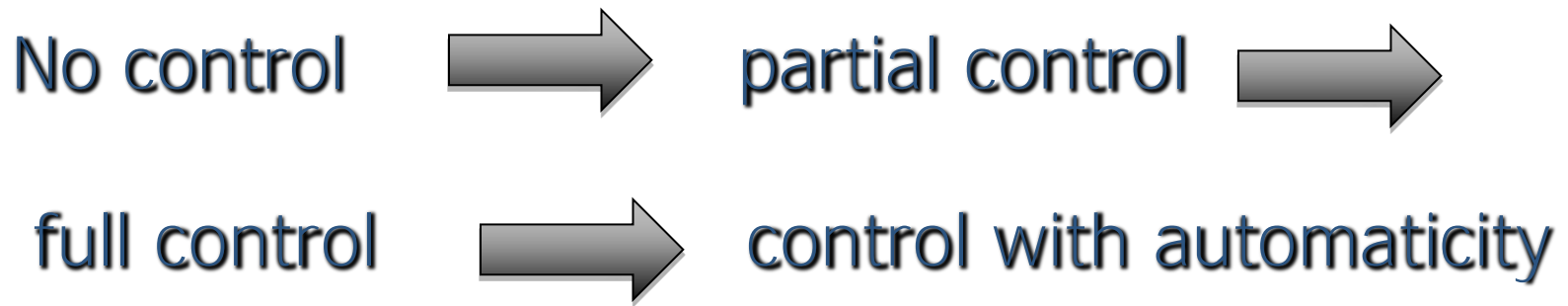
I. Here's What – The Investigative Stage

Find out what the child:

- Can do
- Can almost do
- Cannot do

What does the child do when he is stuck?

- Predict
- Search
- Self-Monitor
- Active or Passive
- Flexible
- Use multiple attempts
- Fluent in his problem-solving



Framework Steps

II. So What - The Reflective Stage

- Juxtapose your findings against what a proficient reader does
- Proficient readers use sources of information
- Proficient readers use strategies to solve words and understand text
- Decide what this child needs to learn next

Making a plan:

- Write it down
- ✓ Extra work is needed on....
- ✓ I will pay specific attention to....
- ✓ In the next few weeks, I will....
- ✓ After focusing my attention on _____, he will be able to _____

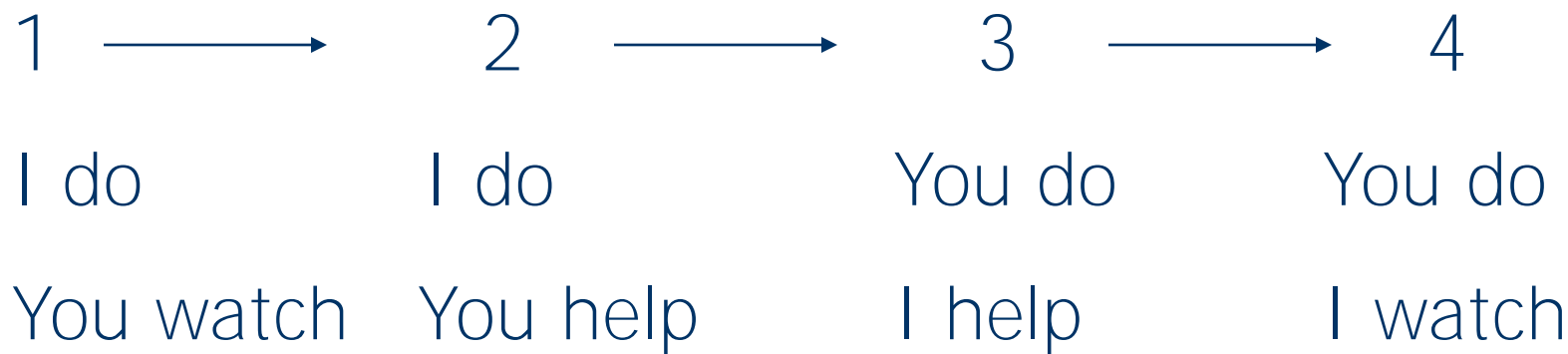
Framework Steps

III. Now What – The Teaching Stage

Explicit modeling and gradual release of responsibility

- ❖ Modeling
- ❖ Scaffolding
- ❖ Prompting
- ❖ Backing off
- ❖ Reinforcing

Explicit Modeling and Gradual Release of Responsibility



Wilhelm, Baker, Dube

Strategic Reading

Dorn & Soffos

Shaping Literate Minds

Modeling

Coaching

Scaffolding

Fading

Pat Johnson

One Child at a Time

Modeling

Scaffolding

Prompting

Backing Off

Reinforcing

Regie Routman

Reading Essentials

Demonstration

Shared Demonstration

Guided Practice

Independent Practice

Fountas & Pinnell

Guiding Readers & Writers, 3-6

Show

Support

Prompt

Reinforce

Observe

Responsive teaching = weaving up and down these teaching actions based on what the child is doing.

The teaching is future oriented during modeling.

The child is imitative at first.

Adapted from Lyons; Tharp & Gallimore

Framework Steps

IV. Then What – Observation Stage

Did the child take on the strategy or strategic behavior that you have been working on?

If yes



Reinforce, praise, name

If no



Repeat modeling, supporting,
prompting

The 'then what' stage cycles back to the 'here's what' stage.

↓ Baby Bear went into the woods with

Papa / ff/SC Bear.
Father

Slow Processing

Baby Bear went into the woods with

Pa | SC Bear.

Father

Quick Processing

Slow processing is necessary for problem solving when the strategies in the system are newly acquired. More and more practice will get it going faster.

We want that system to get *bigger, better, faster, more efficient, automatic!*

How do we get a child to be active?

- Use visual scaffolds
- Give wait time for problem solving
- **Accept partially correct as “good stuff.”**
- **Scaffold, don’t rescue (Terry Thompson)**
- Understand heavy and light prompts
- Tune in to the emotional aspects of learning

1.



= Use the picture

2.



= Think about the story

3. go

= Go back and reread

4. cat
↑

= Check the 1st letter and get
your mouth ready like another
word you know that starts like that

Successful problem-solving confirms the strategies by which it was carried out, as well as the decisions made. *It is self-congratulatory.*

Marie Clay

Change Over Time, p. 204

“Are you scaffolding or rescuing?”

Terry Thompson
Choice Literacy Article
January 30, 2010

Beginning reader who is not looking enough at the visual information

Anthony: (reading) I can see my mom.

She is washing the car.

Text: I can see my mom.

She is cleaning the car.

Teacher: That made sense, but did that look right?

Anthony: Ummm. (Long pause.)

Teacher: Read that again and check to see if this part looks right (slides her finger under the second sentence.)

“Recent neurological research proves that emotions are central to learning. They impact what children learn, how they learn it, and how they feel about themselves while engaged in the learning process.”

Carol Lyons

Teaching Struggling Readers. P. 72

Although we may not yet have definitive descriptions of all the strategic activities or operations that are acquired in early literacy this kind of shift in our thinking is happening.

M. Clay

Literacy Lessons, Part I, p. 13

A shift in our thinking....

What will it take?

To get all of us (every teacher of reading) to understand reading process as a network of strategies that each reader constructs for himself?

What will it take?

To get all of us to grasp explicit modeling and gradual release of responsibility and to teach with this in mind – with independence as our goal?

What will it take?

To get all of us to realize that struggling readers are not building a reading process system? They need our help!