



Lesson 12

Lesson Highlights

- It is important for teachers to identify striving readers so they can monitor and assess their growth and plan for instruction.
- Teachers must provide the learning environment and practice to fill the gaps in the reading behavior of many striving intermediate, middle and secondary students as they read, or attempt to read, and gain information from written assignments.
- Striving readers can become independent readers by learning to apply the procedures that allow them to use thoughtful strategies that can be broadly adapted to all content areas.
- When striving readers are taught about the structure of the printed word and allowed to practice decoding techniques, their fluency and comprehension improve dramatically.
- Teachers need effective professional development in effective reading instruction for young and older striving readers, ways to motivate striving readers, assessment and monitoring of student progress, differentiated instruction, strategic reading, materials for striving readers, and ways to bridge the home-school connection.
- High performing middle and high school programs demonstrated six instructional practices including teaching students using a variety of activities, preparing students for tests, incorporating read life experience in instruction, teaching critical reading and writing skills, providing time for students to read, and fostering collaborative learning.
- Striving readers benefit little from inferring the meaning of words in context. They need explicit word learning strategies to build their vocabularies.
- When striving readers participate in thoughtful literary discussions, they act like their more proficient peers—they learn to talk about their reading and share their reading ideas.
- Explicit instruction in scaffolding activities guides students in recognizing developing ideas and making connections as they read. Successful reading strategies should be taught explicitly!



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