

# Reading Interventions by Problem

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

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

| Lack of Reading Fluency                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Vocabulary</p> <p>Technique</p> <p>Inefficient Eye Movement</p> <p>Subvocalization</p> | <ul style="list-style-type: none"> <li>• Teach Students to Look for the Relationships Among Concepts and Learn Them in Clusters</li> <li>• Ask Students to Make Lists of Unfamiliar Words – Both General and Domain Specific – and Then Define Them in Context</li> <li>• Teach Students to Paraphrase Definitions and Find or Create Their Own Examples of the Concepts</li> <li>• Have Students Keep a List of Misrecognized Words and Their Corrections and Work on Sorting Them Out</li> <li>• Refer Students to the Center for Writing &amp; Speaking for a Reading Support Appointment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Low Attention or Motivation                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                           | <ul style="list-style-type: none"> <li>• <b>Prime/Motivate Student Interest Before Assigning the Reading:</b> pose essential questions the reading can help students understand, explain why the reading matters, outline the wider conversation the reading is part of,</li> <li>• <b>Scaffold Reading Tasks to Lighten the Cognitive Load:</b> Break the text into chunks, assign responsibility for specific chunks to individual students or groups, encourage students to use social annotation and paraphrase activities,</li> <li>• <b>Ensure that Doing the Reading is Essential Work in the Course:</b> don't lecture over readings, use readings in classroom activities, assign discussion questions, give low stakes reading quizzes, incorporate readings into short writing assignments</li> <li>• <b>Assign the Right Amount and Complexity of Reading</b> 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</li> </ul> |
| Students Have Few Reading Strategies and Techniques                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                           | <ul style="list-style-type: none"> <li>• Introduce Students to the Reading Strategies Essential to Your Field or Discipline</li> <li>• Show Students How You Annotate or Take Notes</li> <li>• <b>Promote Pre-Reading Activities:</b> pre-reading, activate prior knowledge, make predictions, KWL</li> <li>• <b>Promote Post-Reading Activities:</b> Assign Annotation, Summary, Paraphrase, and Synthesis Activities, Think-Pair-Share, Group Summary and Paraphrase</li> <li>• Refer Students to the Center for Writing &amp; Speaking for Professional Reading Support</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Literacy Disabilities |                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                       | <ul style="list-style-type: none"> <li>• Refer for accommodations (Student Access)</li> <li>• Refer for professional reading support (SASC)</li> <li>• Recommend focusing techniques &amp; tools (Focus View, Immersive Reader)</li> <li>• Consider dyslexia glasses, software, or apps</li> <li>• Ensure that machine-readable or audio texts available</li> <li>• Print materials on yellow or blue paper</li> </ul> |

Eric Drown – Reading Challenges and Interventions

