

Instructional Practices for Supporting Struggling Readers

Strategies to Support Cognitive Processing

Think Alouds

(model how to apply skills)

Self-Regulation

("what do you do when you don't recognize a word?")

Metacognition

(teach students to know which strategy to use)

Explicit Memory

Enhancing Techniques
(Multisensory, technology, Thinking Maps, note-taking, mnemonics, visuals, chants, GLAD)

Task Specific Feedback

(not person-directed feedback)

Ways to Intensify Instructional Delivery

Explicit

(skills to address phonemic awareness, phonics, fluency, vocabulary, and comprehension)

Systematic

(sequenced, easier skills taught before difficult, break down complex skills, scaffold)

Opportunities to Practice

(use of multisensory-2 or more simultaneously, guided, independent, and cumulative to master new and previously taught skills)

Feedback

(immediate, precise teacher feedback)

Instructional Time

Based on Student
(age, needs, and progress, utilize assessments)

Frequency

(increase from 3 days to 5)

Length of Instructional Sessions

(increase from 20 to 30 min.sessions)

Duration

(increase number of sessions)

Ratio of Teachers to Students

(reduce group size)

Things to Consider

Intervene at 1st Sign of Difficulty

Be Observant and Responsive

Progress Monitoring

MTSS, UDL and CLRT in Place