Aligned Standards of Learning Resources
Reading Instructional Strategies

GENERAL READING STRATEGIES:

- Use slant boards, wedges, or easels for easier viewing of materials

- Secure books and other reading materials to student's desk with clamps, bungee cords, tape, or Velcro

- Use visual aids (e.g., objects, pictures), to help stimulate ideas for discussion or for projects

- Provide adaptive surfaces for reading materials (slant boards, easels, non-slip padding)

- Use adapted writing tools for any writing assignments (e.g., pencil grips, pencils on splints, wrist supporters, arm stabilizers)

- Use banks of communication symbols or words to assist with sentence development, answering questions, asking questions, or discussion with peers

- Enlarge the text of any written materials

- Modify worksheets (e.g., simplify format and/or language, reduce amount of text)

- Provide a mini flashlight to support visual tracking while reading

- Discuss what is depicted in illustrations and how it relates to the text; highlight the location of specific vocabulary within the illustrations

- Preview reading, highlighting vocabulary, story line, background information, etc.

- Elicit student's prior knowledge of the content

- Highlight target vocabulary words from a larger field of text with removable highlighter tape, highlighters, etc.

- Use Post-its to cover (delete), sounds/words

- Reduce amount to be read

- Adjust allotted time for assignments

- Provide peer tutor or adult to support or read to student

- Enhance meaning of reading with gestures, exaggerated facial expressions, and intonation during group reading

- Read chorally or sing words/text(music, rhythm, and rhyme are memory enhancers)

- Present several versions of the same story (e.g., *The Three Little Pigs* and *The Three Little Wolves and the Big Bad Pig*)

- Use reading material focused on the student's interests (e.g., sports, cooking)

- Locate high interest/low reading level materials to facilitate fluency in reading

- Teach students the lyrics to original or other songs. Using an overhead projector (or computer and projector), and song lyrics on the overlays, have the students read the lyrics

- Explore various titles in *Poetry for Young People* (e.g., William Shakespeare, Robert Frost), which has text with graphics to support shared reading experiences

- Create word walls to reinforce frequently used words and topic/story vocabulary. Post word cards on the blackboard, whiteboard, or walls. Color code and group words together by category

- Use American Sign Language or kinesthetic sign for reinforcement of letter names/sounds

- Provide a magnifying glass or word windows to accentuate text

- Provide colored acetate filters (e.g. overhead film, transparency pockets, etc.) to lay over text to assist with tracking. Increase or decrease contrast or make reading more comfortable

- Use word magnets to develop sentences, phrases, or titles

- Segment components of stories/words so they can be physically manipulated (stickies, index cards, sentence strips, etc.). For examples, sequencing parts of stories, manipulating word families, etc.

- Create graphic organizers to preview/review narratives, vocabulary, characterization, etc. (e.g., concept maps, Venn Diagrams, story boards, sequence grids, and webs)

- Use webs to effectively brainstorm ideas individually, or in groups

ENHANCED/ADAPT/MODIFY BOOKS:

- Add page fluffers, made with small pieces of foam, glue dots, or page-turners and page extenders made with Emory boards or tongue depressors attached to the sides of the pages, to assist with turning pages while reading

- Use plastic page protectors, or laminate pages for easier turning of pages in books, notebooks, etc.

- Use a three-ring binder for page turning

- Use objects and actions to enhance meaning of text and specific vocabulary. Use toys and objects to role-play and provide cues to meanings of words

- Cut apart and remake books that have graphics but no text. This helps students to "tell" the story from the pictures

- Cut graphics out of one copy of a book, put Velcro on the back of graphics/pictures. Velcro the pages of a second copy of the book, making the book more interactive. (e.g., students can match characters/objects to the picture in the book, choose the correct picture when asked by teacher, do interactive worksheets, etc.)

- Cut & paste Picture Communication Symbols over text so student "reads" via the symbols or place under text to facilitate reading of text

- Find or create pictures for non-illustrated text that relate to the content

- Rewrite text for older students who read at lower levels – begin simply with a sentence or two to summarize paragraphs. Increase difficulty by summarizing pages into one or two paragraphs, etc.

- Student can give a presentation by putting his/her pictures/notes on adapted slide projector. Student can display slides by using a switch

- Have materials available on filmstrips, computers, videos/DVDs, for students who have difficulty reading

- Tape record text or get books on tape for students to preview, read, and review story content (available from libraries, audiotape purchase/rental stores, Recordings for the Blind and Dyslexic)

USING AUGMENTATIVE COMMUNICATION DEVICES:

- Reproduce reading materials and reduce the size to fit on augmentative communication device or alternate keyboard as visual cues

- Create overlays that included the phrases and words needed for story frames, frame sentences, and other types of modeled writing

- Use small Post-it notes to mark paragraphs for reading, then use corresponding stickers on squares for overlay or augmentative communication device (pre-recorded reading of the paragraph)

USING A COMPUTER:

- Provide a computer with software (Writing with Symbols, or Co:Writer) for writing and to facilitate students reading their own writing

- Use multimedia software (Hyperstudio, IntelliPics, or Imagination Express) to author own ballads, poems, or stories. These can be read on screen with and without voice output

- Use storybook software

- Download stories, ballads, or poems from the Internet, then upload them into a talking word processor

- Use a screen reader on a computer to help with reading

- On the computer screen, place the mouse cursor on page turning arrow screen, and secure the mouse where the student can click to turn the pages

RESOURCES ON THE INTERNET:

- [Web English Teacher](https://www.varsitytutors.com/englishteacher) - Web English Teacher presents online English/Language Arts teaching resources: lesson plans, WebQuests, videos, biography, e-texts, criticism, jokes, puzzles, and classroom activities - https://www.varsitytutors.com/englishteacher

- [Graphic Organizers](http://www.graphic.org/goindex.html) - Learn how to create a variety of graphic organizers. Also you can download and print a variety of organizers already created http://www.graphic.org/goindex.html

- [Classroom Notes Plus](http://www2.ncte.org/resources/journals/classroom-notes-plus/) - http://www2.ncte.org/resources/journals/classroom-notes-plus/

FREE WARE AND SHAREWARE:

- Read Please – http://www.readplease.com