

Read: Read the material with a focus, looking for answers to your questions. Look for other information that seems important such as names, dates, locations, definitions, and explanations. Focus on maps, charts and pictures and talk about the information they are providing.

Recite: Summarize information by talking about it, making notes using a graphic organizer, or drawing pictures.

Review: Discuss the answers to your questions. Share graphic organizers or drawings.

- ❖ **Create a word wall.** Encourage students to use and revisit targeted vocabulary words. Work with them to create a “word wall”. Choose wall space in the classroom and post words and short definitions. Encourage students to look at the word wall frequently. Change words often and include vocabulary from all subject areas.
- ❖ **Encourage self-monitoring.** Help students monitor their understanding. Show them how to ask themselves, *“What’s unclear here?”* or *“What information am I missing?”* and *“What else should the author tell me?”* Prepare signs with these 3 questions and post them in clear view. Refer to them at appropriate times during the reading to remind students to check for understanding.
- ❖ **Guide students to predict** what is coming next. Stop reading from time to time and talk about what might happen next. This helps students apply what they have learned and think about how one event leads to another.
- **Strategies for students with Dyslexia**
In addition to the above strategies, the following are useful.
 - ❖ **Use focus tools.** Help students highlight key words in reading material. Bright colors work best.
Make use of pictures, charts and graphs within texts. These visual representations will make more sense to the dyslexic student than words.
 - ❖ **Appeal to the senses.** Many students learn better when they use all of their senses. Look for ways students can engage more than one or two senses during reading tasks. If an actual sensory

- experience isn't possible, try for a virtual one. For example, when reading about explorers using the stars to navigate across the oceans, ask students to visualize a clear night sky full of stars, and then a night sky with no stars or moonlight at all.
- ❖ **Use rhythm.** Have students use plastic or wooden drumsticks for tapping out a rhythm while reading out loud. The movement and sound reinforces the words.
 - ❖ **Read aloud** while the student listens. Then have her look at the sentences and read them to herself. The sound of your reading provides a preview for decoding.
 - ❖ **Make a tactile box**, for example, an 8"x11" box with a 1" layer of fine sand. When the student is working on decoding a word, have him write the word with his finger in the sand while saying the letters out loud. This can also be done with a small chalkboard or by writing the word in the air. The physical movement reinforces the separate parts of the word being decoded.
 - ❖ **Prepare for oral reading.** If reading aloud is imperative, help her to prepare a recording that can be played as her oral reading.
 - ❖ **Guide students** toward choosing appropriate grade level reading material. If they have to struggle over every sentence, they will miss the meaning and become frustrated.
 - ❖ **Support focus, concentration and interest.** Struggling to comprehend causes frustration and loss of