



"What Categories of Instruction Are Essential to Support Adolescent Literacy Development?"



- **Daily oral or shared reading**
- **Teacher-and peer-led guided reading in flexible groups**
- **Word study in guided reading groups**
- **Self-selected extended reading and writing**
- **Comprehension strategy instruction**

"These practices are not only useful for students with identified learning disabilities (Morris et al., 1996) or generalized difficulties with literacy learning (Lee & Neal, 1993; Tancock, 1994). The framework practices are capable of being modified for any level of reading proficiency, and they are likely to be helpful in the continued literacy growth of proficient readers as well (Morris et al.)."

Teaching Readers Who Struggle: A Pragmatic Middle School Framework

2004, Gwynne Ellen Ash, Ph.D.



Lay it on the page and Simply Read!

EXAMPLES OF INSTRUCTIONAL ACTIVITIES



The Framework of Classroom Practices	Examples of Instructional Activities
Daily oral or shared reading	Choral reading, Readers' Theatre, teacher read-aloud, repeated readings, taped read-alongs
Guided reading in flexible groups	Book club, literacy study circles, guided reading
Word study in guided reading groups	Word sorts, making big words, mystery word match, constructing and deconstructing words
Self-selected extended reading and writing	SSR/SSW, reading/writing workshop, discussion partners, dialogue journals
Comprehension strategy instruction	Reciprocal teaching, making connections, formulating questions



“Daily oral or shared reading. Reading along with taped chapters, giving a planned reading performance, rereading familiar material at the beginning of the tutoring session, and engaging in teacher read-alouds--***all of these practices have been demonstrated to improve students’ fluency and confidence in their reading***

([Dowhower, 1989, 1994](#)). Teacher read-alouds provide modeling for prosody, parsing, and pronunciation, aiding students’ conceptions of fluent oral reading. ***Unfortunately, the practice of reading aloud to students decreases as students reach upper elementary and middle school*** ([Hoffman, Roser, & Battle, 1993](#)). Teachers could plan daily time for reading aloud and include all genres in their read-aloud program including informational texts, poetry, and picture books, as well as novels (Hoffman et al., 1993; Ivey & Broaddus, 2000). [Worthy \(2000\)](#) found that middle students overwhelmingly suggested that more teacher read-alouds would improve their classroom reading instruction.”

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