

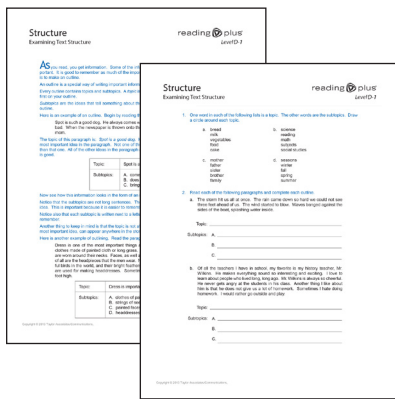
Assist Students who are Struggling with the Reading Component

Are any of your students struggling to earn comprehension scores of 80% or higher in the Reading component of Reading Plus? These students may be categorized as either “Low Combo Achievement” or “Struggling” on the [Class Combo Achievement Report](#).

Possible Explanation	Indicator(s)	Suggested Responses
<p>1. The student is not putting forth best effort.</p> 	<ul style="list-style-type: none"> View the Student SeeReader Records Report: <ul style="list-style-type: none"> Does the student show a pattern of greatly inconsistent Reading comprehension scores with many scores well below 80%, yet some at 80% or higher? Are the student’s independent reading rates (I-Rate) far faster than his or her guided reading rates (G-Rate)? This suggests that the student may be quickly clicking through sections of his or her text selections. 	<ul style="list-style-type: none"> Have a conversation with your student. Look at your student’s Reading data together and examine the pattern of inconsistent scores. Discuss a plan of action to break the pattern. Ensure the student is working on Reading lessons in a quiet environment that is conducive to focused attention. Discuss an individual motivation plan that appeals to the student. Celebrate incremental successes, and change the motivation plan frequently. Consider motivation strategies that other teachers of elementary students or secondary students have found effective. Hold students accountable for completing their best work. Consider utilizing the Daily Reading Lesson Record Sheet so students can track their own work.
<p>2. The student has reached a content level “stretch zone.” Current Reading level contains vocabulary and/or concepts that are unfamiliar and challenging.</p> 	<ul style="list-style-type: none"> View the Student Assessment Report: <ul style="list-style-type: none"> Does the student’s current Reading level match his or her comprehension level or vocabulary level? 	<ul style="list-style-type: none"> Remind the student that he or she will improve simply by getting continued practice in Reading. Positively reinforce lesson completion even when comprehension scores fall below 80%. Celebrate every Reading lesson at 80% or higher. Ask the student to reflect on how he or she achieved every strong score. Remind the student to use all available ReReads and try for partial credit during the Reading program’s during the Reading comprehension questions. Consider utilizing the writing prompt for a given text selection as a way to promote deeper processing of new content. Access the complete list of text selections, including writing prompts.
<p>3. The Guided Window is moving too fast relative to the content challenge of the current level.</p> 	<ul style="list-style-type: none"> Student says, “It’s going too fast!” View the student’s current G-Rate on the Student SeeReader Records Report. Compare G-Rate to the student’s current grade-level target rate. <ul style="list-style-type: none"> Is the student’s current G-Rate dramatically higher than the student’s grade-level target rate? 	<ul style="list-style-type: none"> If your student has already surpassed his or her grade-level target rate, consider lowering the student’s G-Rate down to the grade-level target rate. If your student has not yet attained his or her grade-level target rate, consider lowering rate by up to 10 words per minute. You can make this adjustment from within the individual student’s <i>Settings</i> (within <i>Program Settings</i>).

Possible Explanation

4. The student needs additional assistance with developing foundational comprehension or meta-cognition skills.



Indicator(s)

- View the [Student Offline Skills Report](#):
 - Is the student struggling with specific comprehension skills?
- View the [Student SeeReader Records Report](#):
 - Does the student show a pattern of consistently earning relatively low comprehension scores?

Suggested Responses

- Review student's specific skill deficiencies on the *Student Offline Skills Report*.
 - Use [Skills Coach](#), a series of animated online lessons that address the nine major reading comprehension Anchor Skills and their component subskills. Teachers may access *Skills Coach* via skillscoach.readingplus.com. *Skills Coach* is designed as a tool for [teacher-led instruction](#).
 - Utilize [Offline Skill Worksheets](#) to provide students with additional practice working with specific comprehension skills.
- Consider providing the student with one-on-one real-time coaching as he or she completes a Reading lesson:
 - Read along silently with the student. Informally check comprehension as the student reads through the text selection. When reading in the Guided Window, encourage the student to hit the *Pause* button periodically and briefly summarize what he or she just read.
 - When the student reaches the comprehension questions, ask the student to talk through his or her thought process as he or she answers each question. Model an effective thought process, if necessary.
 - Model use of the *ReRead* button when the student is not certain about an answer.
- Consider utilizing the writing prompt for a given text selection as a way to promote deeper processing of new content. Access the [complete list of text selections](#), including writing prompts.