



After Early Intervention, Then What? Teaching Struggling Readers in Grades 3 and Beyond, 2nd Edition

By Jeanne R. Paratore; Rachel L. McCormack

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3 Methods for teaching reading. Learning how to read is one of the most important things a child will do before the age of 10. That's because everything from vocabulary growth to performance across all major subjects at school is linked to reading ability. Vocabulary can then be combined to create stories that the child relates to. Yet while there are various approaches to reading instruction, some work better than others for children who struggle with learning difficulties. Teachers and parents can then create unique stories that use a child's preferred words in different configurations. Children can draw pictures that go with them and put them together in a folder to create a special reading book. Graded Readers are books of various genres, from a range of prestigious authors from around the world. They are specially simplified for learners of foreign languages of all levels from beginners through to advanced. The language is graded for vocabulary, the complexity of grammar structures and also by the number of words. Graded Readers can be great resources for extensive reading. Where can I find the right Graded Reader? Choosing the right book depends on what your students enjoy reading. Do they enjoy classics, detectives, thrillers? Students can also choose a book depending on how long t

Keywords: struggling readers; reading intervention; reading fluency; reading comprehension struggling readers; reading intervention; reading fluency; reading comprehension.

1. Read Like Me: An Intervention for Struggling Readers. The theory of automaticity essentially purported that the more automatic readers become in word recognition, the more cognitive resources can be reallocated to higher-level reading processes, such as reading comprehension [1]. Stanovich [2] referred to the theory of automaticity as a critical precursor to many important reading theory developments. Beyond the cognitive benefits of read alouds (and perhaps more importantly) is the impact on affective factors. Choosing to read is determined by attitude and desire [32 , 33]. In the second section, recent intervention approaches, mainly superimposed on existing early intervention services, and their conceptual underpinnings are considered in a developmental context. Emphasis will be given to work promoting relationships, generally indexed by sensitive-responsive interactions between parents and children with delays. Additional research on inclusion will also be considered addressing both children's social and pre-academic skill development. Consequently, even with these advances in developmental science, early intervention practices will require a framework that is capable of identifying the risk and protective factors. © 2016 John Wiley & Sons Ltd, 30, 211-229.

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