

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

READING: CHARACTERISTICS

Student _____ Teacher _____
 Date _____ Grade _____

KINDERGARTEN (BY THE LAST MARKING PERIOD)



Prone to ear infections	
Unusually late or early reaching developmental milestones	
Delayed speech, may stutter under stress	
Late in choosing dominant hand	
Right/left confusion; difficulty with special concepts; gets lost easily	
Struggles with gross motor activities, such as hopping, skipping, or jumping	
Struggles with fine motor activities, such as tying shoes	
Trouble memorizing (such as phone number, alphabet)	
Mixes up sounds or syllables in long words	
Difficulty differentiating between phonetic sounds	
Difficulty with time sequencing; mixes up the order of events	
Difficulty with directions that include more than one task	
Poorly shaped letters when writing	
Difficulty writing on a line or coloring within general lines	
May have difficulty reading consistently from left to right	

ELEMENTARY/SECONDARY

Appears bright, highly intelligent, and articulate, but unable to read, write, and spell on grade level	
Inconsistent performance; may have discrepancies in test scores	
Easily frustrated and emotional about academic work	
Sings or chants to recite the alphabet in correct sequence	
Fails to demonstrate proficient word attack skills; difficulty with phonics skills	
Confuses similar letters and words (angel/angle, dream/drama)	
Often makes the following mistakes with reading/writing: additions (baby/babey); omissions (plan/pan); substitutions (sin/sen); inversions (mom/wow); reversals (b/d , was/saw); numbers (37/73, 96/69); rotations (b/p, OIL/710); transpositions (girl/gril); repetitions (rat/ratt)	
May use mirror writing	

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Auditory discrimination problems (difficulty hearing differences in similar sounds, e.g., b/p, o/u)	
Difficulty recognizing rhyming words	
Difficulty comprehending written material; may lose place when reading	
Difficulty sequencing (such as events in stories)	
Shows some directional confusion	
Difficulty telling time, managing time, being punctual	
Fails to complete reading/writing assignments	
Difficulty with recalling previous lessons	
Difficulty segmenting syllables in a word	
Poor spelling, phonetic but inconsistent (e.g., book, bok, buk, boock)	
Difficulty copying quickly and accurately (from chalkboard to notebook or book to notebook)	
Difficulty reading printed music	
Difficulty with organization or compulsively orderly	
Seems to forget often (e.g., homework, papers, assignments)	
Has difficulty remembering sight words	
Difficulty remembering and following multi-step directions	
Difficulty with independent activities that include reading and writing	
Short attention span for reading/writing tasks	
Seems to zone out or daydream often	
Poor study skills	
Poor work on timed or essay screening tools	
Poor self-esteem	
Hides or covers weaknesses with creative compensation techniques	
Complains of dizziness, headaches, stomach aches while reading/writing	
Falls asleep or shows signs of exhaustion while reading/writing	
May seem to have difficulty with vision, yet eye exams don't reveal a problem	
Thinks primarily with images and feelings, not sounds or words	
Mistakes and symptoms increase with confusion, pressure, stress, or poor health	
Difficulty restraining talking	
Discrepancy between verbal communication and written expression	
Slow reader; may have to read and reread in order to comprehend	

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Understands auditory material more readily than written material	
Difficulty with directions	
Still confuses letters (such as b and d) especially when tired, stressed, or ill	
Difficulty with foreign languages	
Poor grades	
High frustration level with schooling	

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READING: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____
 Date _____ Grade _____

	Tried/ Duration	Effective Y/N	Remarks
Provide student with a reader or a taped copy of the text (i.e., Learning Ally*)			
Avoid calling on a child to read aloud unless s/he has had time to practice the passage			
Alter size of assignment to challenge yet facilitate success (i.e., do even questions, instead of the entire page)			
Assign questions at the end of the chapter before reading the text			
Give assignments in terms of time rather than required number of pages; set clear time limits (using a timer, watch, or other visible device)			
Have a reader work with student to mark key passages in student's text			
Find a suitable paraphrase or condensed version of the book (e.g., Shakespeare Made Easy)			
Utilize audio books			
Provide a study guide; orally review key points			
Teach students to outline/map stories			
Provide students with a purpose to read			
Teach students to understand that they read differently for different purposes (to locate information, for pleasure, etc.)			
Teach through hands-on experiences, demonstrations, experiments, observations, discussion, and visual aids			
Give untimed assessments			
Provide assessments that do not require rote memory recall; instead, test for conceptual understanding; use fill in the blanks (with a word bank), multiple choice, short answer, true and false (explain why it's false), matching, etc.; vary the formats			
Read tests to students; provide an audio recording; allow students to give oral answers			
Emphasize high-level abstract thinking, creativity, and a problem-solving approach			

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Have high expectations; give generous praise for specific behaviors; strengthen the student's self-concept			
Provide for individual pacing			
Teach phonics skills through a repetitious, multi-sensory, hands-on-approach (i.e., Orton-Gillingham*)			
Give pre-reading experiences (e.g., stories, visitations, interviews, photos, videos)			
Repeat step-by-step directions; check for understanding			
Have an extra set of books at home			
Provide peer tutoring			
+Select books appropriate to level of skill; utilize high-interest, low-level books			
+Give open-book, open-note tests to individual student			

*See reach.adventisteducation.org/resources

+Modification