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| **Issues You May See** | **Possible Teaching Points** | **Possible Rationale or “Why This is Important”** | **Possible Strategies to Teach** |
| Kids not reading, not engaged | Strong readers find texts they actually want to read | The more we read, the more words we learn. The more we read, the better writers we are. | * Take a stack of books to your seat.
* Try different genres/authors.
* Look at what your friends are enjoying. Try those books.
* Put down a book if it is not working for you.
* Try shorter texts.
* Try nonfiction.
* Ask me for printouts of favorite nonfiction topics.
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| Kids flipping through pages, not comprehending the books, unable to read/retell in conferences | Strong readers make sure that they choose a book they can comprehend. | If our books are not comprehensible, then we cannot acquire the language from them. They get frustrating and boring. | * If you have to consult the glossary too much, it can get boring. Try an easier text.
* Try a text that has visual support – maps, pictures, charts. Nonfiction or graphic novels are good for this.
* Re-read a text you read before and enjoyed. Read a text we made in class.
* Read about a topic you really want to know about. Sometimes if we are interested in the topic we are willing to look at the glossary more.
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| Kids who are heritage speakers OR who speak a related language (e.g. my Spanish-speaking kids in French class) | Strong readers challenge themselves to stretch, as long as it feels comfortable. | If we are ready for a challenge, we will feel it. We will begin to get restless, and it makes it hard to focus.  | * Read a translation of a book you already read and loved and re-read a few times in English or other language. Examples are Harry Potter or Baby-Sitter’s Club.
* If it helps, bring in a copy of the book in the other language and keep it nearby to assist you, You can use it like a dictionary, and compare the L2 to the L1.
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