|  |  |  |  |
| --- | --- | --- | --- |
| **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. |
| 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. |
| 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. |