

48 Does not read independently

1. Make certain the student is reading material on his/her ability level.
2. Modify or adjust reading materials to the student's ability level.
3. Set up a system of reinforcers, either tangible (e.g., extra computer time, helper for the day, etc.) or intangible (e.g., smile, handshake, praise, etc.), to encourage the student to be more successful in reading.
4. Tape record reading material for the student to listen to as he/she reads along.
5. Provide the student a quiet place (e.g., carrel, study booth, "office," etc.) where he/she may go to engage in reading activities.
6. Write paragraphs and short stories for the student to read. These passages should be of high interest to the student using his/her name, family members, friends, pets, and interesting experiences.
7. Have the student dictate stories which are then written for him/her to read.
8. Have the student read high-interest signs, advertisements, notices, etc., from newspapers, magazines, movie promotions, etc.
9. Provide the student with many high-interest reading materials (e.g., comic books; magazines relating to sports, fashion, etc.).
10. Conduct a survey of the student's interests in order to provide reading material in that area.
11. Read, or have someone read, high-interest material to the student in order to promote his/her interest in reading.
12. Develop a library in the classroom that is appealing to the student (e.g., tent, bean bag chair, carpeted area, etc.).
13. Offer memberships in paperback book clubs to the student.
14. Encourage interest in reading by having students share interesting things they have read. This should be informal sharing in a group and not necessarily a "book report."
15. Have the student write to the author of material he/she reads in order to encourage an interest in reading more by the same author.
16. Make reading materials easily accessible to the student in the classroom.
17. Encourage the student to read material with many illustrations and a limited amount of print. Gradually decrease the number of pictures.
18. Encourage parents to make reading material available to the student at home and to ensure that the material is on the student's interest and reading levels.
19. Encourage parents to read to their child at home and to have their child read to them. Encourage parents to read for their own enjoyment to serve as a model for their child.
20. Have the student read lower-grade-level stories to younger children in order to enhance his/her feelings of confidence relative to reading.
21. Include predictable reading books in the class library. Predictability can make books more appealing to beginning readers and build confidence as well.
22. Avoid subjecting the student to uncomfortable reading situations (e.g., reading aloud in a group, identifying that the student's reading group is the lowest level, etc.).
23. Write periodic letters or notes to the student to encourage him/her to write back.
24. Provide assistance in helping the student find reading material according to interests and reading level. The student may not be comfortable or able to find books by himself/herself in the library.

25. Expose the student to large-print materials. Large print can appear less intimidating to the student who does not choose to read.

26. Provide the student with high-interest reading material that is also short in length in order that the student can finish reading the material without difficulty.

27. Set aside a fixed random time (e.g., a half-hour daily, an hour a week, etc.) for a "Read-In." Everyone, teacher included, chooses a book that he/she likes and reads it for pleasure.

28. To encourage reading, make certain that the student knows he/she is not reading for assessment purposes but for enjoyment.

29. Have the student act as a peer tutor to teach younger students reading or to read orally to younger students.

30. Make certain the student has mastery of reading skills before expecting him/her to read independently.

31. Incorporate listening skills/techniques as part of the daily routine in reading class (i.e., a listening center where the student reads along as a tape plays, the teacher reads to the student, students read to each other, etc.).

32. Provide reading material in various settings (e.g., art books in the art center, science books in the science center, weather books in the weather center, etc.).

33. Encourage the student to find books about different subjects being taught or discussed (e.g., when studying electricity, encourage the student to read a book about Thomas Edison).