

SHREWSBURY BOROUGH SCHOOL

Reading Clinic Program

Literacy—the ability to read and write—is essential to fully developing a sense of well-being and citizenship. Children who are solid readers perform better in school, have a healthy self-image, and become lifelong learners, adding to their viability in a competitive world.

All parents and teachers want children to appreciate the beauty of written words and experience the excitement of traveling to far-off places and meeting new and different people through books. Unfortunately, not every child comes to reading naturally; there are roadblocks—great and small—which hinder some children from enjoying printed pages and illustrations.

How Do We Meet the Needs of Struggling Readers?

Members of the faculty and administration got together to develop the SBS Reading Clinic to meet the needs of all students who struggle with reading. At this meeting we discussed a variety of factors necessary for a successful program which include the following:

- Reading Assessment Resources
- Diagnostic – Prescriptive Program
- Three Tier Level System within the Reading Clinic
- Reading Program Resources
- Teacher Suggestions
- Parent Resources

The Shrewsbury Borough School (SBS) Reading Clinic personnel are sensitive to the long term effects of poor reading skills for students as they progress through our K-8 grade continuum. We believe that addressing the needs of struggling readers at their earliest ages is paramount in providing children with enriched learning experiences throughout their academic career. We are also sensitive to older students who struggle with reading and will provide appropriate programs that do not demean or embarrass our students.

When students struggle to read, an assessment tool is necessary to make a diagnosis to identify specific areas of concern. The results will show a student's phonetic skills in recognizing letter/sound relationship, reading fluency, and/or reading comprehension. The results of the assessments will help identify a program that will improve the student's reading success.

Reading Assessment Resources & Strategies

The SBS Reading Clinic personnel identified a variety of resources available for our assessment tools. The SBS Reading Clinic personnel chose the following assessments for the Reading Clinic:

- Fountas & Pinnell Benchmark Assessment System
- Houghton-Mifflin Emerging Literacy Survey
- Kendall Hunt Basic Reading Inventory
- Reading A-Z Online Reading Program
- Running Records

The Fountas & Pinnell Benchmark Assessment System (BAS) links assessment to instruction along their *Continuum of Literacy Learning*. This comprehensive system for one-on-one assessment reliably and systematically matches students' instructional and independent reading abilities to the Fountas & Pinnell A-Z Text Level Gradient System.

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Kendall Hunt Basic Reading Inventory (BRI) is an individually administered informal reading assessment which identifies students' strengths and weaknesses in reading. The BRI includes the tools needed to assess, interpret, and develop responsive reading instruction for administering, scoring, and interpreting the BRI.

Houghton-Mifflin Emerging Literacy Survey measures students' phonemic awareness and concepts of print with a diagnostic survey of beginning reading and writing skills is for individuals or small groups.

Reading A-Z Online Assessment provides a collection of easy-to-use assessment tools in several key areas of reading--alphabet, phonological awareness, phonics, high-frequency words, fluency, and comprehension. These tools are designed to help diagnose a student's instructional needs and the effectiveness of the instruction delivered.

Running Records

Running Records is one form of assessment that determines if the child is having success with a particular reading level. Running Records or *Miscue Analysis* refers to a process of diagnosing a child's reading. It is based on the premise of analyzing the errors a child makes during oral reading. When a child reads orally, the teacher learns a great deal about whether the child is making sense of what is being read by looking closely at the types of errors the child makes. By using the miscue analysis method, a teacher/parent will be much more capable of assisting those children who experience difficulty. Using miscue analysis is extremely important as reading tests can't give you this type of information.

The 6 Types of Miscues

1. **Correction:**
During the oral reading, the child realizes he/she has made an error and re-reads the section/word without prompting.
2. **Insertion:**
As the child is reading, he/she will insert a word or two that isn't on the page.
3. **Omission:**
During the oral reading, the child leaves out a word(s.)
4. **Repetition:**
A child repeats a word or portion of the text.
5. **Reversal:**
A child will reverse the order of the print or the word. (*will say something like of for for, etc.*)
6. **Substitution:**
Instead of reading a specific word, the child inserts a different word.

What do the miscues tell you?

Correction: This is good! We want readers to self-correct. However is the reader reading too fast? Is the reader mis-correcting accurate reading? If so, the reader often doesn't see himself as a 'good' reader.

Insertion: Does the inserted word detract from meaning? If not, it may just mean the reader is making sense but also inserts. The reader may also be reading too fast. If the insertion is something like using finished for finish, this should be addressed.

Omission: When words are omitted, it may mean weaker visual tracking. Determine if the meaning of the passage is affected or not. If not, omissions can also be the result of not focusing or reading too fast. It may also mean the sight vocabulary is weaker.

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Repetition: Lots of repetition may mean that the text level is too difficult. Sometimes readers repeat when they're uncertain and will repeat the word(s) to make sense of the passage.

Reversal: Watch for altered meaning. Many reversals happen with young readers with high frequency words - *of* for *for*, etc.

Substitutions: Sometimes a child will use a substitution because they don't understand the word being read. Does the substitution make sense in the passage, is it a logical substitution?

In Summary

Using miscue analysis is an important diagnostic tool to see how the reader is improving in the strategies used. Making sense of the miscues will help with next steps to improve the child's reading. It is worthwhile to have a few questions prepared that let you know about the child's comprehension of the passage read as miscue analysis tends to rely on advising you of the strategies used. Miscue analysis may seem time consuming initially, however, the more you do, the easier the process gets.

Diagnostic – Prescriptive Program

Students who are referred to the Reading Clinic will be assessed by the Reading Specialist to diagnose the specific areas of deficit for the referred child. A prescriptive program, based on the diagnosis, will be developed, implemented and/or monitored by our Reading Clinic Personnel.

Three Tier Level System for within the Reading Clinic

The assessment will identify the student's reading level to determine where the student will be placed on one of the three-tier levels. The Three-Tier Level System is as follows:

- **Tier One** – slightly below grade level; will need minimal interventions which may include:
 - Push-in/Pull-out services by Reading Specialist
 - Expanding teacher capacity to implement reading strategies facilitated by Reading Specialist
- **Tier Two** – Six months to one year below grade level. At this level, depending on specific needs, the student may receive Tier One strategies with closer scrutiny by the reading specialist or may be placed on Tier Two.
On Tier Two, the student will receive:
 - pullout direct instruction either one to one or in small groups
 - guided reading principles will be employed
 - utilizing a leveled reading program to develop grade level reading skills
 - utilizing Project Read or Study Island
- **Tier Three** – One year or more below grade level. At Tier Three, an intensive diagnostic program will employ Lindamood-Bell Reading strategies, specifically:
 - Seeing Stars Program
 - Visualizing and Verbalizing Program

Reading Program Resources

- **Fountas & Pinnell Guided Reading**
- **Project Read**
- **Lindamood-Bell**
 - **Seeing Stars Program**
 - **Visualizing and Verbalizing Program**

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Guided Reading Program

Fountas and Pinnell are likely the two most referenced authors in the country. In 1996, the two reading experts revolutionized classroom teaching with their systematic approach to small-group reading instruction. Today, the concept of Guided Reading is a featured technique in nearly every elementary school in America.

Guided Reading is one of the main reading intervention programs that will be employed in the SBS Reading Clinic. The following details specify the Guided Reading Program:

Early Emergent Readers (Levels aa-C)

Aspiring readers are just beginning to grasp the basic concepts of book and print. They are acquiring a command of the alphabet with the ability to recognize and name upper- and lowercase letters. They are also developing many phonological awareness skills, such as recognizing phonemes, syllables, and rhyme.

Early Emergent readers are beginning to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of high-frequency words.

Books at this level have:

- *Strong picture support*
- *Carefully controlled text*
- *Repetitive patterns*
- *Controlled, repeated vocabulary*
- *Natural language*
- *Large print*
- *Wide letter spacing*
- *Familiar concepts*
- *Limited text on a page*

Emergent Readers (Levels D-J)

Readers at this stage have developed an understanding of the alphabet, phonological awareness, and early phonics. They have command of a significant number of high-frequency words.

Emergent readers are developing a much better grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes.

Books at this stage have:

- *Increasingly more lines of print per page*
- *More complex sentence structure*

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- *Less dependency on repetitive pattern and pictures*
- *Familiar topics but greater depth*

Early Fluent Readers (Levels K-P)

At this stage, reading is more automatic, with more energy devoted to comprehension than word attack. Readers are approaching independence in comprehending text.

These readers are experiencing a greater variety of text and are able to recognize different styles and genres. Independence often varies with the type of text being read.

Books at this stage have:

- *More pages*
- *Longer sentences*
- *More text per page*
- *Richer vocabulary*
- *Greater variation in sentence pattern*
- *Less reliance on pictures*
- *More formal and descriptive language*

Fluent Readers (Levels Q-Z)

Readers have successfully moved from “learning to read” to “reading to learn.” Their reading is automatic and is done with expression and proper pauses. Their energy is devoted to understanding, and they have good command and use of the various comprehension strategies.

These readers read a wide range of text types and do so independently. They will continue to refine and develop their reading skills as they encounter more difficult reading materials. But for the most part, they are capable of improving their reading skills and selection of materials independently through increased practice.

Project Read

Project Read integrates the five critical components of reading instruction: Phonemic Awareness; Phonics; Fluency; Vocabulary; Comprehension; along with the dimensions of spelling, writing and language, and listening comprehension within each lesson. An important component of instruction that is beneficial is the cumulative nature of the scaffolded practice embedded in the program. Each instructional routine consistently begins with a review of the previously taught skills, and continues with teacher modeling of a new skill or strategy, guided practice and student practice, and includes frequent progress monitoring checks to affirm mastery.

Project Read materials are based on a research-driven language arts curriculum that meets the National Reading Panel’s five essential components of effective reading instruction. Designed by Dr. Mary Lee Enfield and Victoria Greene, Project Read materials honor diverse learning profiles and provide curricula with lessons built on direct concept teaching, multisensory processing, systematic instruction, and higher level thinking skills. Project Read curricula and instruction create a captivating, respectful and dignified environment for struggling readers.

Project Read® Curriculum

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Building a Knowledge Base: *From the Simple to the Complex*

Project Read gives students the study skills and structure they need to become successful learners and confident contributing adults. In all three modules the puzzling English language is broken down into manageable concepts and skills. Students are directly taught step-by-step strategies for organizing and problem solving so they can access and act on the information.

Pre-Kindergarten and Kindergarten

This curriculum takes learning the ABC's to its most basic level. From practicing correct pronunciation to tracing the strokes for every letter, students will build the foundation they need to become confident accurate speakers, writers, and readers.

The Pre-Kindergarten and Kindergarten Kit has the materials teachers need to successfully teach the Phonics and Handwriting Programs in the Pre-Kindergarten and Kindergarten classrooms.

Phonics for Grades 1-3:

The Language Circle®/Project Read® curriculum gives detailed lessons describing teacher behavior and student participation with multi-sensory activities, student practice exercises, and reading material. The Lesson plans teach to transfer through sentence dictation, reading comprehension activities, writing, spelling, and oral reading.

Reading Comprehension: Report Form for Grades 2-4

This curriculum begins with a process for identifying the subject of the report as well as sorting and classifying facts from Report Form reading selections. It then moves from subject to a process for identifying key facts and supporting details. Lastly, sub-details, inferences, and categories are discussed using graphic organizers for complete comprehension.

Lindamood-Bell Reading Program

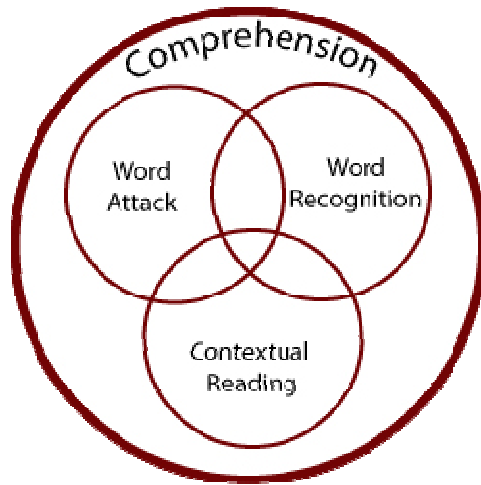
Process-Based Education

The integration of processes shown in the Venn diagram below is critical for an individual to be a proficient learner. The acquisition of knowledge, upon which educational standards are determined, is predicated on the underlying processes of human learning. The ability to process language is a prerequisite to learning content. Specifically the ability to decode, the ability to retain sight words, the ability to spell, the ability to comprehend written and oral language, and the ability to think critically are all necessary for success in content areas.

It is the goal of Lindamood-Bell Programs to develop these abilities to a point that students become independent and self-correcting. Students can successfully learn content when they can read and comprehend efficiently. Simply put, the goal of learning to read is to get meaning. Underlying these steps are the sensory-cognitive factors and their component parts.

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Seeing Stars® *Symbol Imagery for Fluency, Orthography, Sight Words, and Spelling*

Problem

Buzz has learned phonics and can sound out words, but his phonetic processing is slow. His word attack skills are significantly better, but his word identification and reading fluency have not improved at the same rate.

Cause

A cause of difficulty in establishing sight words and contextual fluency is difficulty in visualizing letters in words. *This is called weak symbol imagery.* Symbol imagery can be defined as the ability to visualize the identity, number, and sequence of sounds and letters within words. A significant number of students—even those who have well-developed phonemic awareness—have difficulty with rapidly perceiving sounds in words, and thus are slow to self-correct their reading errors. Their spelling is often phonetically accurate, but they can't remember the visual patterns of words, orthography.

Symptoms

- Weak word recognition
- Weak spelling
- Weak visual memory
- Weak contextual fluency
- Weak reading comprehension
- Symptoms of dyslexia

Solution

The Nancibell® *Seeing Stars®: Symbol Imagery for Phonemic Awareness, Sight Words and Spelling Program* successfully develops symbol imagery and directly applies that sensory-cognitive function to sight word development, contextual fluency, spelling and increasing the speed and stability of phonemic awareness. The program begins by visualizing the identity, number, and sequence of letters for the sounds within words, and extends into multi-syllable and contextual reading and spelling.

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Developing symbol imagery directly stimulates dual-coding (the integration of imagery and language) for the reading and spelling task. Long overlooked, this important function can now be assessed and developed. Developing symbol imagery is necessary to become an independent reader.

Visualizing & Verbalizing *for Language Comprehension and Thinking® (V/V®)*

Problem

Michelle reads words accurately, but she can't comprehend the content. She has difficulty connecting to language she reads or language she hears. Words seem to go in one ear and out the other. People think she is not trying, and she has been labeled a "motivation" or "attention" problem. Many times this can be associated with those diagnosed with ADD (Attention Deficit Disorder), with or without hyperactivity.

Cause

A primary cause of language comprehension problems is difficulty creating an imaged gestalt-a whole. This is called weak concept imagery. This weakness causes individuals to only get "parts" such as a few facts or details rather than the whole picture.

Individuals with weak concept imagery have difficulty with reading comprehension, critical thinking, and may not easily follow directions or connect to conversations. They may also have difficulty expressing ideas in an organized manner. If they read well, but are severely unable to comprehend they may be labeled hyperlexic or high-functioning autistic, including Asperger's.

Symptoms

Individuals of all ages may experience the symptoms of an undiagnosed and untreated concept imagery dysfunction. This causes:

- **Weak Reading Comprehension**
They have to reread material several times and often remember only a few details, rather than the "whole."
- **Weak Oral Language Expression**
They may seem shy and have difficulty organizing their language...or they may be talkative but scattered, relating information out of sequence.
- **Weak Oral Language Comprehension**
They connect to only part of a conversation and have difficulty responding relevantly and thinking logically. They may ask and re-ask the same question and are labeled "poor listener."
- **Weak Written Language Skills**
Their writing is often described as unorganized and nonspecific.

Solution

The Nancibell® *Visualizing and Verbalizing for Language Comprehension and Thinking® (V/V®)* successfully stimulates concept imagery. Individuals become able to image gestalts which include color, and even movement. This improves their language comprehension, reasoning for critical thinking, and expressive language skills.

For Teachers

Readers at risk have a variety of characteristics that are very important to be aware of. You will notice that the characteristics of readers at risk tend to fall in the areas of personality, characteristics and weak reading skills. Use the following checklist to determine if your student is a reader at risk:

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- _____ Is very reluctant to participate in reading activities.
- _____ Has a negative attitude about reading and is often unwilling to read.
- _____ Often suffers from a lower self-esteem or confidence level.
- _____ Tries to hide the fact that he/she can't read, avoids reading and makes excuses not to read.
- _____ Doesn't see the value in being able to read.
- _____ When attempting to read, lacks most of the skills that successful readers use.
- _____ Skips words, misreads words and usually you'll note more eye movement as they scan up and down and side to side of the reading selection.
- _____ You'll notice word reversals beyond the age of 8.
- _____ Accuracy is missing.
- _____ The child rarely reads with fluency unless the selection is read from memory.
- _____ Over emphasis on limited strategies - decoding for instant and will constantly sound out words vs use the context to determine an unfamiliar word.
- _____ Makes more guesses and gives up much more easily than most students.
- _____ Behaviors will become more negative as they continue with the reading task.

If a child in your class demonstrates many of the characteristics above, you will want to make the child feel comfortable to learn to read by first and foremost providing ample opportunity to improve his/her self confidence.

Please contact the I & RS Committee if you observe a sustained pattern of any of the above to determine if I & RS Programs are necessary.

Comprehension Rubrics

In order to determine if a struggling reader is becoming proficient, you'll need to watch carefully to see if they exhibit characteristics of competent readers. These characteristics will include: making effective use of cueing systems, bringing in background information, moving from a word by word system to a fluent reading for meaning system. The rubric below should be used on each student to help ensure reading proficiency.

	Limited	Satisfactory	Thorough
Is always making sense of the text as opposed to simply decoding words. Meaningful reading instead of word by word reading.			
Understands the goal for reading and taps into the prior knowledge needed. Makes connections, predictions and/or draws inferences in reading passages.			
Understands the important information in reading passages.			
Self corrects, rereads when necessary to enhance understanding.			

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Stops periodically to ensure understanding or uses some reflective thought.			
Reads for enjoyment or to discover something.			
Demonstrates a positive attitude toward reading. A weaker reader isn't persistent and will often require a great deal of prompting.			

Special Education

We want to be clear – we explicitly reject deficit models that pathologize struggling readers by situating learning problems in the heads of individuals. There's little point or value in attributing reading difficulties to learning disabilities, attention deficits, or dyslexia, for example. These labels do not lead directly or automatically to any particular instructional strategies. Nor is there any evidence that remedial or special education students or any other struggling readers, for that matter, have unique instructional needs demanding reading instruction that is qualitatively different from instruction provided to their more academic peers (Rhodes and Dudley-Marling 1996). Struggling readers are, however, more likely than their peers to require reading instruction that is intensive, explicit and individualized.

The question is not, *what is wrong with Johnny?* but rather, *what does Johnny need to learn* in order to continue his development as a reader and *what can we do to support his reading development?* The key to this support is careful, routine assessment that seeks to identify what struggling readers already know about language and literacy as the foundation on which reading instruction will build.

Special Education Teachers

Teaching struggling readers to read takes time and patience. Here is a checklist of what you may do to assist the learning disabled child with reading. The inability to read is one of the most common complaints from teachers and parents with students exhibiting a learning disability. There are several items to think about to foster reading and to help with comprehension. You may want to use this checklist to guide you to better assist the reluctant reader.

1. Do you make the time to read aloud to the child each day?
2. Do you ensure that the following strategies are used to encourage the child to focus on meaning:
 - a. Discuss the selection/book prior to reading by asking, what the child thinks the selection/book will be about.

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- b. Discuss the content
- c. Ensure that the level of reading is appropriate and that the selection will be meaningful to the child?
3. Do you:
 - a. Ensure that reading occurs each day?
 - b. Let the child select their own reading materials?
 - c. Provide a variety of books at the child's level of difficulty?
 - d. Talk about the reading that the child has done?
 - e. Demonstrate respect for the child's opinion?
 - f. Spend MORE time on reading than on follow-up activities? This is important; *too much time on follow up activities can turn children off of reading.*
4. Do you ensure that the child has access to a variety of reading materials such as picture books, student generated material, novels, magazines, comic strips, reference articles, news items, poems, rhymes, mysteries, instructions/directions, reports etc?
5. Do you make sure that there are opportunities for: silent reading, listening to tapes, shared reading, guided reading, chime style reading etc.?
6. During reading, are your groupings mixed? For instance, are there opportunities for individual, small group, large group, specific interest group, whole class?
7. When reading with the child do you help them to: Predict words? Skip over it and determine the meaning from context? Use sounding techniques?
8. Do you use good questioning techniques that foster higher level thinking skills such as: Ask the child to make predictions, comparisons, hypothesis, and make inferences? Do you ask about cause and effect and whether he/she can distinguish fact from fiction or opinion? Do you ask the child to relate the literature to his/her own experience?
9. Children benefit from good modeling. If you tend to let them see you take enjoyment in reading, take an interest in everything they read, they too will begin to see reading as a pleasurable activity. When reading is enjoyed, it will naturally get better!

For Parents

Learning to read can be hard for some kids. Having a struggling reader at home can be even tougher for parents. You may have tried everything you can think of to help, but sometimes all those suggestions just make things worse. Usually, kids struggling with reading just need a little extra time. In the meantime, here are some everyday strategies that can help.

Give Emotional Support

Children need to know that even though they are struggling, they are loved and that you are not judging them. Emerging readers need to know that they are special and important. Self-esteem can hit an all-time low during this time. If parents are adding more negativity, it just makes the situation worse. This may seem obvious, but it can be just as hard for a parent to stay positive as it is for a struggling reader.

Positive Reinforcement

Praise your child a lot even for the small things. Don't just say, "Nice Job." Think about what you are saying. For example, "I see you're using the pictures to help you figure out the text. That's a great strategy." Or even, "Wow, I like that you are checking to make sure your reading makes sense."

Have Lots of Books Available

It's important to have lots of books in your house, *but* it is even more important to have books at your child's reading level. If you have books that your child can't read, it will emphasize what they

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can't read, rather than what they can. Even if some of the books are very basic, they will help them feel successful.

Read to Your Child

Just because your child is learning to read, doesn't mean that you should stop reading to them! While you're reading, track the words with your finger. Stop every so often to ask questions about what you have read. Read books that your child likes and if she asks you to, read the same books over and over again. This gives children a sense of security and familiarity, at a time when they're learning something new.

Hire a Tutor

Sometimes it can be really hard to be the tutor and the parent. Call in reinforcements! Ask your child's teacher to recommend someone, or check the local library for a struggling readers programs.

Finally, stay positive! Often after struggling to read, something just clicks, and reading happens. Until then, be supportive of your child and do everything you can to make them feel successful. Because ultimately, they get their cues from you.

Reading Readiness

Reading readiness has been defined as the point at which a person is ready to learn to read and the time during which a person transitions from being a non-reader into a reader. Children begin to learn pre-reading skills at birth while they listen to the speech around them. In order to learn to read, a child must first have knowledge of the oral language. The acquisition of language is natural, but the process of learning to read is not - reading must be taught. T

Because a child's early experience with literacy-related activities is highly correlated to the child's success with reading, it is important to consider a child's developmental level when choosing appropriate activities and goals. Early and enjoyable pre-reading experiences set the stage for a child's desire to learn. By participating in developmentally-appropriate activities (activities that are fun and challenging, but not frustrating), the child gains knowledge that will serve as the foundation for further learning as he or she enters the school system.

Reading readiness is highly individualistic. There is no "one size fits all" solution to teaching a child to read. A parent or educator may need to employ several techniques before finding the most appropriate method for an individual child.

The following gives you insight into your child's reading readiness skills.

Understanding Text:

At this stage the child: pretends to be a reader; holds books the right way; turns pages at appropriate times; can discuss what is happening and relate it to their own experiences; knows that the reader is focusing on the print and that it is conveying the message; makes inferences on both what is read and the pictures; enjoys stories being re-read and chimes in regularly; likes to turn the pages and knows when to and will make attempts to re-read the story from memory and picture cues.

Using the Context of the Story:

The child can determine meaning from context by saying things like: 'I like dogs too' and will bring their own experience as it relates to what is being read. Relating their experiences to stories,

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television shows, or even ads becomes a popular behavior when the child uses context to make sense.

Word Meanings:

Although the child isn't yet reading, they recognize their own name, brands (McDonald's 'M', Stop Signs etc.) Recognizes the sounds of letters and makes references like, 'that one starts the same as my name, or snake starts with the same letter that Stop Signs do.

Reading and Print Attitudes:

The child starts to demonstrate an interest in printing and will pretend to print or write. They will ask more questions like 'What does that say?' They like to chime in when familiar stories are being read. They like to take part in daily reading and never want to miss their bed time story or story time. They show a greater interest in books and will enjoy looking at them more frequently even though it may seem that they're looking mainly at the pictures.

Summary:

When a child displays the attitudes described above, they are most likely at the stage where they are ready to learn how to read. The child will benefit from many alphabet activities, exploring with the sounds that letter make and reading early stage books. These children will also benefit from making books like 'A is for Apple and Ate. B is for black bugs. C is for Cinderella and Candy.

The idea behind this type of book is that the children are encouraged to use the sounds that letters make (long and short sounds, 'r' controlled sounds - a as in car, and hard and soft sounds as in Cindy and Candy). When children are encouraged to make these books, they can read them on their own as they have made the pictures to help them.

Pattern books are another great early writing and reading activity. Again, children draw the pictures and use patterns like: Blue is for the Sky. Blue is for the Blue Jay. Blue is for blueberries. Or I like books: I like to run. I like to jump. I like to play.

Lots of praise at this stage will encourage the young reader to develop confidence and will move forward in their ability to read.

Reading comprehension and reading strategies are key to success. Here are checklists to determine if your child/student is at an expected level of development.

Reading Readiness Scale 3 – 5 Year Olds

1. ____ The child enjoys being read to and has expressed an interest in favorite books.
2. ____ The child is able to sit a listen to stories being read to him/her and takes an interest in the illustrations.
3. ____ The child pretends to read by holding the book correctly, turns the pages and makes reference to the story from memory and from the pictures.
4. ____ The child recognizes his/her own name and knows some of the letters of the alphabet.
5. ____ When prompted, the child recalls events in the story.
6. ____ The child enjoys participating in songs, chimes, chants, poems and storybook times.
7. ____ The child chimes in on familiar or predictable stories.
8. ____ When prompted the child can distinguish the beginning, middle and end of the story.
9. ____ Some children will have sound-symbol correspondence, they'll know that the 'B' is what the word ball begins with.
10. ____ Is beginning to recognize similarities and differences between stories or characters.

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Reading Readiness 4 – 6 Year Olds

1. ___ The child enjoys being read to and has expressed an interest in favorite books.
2. ___ The child is able read some environmental print that he/she's exposed to: stop signs, McDonald's signs etc.
3. ___ The child pretends to read and uses the illustrations to guide reading.
4. ___ The child recognizes letters and sounds of the alphabet. When prompted with: what is the beginning sound of bat, the child knows 'b' or, what is the ending sound of bat and the child knows 'p'.
5. ___ The child has memorized familiar books and reads these from memory. (Note: memory reading is an early stage of reading, at this stage it's important to write some of the words on cards and get the child to start identifying words from the story in isolation.)
6. ___ The child enjoys participating in songs, chimes, chants, poems and storybook times.
7. ___ The child chimes in on familiar or predictable stories.
8. ___ The child is able to make predictions about what might happen in the story based on what has happened - making connections is part of comprehension.
9. ___ The child will have fun with words and provide rhymes both real and nonsense type. For instance: right rhymes with tight, fight and 'grite'. The child selects rhyming words and makes up rhyming words. Seuss books are helpful at this stage.
10. ___ Is beginning to recognize similarities and differences between stories or characters and provides rational regarding the similarities and the differences.

Reading Readiness 5 – 7 Year Olds

1. ___ Is able to read easy pattern books. (An easy pattern book is a picture book with predictable patterns, e.g., *I saw a cat sitting on a hat. I saw a frog sitting on a log etc.*)
2. ___ The child puts some of his/her own words into print and is able to read them.
3. ___ The child enjoys books and will look at books independently reading some parts from memory with a focus on some of the words. The child should be able to read books on his/her own for a period of at least 5 minutes.
4. ___ The child uses finger pointing to identify many words and recognizes all letter sounds at the beginning and end of words.
5. ___ The child is able to re-tell the main parts of the story - beginning, middle and ending.
6. ___ The child has favorite stories and knows the titles.
7. ___ The child is able to make relevant predictions about the story. Why he/she thinks an event happen, what might happen next, how the story might end etc.
8. ___ The child learns while reading and shares with others.
9. ___ The child enjoys participating in discussions about stories.
10. ___ The child sees him/herself as a reader and although is not reading word per word, he/she is confident to approach books.

Reading Readiness 6 – 8 Year Olds

1. ___ The child is now reading increasingly complex early-reader type books.
2. ___ The child is able to recall the events in the book, make predictions and discuss why he/she thinks certain events happen.
3. ___ Self-corrections are becoming more evident as this reader is making sense of the text.
4. ___ The child recognizes many of the high frequency words such as the ones found here.
5. ___ The child uses word patterns and contextual clues to comprehend and decode text.
6. ___ The child is capable of reading independently for longer periods of time. 10 or more minutes.
7. ___ The child is able to follow easy to read directions. For example: Put a square around the number 2.
8. ___ The child is able to identify various genres in writing. Examples include non-fiction, fiction, poems, chants, songs etc.

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9. ____ The child will make some meaningful substitutions in uncertain selections - sometimes reading ahead to make sense.
10. ____ Takes risks and tries to read unfamiliar words and is beginning to read for pleasure and for information.

Reading Readiness 7 – 9 Year Olds

1. ____ By this stage the child is beginning to read or already reading chapter books.
2. ____ The child is able to read for extended periods of times - approximately 15-35 minutes silently.
3. ____ The child is becoming much more fluent when reading aloud and usually demonstrates confidence while reading.
4. ____ The child self corrects by using a variety of context clues, decoding and word structure clues, when something doesn't make sense, the child will back up and re-read the passage to ensure meaning.
5. ____ The child should be able to summarize and re-tell stories, describing the 5 w's (what happened.....why did it happen....where did it happen....when it happened....and who was involved).
6. ____ The child is capable of reading independently for longer periods of time. 10 or more minutes.
7. ____ The child is able to follow directions while reading, instructions, recipes etc.
8. ____ The child is able to identify various genres in writing. Examples include non-fiction, fiction, poems, chants, songs etc. and indicates preferences based on reasoning.
9. ____ The child can compare and contrast stories, events in stories and characters in the story.
10. ____ The child makes very logical predictions based on some form of evidence from the story.

The following articles may help to shed some light on why some students struggle with reading.

Helping Struggling Readers

by [Crystal Kelly, MA.Ed.](#) and [Linda Campbell, Ph.D.](#)

Many teachers are concerned about the numbers of elementary children who struggle with reading. Such concerns are warranted. Studies indicate that when students get off to a poor start in reading, they rarely catch up. Struggling readers encounter negative consequences: grade retention, assignment to special education classrooms, or participation in long-term remedial services. Further, as they progress through the grade levels, the academic distance from those who read well grows more pronounced (The Learning First Alliance, 1998; Rashotte, Toregesen, & Wagner, 1997; National Reading Panel, 1999; Torgesen, 1998).

Why do some students struggle with reading and what can be done to increase their success? These questions plague teachers and parents and are ones that compelled us to search for answers. Based on the literature review and discussions with knowledgeable colleagues, commonalties emerged for both the causes and potential cures of weak reading skills. In what follows, we first explore common reasons why some students struggle with reading and suggest antidotes for enhancing their achievement. Next, we identify the five essential components of reading programs that help students acquire literacy skills.

Why Do Some Students Struggle with Reading?

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Unfortunately, there are several causes of underachievement in reading. The four most common ones, according to research, are 1) reading role models and life experiences, 2) the acquisition of reading skills, specifically phonics and comprehension, 3) visual processing, and 4) learning disabilities. When teachers proactively address these underdeveloped skills in the classroom, struggling readers can make progress.

1. Role Models and Prior Life Experience

At-risk readers often lack role models who use the same Standard English as that taught in schools. Effective role models for children are those who can explain the purposes for reading and can model fluency, expression, and inflection with Standard English. Without such role models, students typically receive limited exposure to literature, vocabulary, and figures of speech or common everyday phrases. To antidote a lack of role models, struggling readers should be saturated with language in the classroom. To increase the amount of language a child hears and uses, teachers can play books on tape, conduct read alouds, and use a variety of oral activities. Parent involvement is also important. Home environments that are "print-rich" familiarize children with language and reinforce its importance. For teachers, supporting children at school often means encouraging support at home.

Struggling readers sometimes lack background experiences that class work assumes they have had. For example, if children are reading a story about making cookies, but have only experienced store-bought varieties, they might not understand the excitement of a character who enjoys the smell of baking cookies. Educators can build commonly shared background knowledge through real-world experiences, simulations, visuals, or storytelling.

2. Lack of Reading Skills, Specifically Phonics and Comprehension

A second reason children often struggle is because they lack two critical reading skills: phonics and comprehension. Direct phonics instruction is vital for struggling readers. The teachers and experts we interviewed agreed with the Report of the National Reading Panel (1999) that stated "systematic phonics instruction produces significant benefits for students in kindergarten through sixth grade and for children who are having difficulty learning to read." Phonemic awareness instruction asks children to focus on and manipulate phonemes, the smallest units, in spoken syllables and words. Explicit phonics instruction helps children understand that spoken words are composed of identifiable sounds and that sounds are represented in print by symbols. The teachers and experts also mentioned the Spalding Method as effective in helping children recognize phonograms and letter patterns in words.

Explicit phonics instruction must also teach blending sounds and word patterns. There are simple ways to help children strengthen their blending skills. Examples are classroom reviews, games that change one letter to make a new word, and audiotapes that focus on specific sounds and blends.

Teachers can also point out little words contained within bigger words when a struggling reader gets stuck. This important decoding skill can be taught by posting words on classroom walls or by having students keep word banks of unfamiliar terms. When tutoring one-on-one, students can be asked to build compound words from word cards. As they construct the words, they learn new vocabulary and how to search for the little words within larger ones. When finished, students can be asked to read all of the words out loud and to discuss the meaning of the words they don't know. Another simple

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decoding technique is to make a chart in the classroom for children to use as for guidance in learning to decode. Such a chart might read:

- 1. Decoding*
- 2. Sight Words*
- 3. Phonograms*
- 4. Word Parts*
- 5. Sentence-Context*
- 6. Pictures*

Another main skill struggling readers lack is the ability to quickly recognize sight words. Due to the slower than normal development of "sight vocabulary," that many can read fluently and automatically, the lack of rapid word recognition limits comprehension for at-risk readers. It is therefore important to teach common words. One approach, Dolch sight words, rank words for the frequency of their appearance in print and can be used to teach word recognition.

The educators we interviewed strengthen struggling readers' sight word knowledge in a variety of ways. Some had their students read a list of sight words everyday for speed and accuracy. Others used sight words on flash cards, in matching games, word searches, silly sentences, and computer games such as "Word Munchers."

Comprehension is a crucial aspect of reading. Unfortunately, some readers often struggle in this area due to lack of familiarity with the content. For example, children who are unfamiliar with an airplane may find it challenging to understand a story about airplanes. Providing real-life experiences for children is helpful in building shared background knowledge.

There are other areas that limit comprehension for struggling readers. These are lack of fluency, inability to transfer information to new settings, finding the main idea in a story, and using context clues while reading. When children stumble on words, the amount of information they can comprehend is limited. As mentioned above, the development of sight word vocabulary allows children to construct meaning from their reading rather than simply trying to identify the words. Asking students to engage in a variety of listening activities is one way to model fluency, inflection, and correct expression as well. Many teachers also ask higher level questions related to the stories the children hear so that students can slowly apply these questioning skills to their independent reading.

Struggling readers often have a difficult time transferring old knowledge to new situations. One strategy to remedy this problem is to teach students word families. This helps them use their knowledge of a known word to decode an unfamiliar word with the same letter pattern.

Finding the main idea can also prove challenging. Teachers can model self-questioning during listening activities to focus students' attention on the main idea of the text. Students can also be asked about a selection before, during, and after reading. For example, before reading, teachers can preview the selection and activate students' background knowledge. During reading, students can be asked to monitor for meaning and pose questions of themselves about their reading. After a selection, students can summarize the content and relate it to themselves or something that they already know.

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Comprehension can be further enhanced with the intentional use of context clues. While they are reading, students can be asked questions such as "Does that make sense? How can we make it make sense?" If the passage did not make sense request that students 1) read it again, 2) read to their partners, 3) stop and think, or 4) talk to their partners. Monitoring for meaning is a skill that struggling readers need in order to strengthen their comprehension of text.

3. Vision Problems

Children who struggle with reading may be experiencing difficulty with visual tracking, eye teaming, double vision, and the ability to communicate what they see or don't see. One elementary school recently had the lowest first and second grade readers screened for such vision problems and found that the majority of students had at least one vision difficulty. One way to strengthen visual processing is to use eye exercises. Students can be asked to color in all sections of a drawing or a design that contain two dots. Although this may sound like a simple task, those who experience vision difficulty can find it challenging.

Vision alphabet timing can strengthen visual perception as well. In this exercise, a teacher reads the letters of an alphabet in order. The students circle the letter the first time they see it while reading through a passage. They can be timed during this exercise and later with other selections to see if their speed and accuracy improve.

4. Learning Disabilities

Some children have difficulty processing and memorizing information. Frequently, some will learn words in one context and not transfer them to the next. By activating prior knowledge, teachers can help students make connections between past and current life experiences.

Memorization can also prove challenging. Teachers may want to emphasize the importance of memorizing sight words since they will be encountered frequently in text. Sight words can be reinforced by posting them on a "word wall" in the classroom or by having students make individualized booklets of words to know.

Struggling readers, like all children, learn in different ways. Reading classrooms that include kinesthetic, musical, or other modalities can enhance learning. Students can listen to books on tape, act out a part from a play they are reading, or retell a story on a flannel board. Not only can students benefit from learning in different ways, they also benefit from different groupings. Some suggestions include having partner/peer activities, buddy reading/cross grade, independent, and teamwork. No matter how struggling readers are grouped or what modalities are used to teach, as one reading specialist asserted, "Struggling readers need to hear it, see it, say it, and write it before they can learn it."

According to Johns Hopkins "Best Evidence Encyclopedia," there are several types of programs used to help struggling readers.

One-to-One Tutoring

Decide if a one-on-one tutoring program is the best route. One-on-one tutoring can be used with a certified teacher or an aide/volunteer. According to NICHCY, the National Dissemination for Children with Disabilities, "well trained and carefully administered one-to-one reading instruction contributed to improved performance for many students

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who were struggling to read." In addition, one-to-one tutoring works best if it is combined with a broader instructional program.

Small Groups Tutorials

Choose small group tutorials, which allow students to work together with a teacher, trained aide, or volunteer. These programs can be used after school as a pull-out program, or through differentiated instruction. One feature of differentiated instruction is that while the teacher is working with one small group, other children will work in a classroom library or writing center.

Classroom Instructional Practices (CIP)

Using Classroom Instructional Practices (CIP) can be done with or without tutoring. According to Best Evidence Encyclopedia's article "Educator's Guide to Identifying What Works for Struggling Readers," "CIP approaches can be effective, especially cooperative learning and structured phonetic models." While the tutoring supports the struggling reader, the cooperative learning gives struggling readers a sense of belonging.

Basic Skills

In order to become a successful reader, a student must acquire certain basic skills. If these skills are not obtained, it is likely that the student will struggle consistently with not only reading, but also with basic grammar and communication skills. First, a child must know and understand that there are letters and that these letters create the basic alphabet that is used to create all of the words that we use. They must have an understanding of the fact that each letter represents a sound and that when used in conjunction with other letters, they have the capability of producing unique sounds. The child must understand that words are a collaboration of the sounds that may be created from the individual letters of the alphabet. Reading programs for struggling readers assist in developing and expounding on these basic skills.

Automaticity is that ability to do things without having to think about them at a conscious level. When we do something automatically, the mind isn't occupied with the small details of the task. Imagine some of the common every day activities you do with automaticity: driving a car, adding five plus three, riding a bicycle, catching a ball, dialing a telephone, and, yes, reading and writing. We acquire these skills through simple repetition and practice. Over time, such repetition establishes automatic response patterns that our brains call upon constantly throughout our daily lives. In achieving automaticity, we free our brains – our working memories – from the details of the task, allowing us to use that brain power to do more, building on those sets of automatic skills.

For our students, achieving automaticity in reading is essential not only to their becoming effective readers, but becoming effective all-around learners. The majority of students make the shift from "learning to read" to "reading to learn" around second or third grade. At this stage, their reading skills have developed to a point of automaticity where they no longer need to use their working memory to facilitate the task of reading, and they can use that memory for things like interpretation, comprehension and creative thinking.

On the other hand, imagine what learning becomes for the struggling student who does not develop this automaticity alongside his or her fellow students. As others begin to learn more and more from their reading, the struggling reader must engage their working memory in the challenge of getting through the letters and words of each

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sentence as opposed to using that valuable memory to glean meanings and assimilate information. As their reading skills lag, their overall ability to learn suffers.

We cannot underestimate the importance of building rock-solid foundations in reading for exactly this reason. If we are to successfully teach students, we must help them develop the automaticity in these basic skills that will free their minds to soar and explore all that lies ahead.

Internet Resources

Reading and Literacy Websites

These linked sites are not under the control of the district, and the district is not responsible for the contents of any of these linked sites or any link contained in a linked site, or any changes or updates to such sites. The district is providing these links to you only as a convenience, and the inclusion of any link does not imply endorsement of the site by our district.

LiteracyAccess Online <http://www.literacyaccessonline.com/> An instructional tool for reading facilitators (parents, teachers, tutors and others) to help students learn to read. **The US Department of Education** www.ed.gov has invested considerable time and effort in developing information for teachers and parents to promote student success, particularly in reading. Clicking on the "For Parents" link will bring viewers to a number of resources and publications that promote reading, math, science, and other school success.

The National Institute of Child Health and Human Development (NICHD) <http://www.nichd.nih.gov/crmc/cdb/reading.htm> has a number of resources, particularly related to research and reading.

Reading Rockets, www.ReadingRockets.org, offers a wealth of information and resources for educators and parents. For parents, there are print and online guides for parents in English, Spanish, Hmong and Somali.

SchwabLearning.org contains information on reading and other topics for students with learning disabilities. Place "reading" in the search engine to find most current offerings. **Reading is Fundamental** www.rif.org is the nation's largest nonprofit literacy organization. Materials are available in English and Spanish.

A Parent's Guide to Helping Your Child Learn to Read <http://www.nea.org/parents/learntoread.html> The National Education Association's Guide for families. The main site also has additional information on reading.

Put Reading First: Research Building Blocks for Teaching a Child to Read <http://www.nifl.gov/partnershipforreading/publications/PFRbookletBW.pdf> The National Reading Panel's guide for parents.

The Center for the Improvement of Early Reading Achievement (CIERA) <http://www.ciera.org/library/index.html> is a national center for research on early reading,

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Suggested Reading

- [Assessing Comprehension Rubric](#)
- [Diagnose a Reader at Risk](#)
- [Tips to Support Young Readers](#)

Phonics

- [Fuzzy Lion Ears](#)
- [Gawain's Word](#)
- [Jim's Whirly Word Game](#)
- [Alphabet Action](#)
- [Prefix Catch](#)
- [BBC Words and Pictures](#)
- [Magnetic Poetry Tiles](#)
- [Fridge Magnet Poetry, Poems, Magnets](#)
- [Word Magnets](#)

Vocabulary

- [Kid's Place: Houghton Mifflin Reading](#)
- [Synonyms and antonyms](#)
- [Antonym](#)
- [Antonyms](#)
- [Word Builder](#)
- [Homographs](#)
- [Berenstain Bears](#)
- [Vocabulary](#)
- [Visual Dictionary Online](#)
- [Learning Vocabulary Fun](#)
- [Quiz Tree](#)
- [Word Ahead](#)

Comprehension

- [Grandpa Tucker's Rhymes and Tales](#)
- [Lil' Fingers Storybooks](#)
- [Lil' Fingers Holidays](#)
- [The Story Place](#)
- [Fact or Opinion](#)
- [Fact or Opinion](#)
- [Point of View](#)
- [Drawing conclusions](#)
- [Main Idea](#)
- [The Literacy Center](#)
- [StoryPlace: a Pre-School Library](#)
- [BBC CBeebies](#)
- [Interactive Storybooks](#)
- [Reading Games for ages 3-6](#)
- [Reading Games for ages 6 and up](#)

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Pre-Reading Skills

- [Teaching Sounds First - All 44](#)
- [Before a Child Can Read - This Comes First](#)
- <http://slatersoftware.com/document.html>
- <http://jc-schools.net/tutorials/interact-read.htm>

Worksheets

- [Phonics, Printing and Alphabet Worksheets](#)
- [Strategies to Teach Everyday Words \(Dolch\)](#)
- [Word Families - Learn These Words](#)

Writing Links

- <http://www.studygs.net/spelling.htm>
- www.dictionary.net
- <http://www.onelook.com>
- <http://www.aurora-systems.com>

Related Articles

- [Reading Skills - Build Your Child's Reading Skills at home](#)
- [Typical Course of Study - Preschool Reading Readiness](#)
- [Essay Sampler: Models of Good Writing \(Part 1\) - Readings for Writers](#)
- [Our Homeschool Schedule - Schedule for 10 year old](#)
- [Get Ready for School Break - Practice Reading Skills During School Break](#)

[Building Language for Literacy](#)

<http://teacher.scholastic.com/products/blil/>

Online literacy skill activities. This site appears to be a product advertisement but scroll down to click a character to enter the online practice activities of oral language, phonemic awareness, letter knowledge, or concepts of print Grades K-3

[Meet An Author](#)

<http://home.freeuk.net/elloughton13/authors.htm>

Choose from classical or current authors and learn more about them at this website. Grades 1-4

[Poetry Splatter](#) Create a poem (Ages 3-14)

[Story Starters](#)

<http://home.freeuk.net/elloughton13/setting.htm>

Choose from a collection of stimulating story settings to help get your story started. Grades 1-4

[Between the Lions](#)

<http://pbskids.org/lions/stories.html>

Stories with adventure games. Grades 1-3

[The Reading Matrix](#)

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<http://www.readingmatrix.com/directory/pages/>

Online interactive reading resources that cover: Analyzing Text, Audio and Text, Proofreading, Reading Comprehension Advanced, Reading Comprehension Beginner, Reading Comprehension Intermediate, Short Stories, Vocabulary Grades 3+

BBC - Schools - Words and Pictures

<http://www.bbc.co.uk/schools/wordsandpictures/>

Know your basic letters and sounds, now what? Well it's off to words and further phonics areas such as Vowel Phonemes and Consonant Clusters. Here you can find great online interactive games and activities for each of these areas along with printable activities for further reinforcement. How many of the High Frequency Words do your students already know? There is also a Gallery section with student submitted writings and suggestions for getting your students' work posted. Maybe your students will enjoy this site so much that they will even access it from home. Grades 1-3

Reading Games for Younger Kids

<http://kidsdomain.com/games/read1.html>

Reading Games for Older Kids

<http://kidsdomain.com/games/read2.html>

Funschool Games

<http://www.funschool.com/games.php>

Choose from 194 Flash, Java and Shockwave games. Grades K-8

Aesop's Fables

<http://www.umass.edu/aesop/>

Traditional and modern fables Illustrated and retold by art students at the University of Massachusetts, Amherst Grades 3-8

Online Collection of 656+ Aesop's Fables

Reading Comprehension Tests

<http://users.erols.com/interlac/testdir.htm>

A collection of 7 reading passages with comprehension questions and answer key. Grades 5-12

Language Arts Basic Skills and Games Practice <http://classroom.jc-schools.net/basic/la.html>

Interactive Reading Activities <http://jc-schools.net/tutorials/interactive.htm#Reading>

Literacy Lane <http://classroom.jc-schools.net/read>

Reading Level Estimator <http://pt.liverpool.k12.ny.us/reading/levelestimator/estimator.htm>

[Literature Circles](#)

[Teachers Read](#)

[FREE Phonics Worksheets](#)

[Booktalks: Quick and Simple](#)

[Read Aloud Stories and Songs](#)

[American Folklore](#)

[Lil' Fingers](#)

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[Vocabulary University](#)
[Weekly Reader](#) on-line
[Summer of the Swans](#)
[Booktalks - Quick and Simple](#)
[Children's Literature Web Guide](#)
[KidLit](#)
[Learning About Authors and Illustrators](#)
[Literature Circles.com](#)
[Literature Learning Ladders](#)
[Tales of Wonder](#)
[Learning Vocabulary Can Be Fun](#)
[Reading Games Room](#)
[Children's Story](#)
[On-line Classics for Young People](#)
[Story Place](#)
[Online Reading Lessons](#)
[4th Grade Novels](#)
[5th Grade Novels](#)

BBC Reading Games Ages 4-11 http://www.bbc.co.uk/schools/4_11/literacy.shtml

Succeed to Read <http://www.succeedtoread.com/>
Reading Lady <http://readinglady.com>
Book Adventure <http://bookadventure.org/>
Webtime Stories <http://www.kn.pacbell.com/wired/webtime/>
Online Books <http://onlinebooks.library.upenn.edu>

Kids Read <http://www.kidsreads.com/>
Between the Lions <http://pbskids.org/lions/stories.html>
Spectrum Stories and Poems <http://www.incwell.com/ERW/index.html>
Children's Storybooks Online <http://www.magickeys.com/books/>
Classical Children's Literature <http://www.storyit.com/Classics/kidsclassic.htm>
Elementary Library <http://www.storyplace.org/eel/eel.asp?themeID=18>
Interactive Reading Websites <http://jc-schools.net/tutorials/interactive.htm#Reading>
KidBibs <http://kidbibs.com/home.htm>
Reading Assessment Calculator
<http://pt.liverpool.k12.ny.us/reading/rcalculator/assessmentcalc.htm>
Reading Comprehension Tests <http://users.erols.com/interlac/testdir.htm>
Summer Reading Lists Abound on the Web
http://www.educationworld.com/a_curr/curr244.shtml
Aesop's Fables <http://www.umass.edu/aesop/>
Reading AtoZ <http://www.readinga-z.com>
Picture Books by Dandi Palmer <http://www.dandi.me.uk/index.htm>
KidSpired Tales <http://www.northcanton.sparcc.org/~ptk1nc/kidspired2002/links.html>
Aunt Bee's Children Stories <http://www.antbee.com>
Vocabulary University <http://www.vocabulary.com>
Book Talks <http://nancykeane.com/booktalks/il.htm>
Literature-Based Teaching Ideas <http://www.educ.ucalgary.ca/litindex/>
Read Write Think <http://www.readwritethink.org/>
Score CyberGuides <http://www.sdcoe.k12.ca.us/score/cyberguide.html>

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Interactive: [The Ginger Bread Man](#), [Bean Time Stories](#), [Children's Storybooks Online](#), [Story Circle](#), [Storybook Web](#), [Aesops Fables](#), [Interactive Activities](#), [Aesops Fables](#), [The Little Red Ship](#), [Story Hour](#), [Phoneme Sandcastle Quiz](#), [Bear Stories](#), [Sebastian's Waddle](#), [Pond Web](#), [Sebastian's Rhyme](#), [The Lost Cygnet](#), [Sebastian Swan's Story](#), [Guess Who?](#), [The Swan Story](#), [In the Autumn](#), [High Frequency Words](#)