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achieve...



# Strategies for Struggling Readers

Make sure *all* your students achieve with help  
from these practical resources for striving learners  
from the International Reading Association.



# It's why you became a teacher.

**Your biggest challenge—and your biggest reward—is making sure all your students achieve.** Nothing is better than the joy you share with a child you've helped overcome difficulties and become a reader.

It's why you became a teacher.

But even the best teacher needs some expert advice every now and then. Resources from the International Reading Association are here to help—with research-based ideas for teaching striving readers, assessment that supports their learning, differentiating instruction, and implementing Response to Intervention.

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# Successful Approaches to RTI

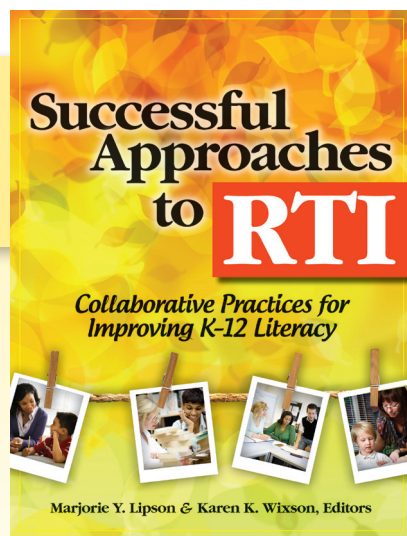
## Collaborative Practices for Improving K-12 Literacy

Editors: Marjorie Y. Lipson, Karen K. Wixson

What approaches to RTI have a proven track record? What evidence supports models that help *all* learners achieve? What do these successful approaches look like in real schools?

This must-have resource presents frameworks that work in today's classrooms. Compiled by members of IRA's Commission on Response to Intervention, with contributions from leaders in assessment, intervention, and instructional models, chapters offer specific, practical information for teachers, specialists, and coaches.

Action plans can be used to guide RTI efforts in your school and district—from creating the RTI team to assessing readiness for implementation. This book is also ideal for school-based professional development and for teacher education.



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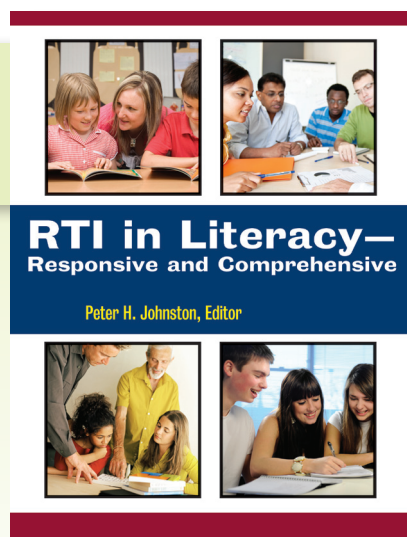
# RTI in Literacy— Responsive and Comprehensive

Editor: Peter H. Johnston

This collection, explicitly intended for literacy educators, describes the theory and practice needed for RTI programs to help students grow as readers, writers, and learners.

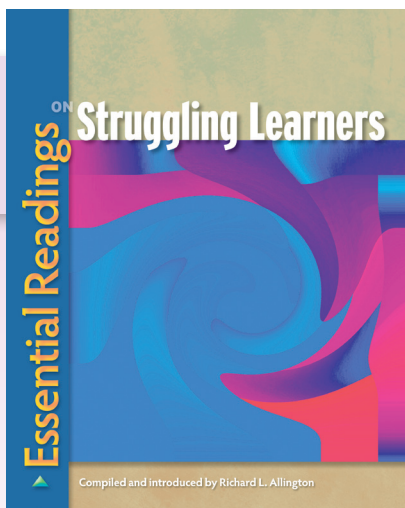
Edited by noted expert Peter Johnston and with contributions from field leaders including Richard Allington, Scott Paris, and P. David Pearson, the book offers research-based intervention and assessment strategies, demonstrates the importance of professional development and teacher expertise, and takes a look at incorporating RTI within existing school structures.

For teacher education and school-based learning communities, the included reflection questions and action ideas can help extend professional learning.



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## Essential Readings on Struggling Learners

*Editor: Richard L. Allington*

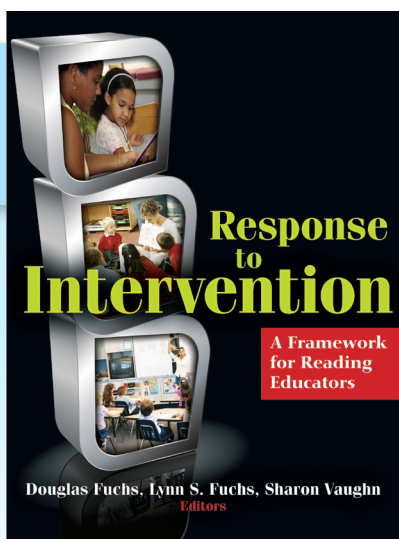
Distinguished educator Richard Allington believes that struggling learners need schoolwide support and lots of intensive reading lessons. With his collection of articles selected from IRA's prestigious journal *The Reading Teacher*, Allington suggests ways to develop and sustain that approach, focusing on three areas:

- Assessing readers and programs
- Models for planning reading instruction for struggling readers
- Comprehension: The reason for reading

Each article includes questions intended to spark reflection and prompt discussion—making this resource ideal for school-based book-study groups or teacher education.

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## Response to Intervention A Framework for Reading Educators

*Editors: Douglas Fuchs, Lynn S. Fuchs,  
Sharon Vaughn*

Leading experts in literacy and special education describe a three-tier RTI model that begins with effective instruction for all students, moves to preventive tutoring, and concludes with new thinking about special education. Key to the approach is using assessment to identify students at risk, monitor progress, and guide instruction.

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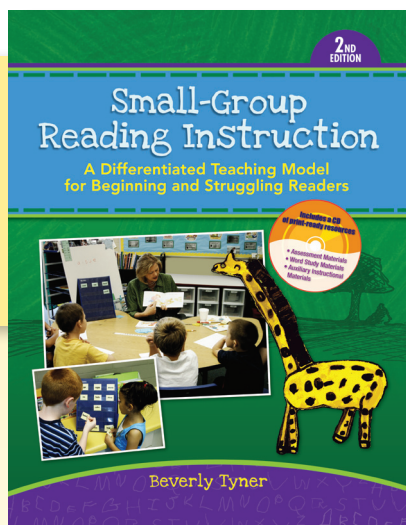
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Beverly Tyler

Classroom tested and research based, the Small-Group Differentiated Teaching Model provides reading instruction to meet the needs of your classroom's range of learners.

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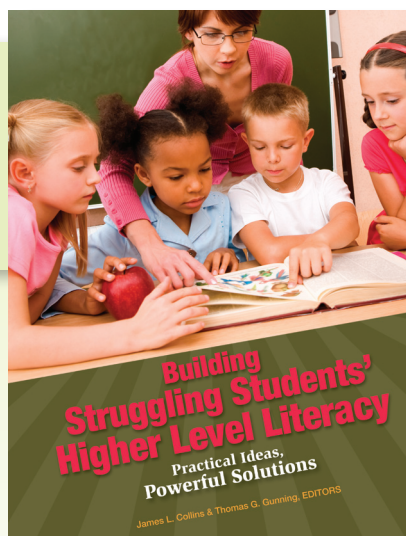
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## Practical Ideas, Powerful Solutions

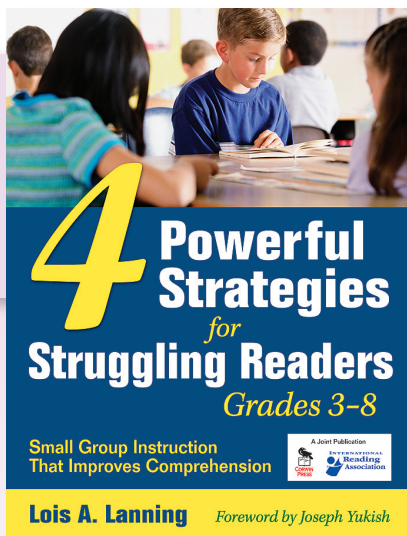
*Editors: James L. Collins, Thomas G. Gunning*

Literacy is more than the ability to decode words or read aloud, though these are often the tasks we focus on with struggling learners. But by teaching these learners higher order skills, we can help them become truly literate.

This volume outlines a way to reach that goal through a multifaceted approach integrating reading, writing, talk, and factors such as engagement and persistence. The authors offer practical solutions for helping students overcome literacy difficulties. Plus, each chapter provides an action plan to help you implement ideas immediately, as well as ideas to discuss with colleagues or in a professional book-study group.



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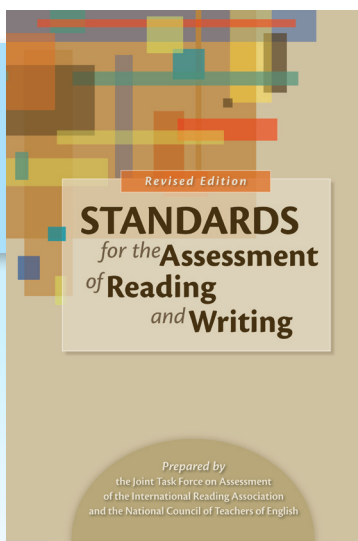
## 4 Powerful Strategies for Struggling Readers, Grades 3–8

### Small Group Instruction That Improves Comprehension

*Lois A. Lanning*

Find out how to support students' reading comprehension by teaching strategies that highly effective readers use: summarizing, creating meaningful connections, self-regulating, and inferring.

The author examines how, why, and when to use each strategy and shows what each strategy looks like in practice. And, with a hands-on approach, she describes specific teaching techniques and gives detailed lesson examples for reading instruction across content areas.



**December 2009**  
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## Standards for the Assessment of Reading and Writing

### Revised Edition

The primary purpose of assessment must be to improve teaching and learning for all students—including those who struggle. Here, 11 core standards are presented and explained, and a helpful glossary makes this document suitable not only for educators but for parents, policymakers, school board members, and other stakeholders.

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