

**Reading Support Strategies for All Students**

**Directions:** Use what you have learned throughout the course and in your clinical field experiences and provide the following to address each scenario:

* One age-appropriate classroom support strategy you can use with the student with a rationale for its effectiveness.
* One home support strategy that the families can implement with a rationale for its effectiveness.
* Title/Name of a free online application to enhance or support literacy development, including a link.

|  |
| --- |
| **Grade Level: Content Area:**  |
| **Reading Challenge Scenario** | **Classroom Support Strategies and Rationale** | **Home Support Strategies and Rationale** | **Online Application and Link** |
| **Scenario 1:** You have a student who reads grade level text fluently but cannot recall or correctly answer questions about the explicit details within the text.  | Strategy and Rationale: | Strategy and Rationale: |  |
| **Scenario 2:** You have a student who is a voracious reader and understands complex content that is far above grade level. The student often complains of being bored by the content and is reluctant to engage with the text. | Strategy and Rationale: | Strategy and Rationale: |  |
| **Scenario 3:** You have a student who comprehends grade level text when it is read aloud by the teacher or a peer. However, when the student is asked to read aloud a grade level text independently, they struggle with decoding several of the multisyllabic words within the text.  | Strategy and Rationale: | Strategy and Rationale: |  |
| **Scenario 4:** You have a student who reads grade level text fluently and can recall and answer questions about explicit details within the text. However, inferred questions that require critical thinking are difficult for them to answer correctly. | Strategy and Rationale: | Strategy and Rationale: |  |
| **Scenario 5:** You have a student who has been diagnosed with dyslexia. The student is motivated to read, but you have observed frustration when they are reading aloud and struggling to decode words affecting fluency and comprehension.    | Strategy and Rationale: | Strategy and Rationale: |  |

**References:** Cite at least one scholarly resource that supports the chart content.