

# Jumpstarting Readers When They Plateau

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## Breaking Inefficient Reading Habits

1. Audio record the student reading.
2. Play the recording and let the student follow along with the text.
3. Ask the student what he/she notices about his/her reading. The student will probably notice the inefficient pattern. If not, point it out.
4. Tell the student that this pattern is easy to fix and that you are going to help him/her.
5. Play a game. The student reads one sentence at a time. After each sentence say “uh,oh!” and give yourself a point if the student demonstrates the pattern. Say “You did it!” and give the student a point if he/she does *not* demonstrate the pattern.
6. Practice for 10 minutes/day until the pattern disappears.

## Reflective Strategy

1. Take highlighters in four colors and assign a color to each instructional context.
2. Highlight each instructional context in 1-4 weeks of lesson plans.
3. Analyze the colors to see if a particular color/instructional context is receiving more or less attention.
4. Analyze the colors to see if a particular color/instructional context is always first or last.

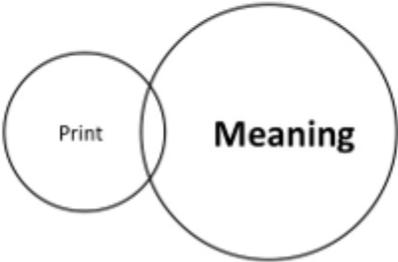
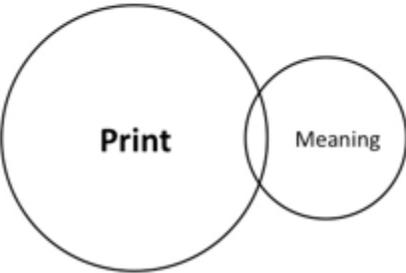
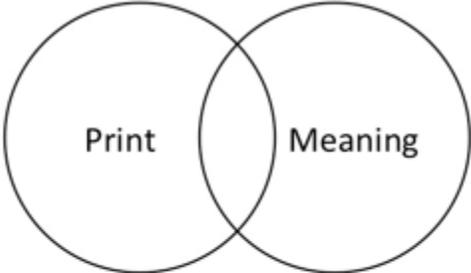
## Planning Strategy

1. Take four colors of sticky notes.
2. Think about your total instructional time for the four contexts.
3. Let each sticky note represent a block of time within your total time. For example, if you have a 60 minute block, one sticky note might represent 10 minutes or 15 minutes.
4. Lay the sticky notes on a grid with a column for each day of the week.
5. Arrange the sticky notes until you have a reasonably balanced distribution of time across a weekly schedule.

<b>Conventional Shared Reading</b>	<b>Next Generation Shared Reading</b>
<ul style="list-style-type: none"> <li>■ Students are primary aged.</li> <li>■ The text is usually a Big Book on an easel or a poem transcribed onto chart paper.</li>   <li>■ The text is slightly or significantly above the average reading level of the class.</li> <li>■ The text usually has a pattern, rhyme, or singsong quality.</li>   <li>■ Students read text together in a singsong manner following the voice lead of the teacher. The teacher may stop to discuss or explore particular print or meaning features of the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are all ages.</li> <li>● Students access text in multiple ways, including Big Books, poems on charts, printed copies, text displayed on a screen, or individual copies of books or articles.</li> <li>● The text is slightly or significantly above the average reading level of class.</li> <li>● The text may have a pattern, rhyme or singsong quality; it may also be a single chapter from a book, a magazine article, website content, and so on.</li> <li>● The teacher stops at strategic points to engage students in strategy conversations. Teacher and students collaborate to discuss the work through the tricky parts of the text, reflecting on their integrated use of strategies and even making notes about how they solve the reading's challenges. Students may read aloud with the teacher or read silently to themselves as the teacher reads aloud.</li> </ul>

<b>Conventional Guided Reading</b>	<b>Next Generation Guided Reading</b>
<ul style="list-style-type: none"> <li>■ The teacher introduces text.</li> <li>■ The teacher primes the tricky parts.</li>   <li>■ The teacher specifically prompts students when they encounter tricky parts.</li> <li>■ The teacher presents a teaching point based on student difficulties during the reading.</li> </ul>	<ul style="list-style-type: none"> <li>● The students do the introductory work with the text.</li> <li>● The teacher lets students work through the tricky parts without priming them.</li> <li>● The teacher generally prompts or otherwise supports students at point of difficulty.</li> <li>● The lesson closes with a teaching point based on the students' strategy use during the lesson.</li> </ul>

Student Reading Processes



**1**

This book doesn't make sense, is inappropriate somehow, or has problems that make it unusable. When you finish reading it you say, "Huh?"

**2**

The book has NO real complexity. It is basically a list or otherwise presents unconnected (although perhaps related) ideas on each page.

**3**

The book has SOME complexity. The text is connected across pages. There is something for readers to think about.

**4**

The book has A LOT of complexity. Text is connected across pages, usually in a sophisticated way. There is a parallel story carried by the pictures. This book has something about which beginning readers can really think.

**Text Complexity Rubric:  
A Tool for Selecting Guided Reading Texts  
for Early and Emergent Readers**

Miscue/Word	Print			Meaning			Integration		
	B	M	E	Structure	Before	After	SC	Comp 1-4	Fluency 1-4