

Second Chance Reading
Mississippi Bend Area Education Agency
2007-2008
FAQs

Who?

Students in grades six through twelve who are reading at least one (or more) year below grade level, who are not served in the special education classroom. The students reading difficulties should be related to weak comprehension. Students should have adequate decoding skills.

What?

The goal of Second Chance Reading is the remediation of reading deficits for secondary students who otherwise would struggle with the demands of the secondary curriculum.

Second Chance Reading focuses on comprehension skills but also targets vocabulary development and fluency in both fiction and non-fiction textual materials. The course is designed specifically for middle and high school students who are reading below grade level.

The program incorporates several strands:

1. Extensive independent reading at students' recreational level;
2. Vocabulary development at both age-appropriate and recreational reading levels;
3. Comprehension instruction for both lower- and higher-order comprehension tasks in fiction and non-fiction materials;
4. Fluency instruction and monitoring; and
5. Writing as an assist to comprehension.

Based on a comprehensive analysis of research on reading, "Second Chance" combines multiple strategies and practices into a structure for reading instruction and has proved successful in both urban and rural settings.

Where and When?

Teachers will receive professional development through the AEA 9 certified Second Chance Trainers. This training will take place at one of the Mississippi bend area Education Agency sites, depending on the participating schools.

How?

Training is on-going for the teachers and administrative support staff and requires scaffolded practice at the training sessions. AEA 9 support provides resources including materials [stories and lesson formats] , collaborative consultative services, on-site demonstrations, and observation visits. After the initial three-day training [July 30-31 and August 1] , teachers are given opportunities for collaboration and lesson sharing at the four follow-up days taking place throughout

the school year. These days will be scheduled in collaboration with the sites to accommodate the individual schools district calendars.

Cost?

The district will need to provide the SCR teacher(s) with money to purchase a classroom library. The average cost for a classroom library is approximately \$750 for a paperback collection. In addition there will also be some needed office supplies required to manage the class. These include individual "recipe" vocabulary boxes for each student, manila file folders, and storage for the books [plastic bins, book shelves, etc.].

For assessment purposes the school must have one set of the Jamestown Readers Series and the Stanford Diagnostic Test.

The only cost for the participating districts from the AEA is the printing cost for the materials.

Sustainability?

Schools which have sustained silent reading, book clubs and time within the curriculum to read help support the gains made in SCR. In addition, teachers who model the comprehension skills in their classrooms will have SCR students maintain the skill proficiency they reached while in the SCR classroom. These comprehension strategies may include the think aloud and cooperative learning strategies.

Classroom Dynamics?

There should be between 15 and 25 students in one section of SCR. This allows for group discussion and adequate time for student and teacher interaction. There *may* be students who are receiving some special education services in an SCR class, however, the students main difficulties need to be in comprehension and not decoding. No more than twenty percent of the students in the SCR classroom should be special education students.

Collaboration?

Teachers need to have collaboration time to prepare and discuss lessons. Teachers also need time to evaluate student achievement and create interventions to remediate any individual student problems. Following the IPDM, teachers need time to read the research, become more proficient at delivering strategy instruction and rehearsing/demonstrating lessons for their partners. Ideally, teachers should also observe one another in the SCR classroom.

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