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**Strategic Rereading**

1. Whisper read the passage, underlining all the words you’re not sure of.

*Note: Students need to learn to select a manageable chunk of text to use with this strategy. We suggest no more than one-two paragraphs to begin.*

1. Read the passage a second time for expression, skipping the underlined words. (You can do another whisper read or read it silently.)
	1. As you read, write the four W’s (*who, what, where, when)* in the margins as you find them in the passage.
	2. If you have identified all four Ws, skip to Step 5. If not, continue with Step 3.
2. Use the decoding strategy on words that keep you from understanding the text.

***Important Note for Teachers****: If the students have a lot of words underlined, they should choose to decode just a few at a time, and repeat steps 2-5 until they can summarize the passage. Trying to take on too many words in each pass will end up discouraging them, and they will most likely quit.*

1. Whisper or silently read the passage again, including the new words you just decoded.
	1. As you read, fill in the missing W’s (*who, what, where, when)* in the margins again as you find them in the passage.
	2. If you have identified all four Ws, skip to Step 5. If not, repeat from Step 3.
2. Record the 4 W’s.

***Important Note for Teachers****: Some students may be more successful just orally sharing the 4 W’s from the notes in their margins. That’s okay. It’s also important to understand that this is not the same as a comprehensive written summary—this is just a tool to help students identify the critical information from a difficult reading passage, without guessing or giving up.*

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**Information for Teachers**

* Strategic Rereading begins as an oral reading strategy designed to teach students how to get meaning out of difficult text. As students become more comfortable with the strategy, they transition to silent reading.
* Through Strategic Rereading students are systematically taught that they can understand the important ideas in a text, even when they can’t decode or understand every word within that text.
* Good readers learn this implicitly, but learners struggling to read may assume that everyone else can decode every word and know the meaning of every word they decode.
* Feeling overwhelmed by that assumption, those who struggle to read often use one of two strategies when they come to a word they aren’t sure of. They guess at the word and move on (whether it makes sense or not), or they stop reading altogether.

**Directions for Teachers**

* Begin by explicitly discussing the principle behind Strategic Rereading, that a reader does not need to know every single word in a piece of text in order to make meaning of it. This is often a *highly* motivating and surprising conversation for struggling adolescent readers, and for many of them it helps diminish a lifetime of stress related to reading.
* Apply the concept to your own reading, and give students an example of a time when you skipped over some words and moved on.
* Once the students have a clear understanding of *why* this strategy is important, do a think-aloud, modeling explicitly how to use the strategy. It is important that the teacher model the strategy multiple times over the course of several days or weeks until the students have internalized the strategy and can use it on their own.
* Once students have mastered Strategic Rereading using whisper reading, they are ready to move on to silent reading.
* Knowing the steps in Strategic Rereading gives learners who struggle to read the confidence to silently read difficult text and make meaning of it, even if they can’t decode every single word.