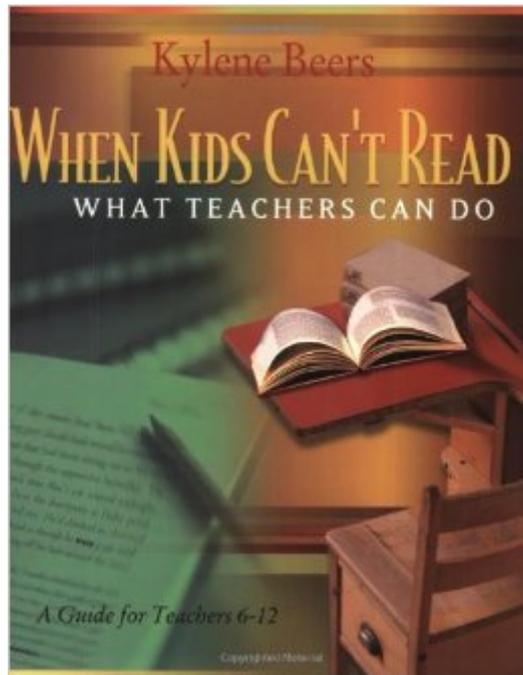


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# When Kids Can't Read: What Teachers Can Do: A Guide For Teachers 6-12



## Synopsis

For Kylene Beers, the question of what to do when kids can't read surfaced abruptly in 1979 when she began teaching. That year, she discovered that some of the students in her seventh-grade language arts classes could pronounce all the words, but couldn't make any sense of the text. Others couldn't even pronounce the words. And that was the year she met a boy named George. George couldn't read. When George's parents asked her to explain what their son's reading difficulties were and what she was going to do to help, Kylene, a secondary certified English teacher with no background in reading, realized she had little to offer the parents, even less to offer their son. That defining moment sent her on a twenty-three-year search for answers to that original question: how do we help middle and high schoolers who can't read? Now in her critical and practical text *When Kids Can't Read - What Teachers Can Do: A Guide for Teachers 6-12*, Kylene shares what she has learned and shows teachers how to help struggling readers with comprehension vocabulary fluency word recognition motivation Here, Kylene offers teachers the comprehensive handbook they've needed to help readers improve their skills, their attitudes, and their confidence. Filled with student transcripts, detailed strategies, reproducible material, and extensive booklists, this much-anticipated guide to teaching reading both instructs and inspires.

## Book Information

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Age Range: 11 - 17 years

Grade Level: 6 - 12

## Customer Reviews

Passion. Voice. Soul. Reality. This book has all of this and more. It has substance. I wish I had been given this book when I was teaching Middle School and High School. I wish I had known then what I have now learned, now that I am a retired teacher after 37 years of teaching. This is a book that makes sense in all its many pages, as to what teachers can and ought to do, WHEN KIDS CAN'T READ. I loved the idea that 'it's okay to reread a book!' duh. (Why didn't I think of that?) I loved 'think alouds'. I loved 'say something'. I loved all the methods given because I know they work--she presents the word for word classroom dialogue to show how they work. Here is a book that reaches out and touches you, no, more, it reaches out and grabs you by the eyeballs to look, to look again; to read, and read again; to model the methods and model them again. Am I being paid for this to say this? No! Do I even know Kyleene Beers? no. Do I love this book and think it is a savior to poor adolescent readers everywhere? A resounding YES !!!

This isn't just revolutionary; it's revelatory. This is a book to make any teacher who has ever taught from 6th grade on up have hope once more. It arms you with weapons of mass instruction, specific mass instruction. It brings a reader to the land of read and reread, much as the writing project brought the writer into the land of rewrite. So many techniques, so many strategies, so many ok methods that beguile the mind and break the heart of the retired teacher: 'where were you when I needed you'?????? One of the reasons I floated slowly downward in the grade levels the longer I taught was the diversity of reading levels. Had I known that it's okay to reread, to read aloud, to think aloud, to say something aloud about what you are reading, I might still be teaching. Kyleene's book is full of devotion and passion and subtle but strong excitement: there is hope for the adolescent reader, the dependent reader, the below grade level reader. There is hope. Read Kyleene's book and share the hope!

One day, while at a bookstore, I was looking for a resource book that could help me with our struggling sixth, seventh, and eighth grade readers. In my hands, I held two books and planned to buy one. One book was "When Kids Can't Read, What Teachers Can Do" written by Kyleene Beers. I honestly don't remember the name of the other book for, I as looked through the two, it was clear which would be the more useful. I bought Kyleene's book and have never looked back! Kyleene explains a variety of reading strategies to help readers make meaning of text before they read, as they read, and after they read. Her ideas on vocabulary instruction are some of the most useful I have ever encountered. Kyleene addresses how struggling readers also have difficulty with spelling and gives us concrete suggestions to help our readers improve their spelling skills. "Sound it out"

does not often work for the struggling reader; a chapter on word recognition is very helpful. Most importantly, Kyleene addresses the need for us to create confidence in our struggling readers and she offers suggestions as to how teachers can do this. *When Kids Can't Read, What Teachers Can Do* is one of the best resources I have found in my thirty years of teaching. I have used this book daily and our students are the beneficiaries. They are becoming life-long readers!

I'm a Title 1 teacher in Oregon, and I work with the types of readers that Kyleene Beers talks about in her book *"When Kids Can't Read: What Teachers Can Do"*. I found her book to be loaded with practical, "use in your classroom the next day" ideas that are easy to implement. Now, my school is an elementary school, and initially I avoided this book due to the "Guide for Teachers 6-12" label on it. Boy, was I wrong. While the focus of her book is for middle and high school teachers, most of her techniques are excellent techniques for the younger learners as well, especially the fifth grade students that I'm working with. She has taken many of the concepts we use in elementary school and upgraded them for older kids; but good teaching is good teaching, no matter what you are trying to do. This book is so practical, on the inside front cover, you are given a simple chart that lists reading problems that kids have, and the chapter that you can immediately turn to in order to get ideas! It can't get any friendlier than that. However, I also suggest a more thorough read through of this content. Beers talks throughout the book of a student named George that she taught early in her career, before she knew much about teaching. Sprinkled through the text, before and after each chapter, Beers writes lovingly to George about how she failed him time and time again, in direct relation to the content of the chapter. As a teacher, looking back on my own career, I can totally relate to that. If I knew then what I know now... the letters become Beers' "mea culpa", and they are a beautiful addition to the text. I highly recommend this book for ANY teacher struggling to teach struggling readers reading. It's practical, easy to use, and loaded with great ideas.

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