

Struggling readers are:

- more likely to be reading material that is difficult for them
- more likely to be asked to read aloud
- more likely to be interrupted when they miscall a word
- more likely to be interrupted more quickly
- more likely to pause and wait for a teacher to prompt, and
- more likely to be told to sound out a word

(pp. 73-74)

Allington, Richard L. 2001. *What Really Matters for Struggling Readers: Designing Research-Based Programs*. New York: Addison-Wesley Educational Publishers Inc.