

Working With Readers at Different Levels

Reading nonfiction or expository texts sometimes presents a challenge for students. Nonfiction texts can include text features that provide additional information; and accurately using and incorporating that new information takes practice. In addition, students in a class are not all reading and comprehending text at the same level or on the same pace. With some additional planning and preparation, you can support your students in the use of nonfiction materials in the classroom.

Using Text Features: Text features, such as clickable vocabulary and audio, are included in the interactives to make them more accessible to readers.

Partner Reading: Create strategic reading partners, choosing students whose needs and strengths complement each other. Engage the partner pairs in co-reading strategies. For example, have students take turns reading aloud to their partners, stopping after each paragraph or page to summarize what they've read so far.

Summarizing or Excerpting: Prior to assigning the reading to the class, pre-read the selections and paraphrase the information in the selection, ensuring that the main idea and supporting details are still clear from the reading. Alternatively, you can create an excerpt using just a portion of the selected reading.

Think/Read-Aloud: Model identifying the main idea and details from the text by using the Think/Read Aloud strategy. Project the text selection in front of the whole class or a small group. Read the text aloud, pausing to "think aloud" about how you interpret and make sense of the information in the text. When you finish reading the selection, go back and restate the main idea and the details that support the main idea.

Structured Graphic Organizers: Graphic organizers allow readers to take information that they've read and organize it in an accessible way. Different graphic organizers provide structure for different elements of the text, for example, finding cause and effect or identifying main ideas and details. You can help students effectively use graphic organizers by modeling the use of the organizer with the class. You can also provide scaffolded assistance by completing parts of the graphic organizer for the students prior to the activity.