

Suggestions for Supporting Readers

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the students find a **different text**. You can do this by selecting two or three texts at the correct level from which he or she may choose.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
 - **Define unfamiliar words**. Make flashcards of words you define with kid-friendly definitions. Practice the words in every-day contexts. (www.learnersdictionary.com)
 - Provide necessary **background knowledge**.
 - Suggest a **comprehension strategy** (see : reading comprehension strategy questions) and have the student reread the text, applying the strategy.
 - **Ask clarifying questions** about the text (ex: What is happening at this part in the text? What does that mean?)
 - Help the student find a **better text**.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
 - Have your student practice reading fluently **out loud**. Support your student by **modeling** what reading that section out loud should sound like (adding expression, pausing at punctuation, reading at a just-right speed, etc.). **Reread** chunks of text multiple times to practice the correct fluency.
 - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. Ask the student to **break apart the word by syllables**, sounding out each syllable. For irregular words, tell the student what the word is, and then have your student read the word multiple times. You can even make flashcards of these "**sight words**" that you can practice to memorize the pronunciations of.
- If a student is comprehending and fluently reading a text, you might have the student continue to read texts at this level or help the student select texts at a **slightly higher level**.