

Below is a list of reading support strategies for low-level students. Some of them are good ideas, and some of them are bad ideas, and some might depend on the circumstances of the individual class. Read through the strategies, and discuss which ones you think could work well in your classroom:

- Pre-teach some difficult vocabulary from the text
- Pre-teach all the difficult vocabulary from the text
- Make sure the students are familiar with the situation before reading the text
- Have students predict what they are going to read beforehand
- Tell students to note parts of the text that they could make no sense of. (They can later ask the teacher or another student to explain it to them.)
- Read the text out loud yourself, and have the students follow along
- Ask the students to read the text out loud
- Read a portion of the text out loud, and do a think-aloud while reading to show what kinds of things the reader should be thinking about while reading.
- Break the text into smaller units, and have a stop-and-check activity to ensure that students have understood the reading up until then. (e.g. comprehension questions, asking students to summarize the reading). If the students have not understood, they must re-read the section before moving on to the next.
- Paraphrase the text yourself by explaining the text to the students using simpler words
- Highlight the key sentences in the text that contain the answer
- If the students are having difficulty comprehending the assigned reading texts for their level, then disregard the assigned reading and for the rest of the term give them simpler reading texts instead. Focus on building up their reading fluency with easier texts for the rest of the term
- Keep the assigned texts, but change the comprehension questions to make them easier
- For complex sentences, ask students to identify the main subject and main verb in each sentence. Check that the students have identified correctly. Clarify any sentences if needed
- Check that the students understand the meaning of all the reference words (e.g. *he*, *she*, *it*, *which*) in the text. Clarify if needed.