Choosing a Short Text

Your students should ideally be reading texts at a level appropriate to their reading development, or have teaching support to help them access texts outside their normal reading range.

WITHIN A STUDENT'S READING RANGE

To determine a good fit between the student and the short text, you can use:
- subjective data including:
  —students' prior knowledge of or interest in the topic
  —support provided during reading (e.g. the text being read aloud)

- objective assessment—Short Reads Non-fiction text was assessed in three ways:
  —colour wheel/book bands
  —reading level (as levelled by Scholastic)
  —Lexile® (as levelled by MetaMetrics[2])

BEYOND A STUDENT'S READING RANGE

You might choose a text that is outside a student's normal reading range, perhaps because the text fits with a classroom study topic, or because students are not from English-speaking backgrounds.

You can support students by:
- providing background information about the topic
- clarifying the vocabulary in advance
- reading the text aloud
- using 'think aloud' techniques to model ways to access the text
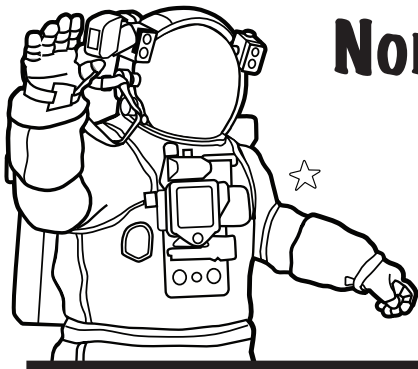- actively engaging the students in conversations about what they've read

Scheduling Short Reads in the Classroom

The cards are designed as teacher-led, small group activities and should be an alternative to other group activities. Because the cards are short, your class should be able to read, re-read and discuss a card in one lesson of 20–30 minutes. Students may then complete two independent writing activities, which should each take between 10 and 20 minutes.

Non-Fiction
Rocket Review

Name: _____ **Date:** _____

Text : _____

4 facts I learnt

☆ _____

☆ _____

☆ _____

☆ _____

3 questions about the topic

☆ _____

☆ _____

☆ _____

2 ways to find the answers

☆ _____

☆ _____

1 review sentence

☆ _____

_____

■SCHOLASTIC

Name: _____

Date: _____

Text: _____

_____'s Facts
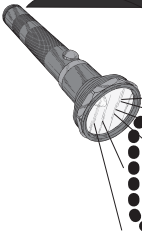
TOPIC

Fact

Fact

Fact
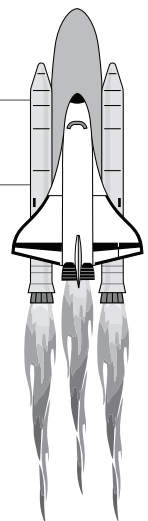
Fact
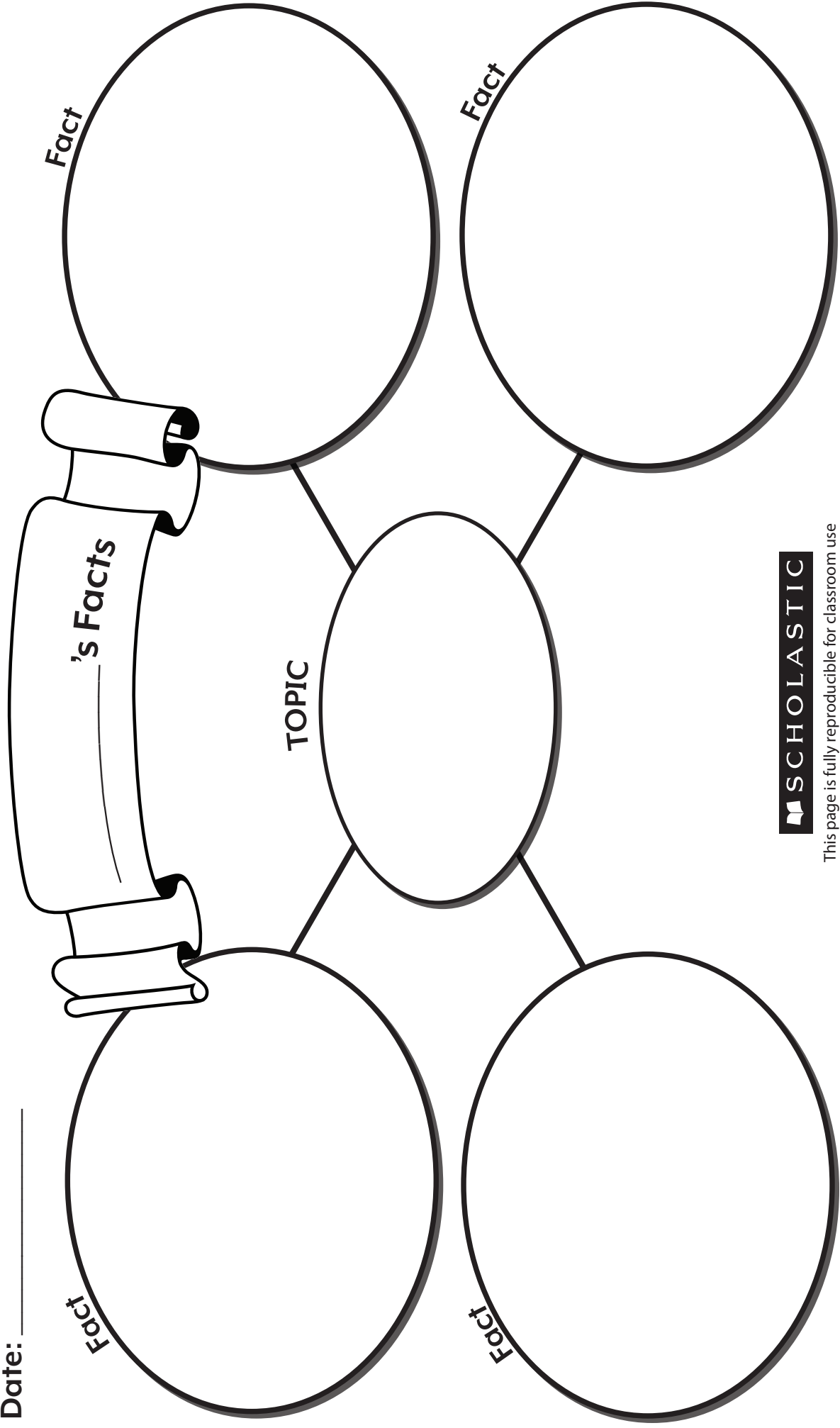
Name: _____ Date: _____

Title: _____

Spotlight on Words

Choose two tricky words from the text you have read.

1. Write down what you think it means after reading it in the text.

2. Look up the word in a dictionary, and write down this definition.

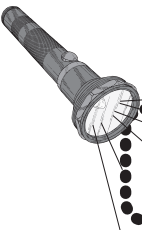**3.** Draw a picture that helps illustrate your word.

Word

Illustration:

I think the word means:

_____

_____

_____

Definition:

_____

_____

_____

Word

Illustration:

I think the word means:

_____

_____

_____

Definition:

_____

_____

_____

Name: _____

Date: _____

Text Title: _____

Main Idea

Supporting Idea

Supporting Idea

Supporting Idea

① ② ③

Navigating Non-Fiction

Name: _____

Text: _____

Date: _____

What was the main idea presented in the text?

Why do you think the author wrote this text? How do you know?

List any text features used in your text: (eg headings, graphs, photos...)

Who do you think was the intended audience for the text? Why?

What might make the text easier or more enjoyable to read?

Write the most interesting fact you learned from the text:

What question would you ask the author about the topic?

How and where could you find out more information about the topic discussed?

NON-FICTION TEXT FEATURES

Name: _____

FIVE FACTS

Title: _____

Topic: _____

Text Purpose: _____

Audience: _____

☆ _____

☆ _____

☆ _____

☆ _____

☆ _____

Tick any text features used.
Highlight the features that made
the text easier to understand.

	heading		introduction		map/key
	subheading/s		conclusion		icon/s
	table of contents		table		timeline
	glossary		diagram		bullet points
	bold print		photograph		thought bubbles
	italic print		illustration		*
	coloured print		caption		*
	pronunciation guide		quote		*

Online

	hyperlink
	photograph
	animation/video
	related articles
	comment section
	media/share links
	*