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 MetaMetrics²)

**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.


² Lexile, Lexile Framework and the Lexile symbol are U.S. registered trademarks of MetaMetrics Inc.
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

This page is fully reproducible for classroom use
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

I think the word means:

Definition:

Illustration:

Word

I think the word means:

Definition:

Illustration:
Name: ________________

NON-FICTION TEXT FEATURES

Title: ____________________
Topic: ____________________
Text Purpose: ______________
Audience: ________________

Five Facts

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

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<th>Feature</th>
<th>Example</th>
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<td>pronunciation guide</td>
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<td>introduction</td>
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<td>conclusion</td>
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- hyperlink
- photograph
- animation/video
- related articles
- comment section
- media/share links

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