

Specific Strategies to Help the Non-Reader

- Start with Phonics
- It is important to arrange for this student to read easy books to younger students.
- Use group or individual pre-reading: activate prior knowledge and predict.
- Try a shared reading with a partner to share responsibility for active reading.
- Work in cooperative groups for focused and specific purposes related to inferential comprehension.
- Give numerous opportunities to work with peers to “fill in the gaps” in comprehension.
- Use technology resources to support word analysis and comprehension.
- Use “boards” where they can draw simple “stick figure sketches” based on their ideas or information they find in the text
 - *Use as visual organizers
- Stress ideas and organization/structure when encountering text.
- Provide opportunities for re-reading and choral reading.
 - * Repeated “performances” (reading) bring fluency.
- Give students chances with their work to tell what they know about the topic they’re dealing with.

When students are motivated, that is when we can get their ideas down on paper!

- Engage the student
- Provide activities
- Add variety
- Include new information introduced by the reading
- Provide consistent practice
- Demonstrate how to write about a topic

*These strategies were developed for teachers. If you are a tutor, not all of them may apply directly to you – but go talk to your teacher if there’s a strategy you want to try!