

Tips for Pushing Higher Level Students

Students who are proficient on standardized assessments still need to grow as readers (and show it with test scores). They can be *at-risk students* because they stop developing as critical readers. Things to do with these students in small group sessions:

- Bump up the text. (Examples: poetry, science, editorials, social studies, consumer interest selections, etc.)
- Work on using text features to understand selections more carefully. (*Time for Kids*, *National Geographic for Kids*, etc.)
- Have them reflect on the 5 reading targets and set their own goals. What do they want to work on as a reader? (Fluency, comprehension, higher level thinking, strategies, motivation)
- Have them work on using word derivations to conquer new and difficult vocabulary.
- Use a variety of comprehension strategies to construct meaning from text. (Activating background knowledge, questioning, determining importance, and synthesizing)
- Lead discussions that focus on concepts, implications, and ideas – not just factual recall.
- Ask students to make predictions and draw inferences about the text.
- Teach students to consider about implications in text and of the author.
- Ask students to examine the assumptions of characters or the author – and examine their own personal assumptions about what they are reading.
- Teach students to evaluate information, characters, the author's style, etc.
- Ask students to analyze situations and characters.
- Stress reading as problem solving. Ask students to reflect upon and analyze what they found confusing and what they did to make meaning.
- Model higher order thinking for the students by sharing your thoughts and ideas in a think aloud.

Always define your purpose for reading:

Is it to answer a central question?

Is it to gather information about a topic?

Is it to compare and contrast issues, ideas or events?

Is it to understand a process or concept?