

## Meet Brandon



### Brandon is likely a “non-reader.”

A non-readers lacks the skills of a fluent reader. He reads below grade level and struggles with comprehension, phonics, and vocabulary. Feelings of defeat have turned off his desire to read and he exhibits inappropriate behaviors to hide his inability to read and comprehend. He:

Reads very little and does not like to read

Lacks effective word attack skills

Exhibits poor comprehension skills

Has limited language and vocabulary

Developed by Patricia Martin  
and Peter Pappas

[www.peterpappas.com](http://www.peterpappas.com)

For more resources:  
Content Reading Strategies  
that Work

[www.edteck.com/read](http://www.edteck.com/read)

What Brandon says about  
reading and himself:

This is boring and frustrating.

I will misbehave, so I won't have to read.

I can't understand this assignment.

I will never learn to read for the rest of my life.

I'm stupid – this is stupid – you're stupid.

How would you diagnose  
this reader?

## What can you do to help the non-reader?

Evaluate for listening comprehension level versus reading comprehension level to assess comprehension skills.

Never engage the class in “round robin” reading activities.

Evaluate word recognition in isolation versus word recognition in text to assess word analysis skills.

Provide choices from a variety of high-interest material at the student’s independent reading level.

Provide any essential information aloud or taped as the learner follows the print.

Use oral activities to supplement written activities.

Provide a learning environment that does not constantly stretch the student’s level of competency and utilizes the limited areas of strength.

Provide extensive, consistent models of literacy within the student’s grasp.

Provide concrete examples, organizers, and demonstrations. Relate and connect ideas, vocabulary, and skills. Avoid “drill and kill.”

## Specific strategies you can use to help the non-reader?

Arrange for this student to read easy books to younger students.

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 the gaps” in comprehension.

Use computer programs and other technology resources to support word analysis and comprehension.

Work with combinations of text and audiotape or text and video tape.

Use “Telling Boards,” where they can draw simple “stick figure sketches” based on their ideas or information they find in text. Use as visual organizers instead of trying to record using words.

Stress ideas and organization/structure when encountering text.

Provide opportunities for re-readings and choral reading.

Use a Readers Theatre to create interest and build skills in reading. Use text as “script” – spice it up with simple “costumes” or “sets.” Repeated “performances” (readings) bring fluency

Give him chances to “publish” his work and “tell” what he knows about a subject that interests him. He is motivated when he can successfully get his ideas down on paper.