

## 57 Has difficulty finding supporting details when reading

1. Have the student identify the "main idea" of each paragraph. Then have the student list all information from the paragraph which relates to the "main idea."
2. Teach the student mapping techniques to identify supporting details. (See Appendix for an example of a mapping activity.)
3. Provide the student with a diagram in which supporting details are like the legs of a bug. They can learn to make "bug notes" in this way: An oval shape is the bug's body on which the teacher writes the main idea of a paragraph. Then each supporting detail is written on a line coming out from the oval. These represent the bug's legs. The number of legs each bug note has depends on the number of supporting details there are for a given topic.
4. Have the student pretend to be a detective and play the game *Prove It*. After reading a selection, the main idea is determined and written on the chalkboard. The student must "prove it" by telling the supporting details that were discovered in the reading selection.
5. Reinforce the student for identifying supporting details: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).
6. Speak to the student to explain: (a) what the student is doing wrong and (b) what the student should be doing.
7. Communicate with parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they can reinforce the student at home.
8. Evaluate the appropriateness of the task to determine: (a) if the task is too difficult and (b) if the length of time scheduled to complete the task is appropriate.
9. Identify a peer to act as a model for the student to imitate and also to assist the student with directions, etc.
10. Have the student question any directions, explanations, and instructions not understood.
11. Specify exactly what is to be done for the completion of the task (e.g., indicate definite starting and stopping points, indicate minimum requirements, etc.).
12. Have the student act as a peer tutor to teach another student a concept he/she has mastered. This can serve as reinforcement for the student.
13. Provide practice in identifying the supporting details by using a computer software program that gives the student immediate feedback.
14. Make certain the student has mastery of reading concepts at each level before introducing a new skill level.
15. Make certain the student is not required to learn more information than he/she is capable of at any one time.
16. Reduce the emphasis on competition. Competitive activities may cause the student to hurry and commit any number of errors.
17. Reduce the amount of information on a page if it is causing visual distractions for the student (e.g., have less print to read, isolate information that is presented to the student, etc.).
18. Highlight or underline important information the student reads (e.g., directions, assignments, etc.).
19. Stop at various points during the presentation of information to check the student's comprehension.
20. Give the student time to read a selection more than once, emphasizing comprehension rather than speed.
21. Use reading series materials with high interest (e.g., adventure, romances, mysteries, athletics, etc.) and low vocabulary.

**22.** Write paragraphs and short stories requiring skills the student is currently developing. These passages should be of high interest to the student using his/her name, family members, friends, pets, and interesting experiences.

**23.** Make certain that the reading demands of all subjects and assignments are within the ability level of the student. If not, modify or adjust the reading material to the student's ability level. A lower-grade-level text may be an alternative.

**24.** Reduce the amount of material the student reads at one time (e.g., reduce reading material to single sentences on a page, a single paragraph, etc.). Gradually increase the amount of material as the student experiences success.