

# HELPING MLs ACCESS GRADE-LEVEL TEXT

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Language Objective: I can read a grade-level text  
with visual supports.

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## HELPING MLs ACCESS GRADE-LEVEL TEXT: HOW-TO

### Before Reading

Prepare your text (engineer it) so that it is more accessible for students by doing the following:

- break the text into smaller meaningful chunks to allow students time to process what they read
- include focus questions at the beginning of chunks and/or space for written responses in between chunks
- add text features like headings, bolded words, and visuals
- provide definitions, translations, or synonyms for key words

### During Reading

Use any of the following strategies while students are reading:

- provide an audio version of the text
- choral reading as a class (teacher sets an appropriate pace)
- have students take turns reading aloud in small groups and discuss what they read after each chunk

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## EXTRA SUPPORT FOR MLs

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Provide sentence frames for written responses after each chunk

Let students at lower proficiency levels listen to the audio in their first language

Allow students to pass or read with a buddy if reading in a small group

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## HELPFUL LINKS

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- Use an AI program like [SchoolAI](#) to help you chunk your text!
- See an example of a chunked or engineered text about Frida Kahlo [here](#)

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## EXAMPLE: GEOGRAPHY

LT: I can read to learn about a new place.

When students read about a new place in their Geography class, engineer the text by adding maps and other visuals. Give students focus/reflection questions to discuss in groups every I-2 paragraphs. Examples of focus questions: What are the key geographical features of this place? What historical events have shaped this area? What surprises me about this area?

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