Differentiated Jigsaw Reading

Purpose

This routine provides an opportunity for a whole-group reading activity in a multilevel classroom that addresses all three key shifts of the ELA College and Career Readiness Standards for Adult Education (CCRS). It is designed to be used as a knowledge-building activity to prepare learners for subsequent texts and lessons but can be adapted to be the main activity in a lesson.

Goals

- Learners build new knowledge that will enable them to better understand a subsequent text or lesson.
- Learners cite evidence from a text when answering questions.
- Learners work collaboratively, practicing speaking and listening skills.

Audience

- Intermediate to advanced English learners
- English learners transitioning to adult basic education classes
- Adult basic education learners

Supported Standards

- **CCRS Reading Anchor 1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCRS Speaking & Listening Anchor 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **ELP Standard 1**: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
- **ELP Standard 2**: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Materials

- Instructor-prepared texts at three levels of text complexity.
- Instructor-prepared text dependent questions for each text.

Procedure

1. The instructor prepares texts about different aspects of the same topic at three different levels of text complexity, along with three to five text dependent questions for each text.
2. The instructor divides the learners into small groups of two to three learners per group based on their reading levels; however, the instructor should not say that the groupings are based on reading levels.
3. The instructor hands out all of the text-dependent questions to all of the learners.
4. The instructor hands out the appropriately leveled text to each group and explains that each group will become the expert on that particular text so that they can share their information with the whole class.
5. The groups read their texts, discuss them, and collaboratively answer the text-dependent questions.
6. Each group selects one member to report to the whole group.
7. Representatives from each group report their responses to the questions, while the other groups fill-in the answers on their handouts.
8. During the report-out, the instructor has the opportunity to highlight key points and vocabulary.

Tips for Getting Started with This Routine

- Texts do not have to be a typical paragraph or multiparagraph reading. Consider including images with captions, lists, and other types of texts, particularly for readers at lower levels.
- This routine can be adapted to practice other CCRS skills in multilevel classrooms. For example, learners could practice finding the main idea of a text (CCRS Reading Anchor 2) with appropriately-leveled texts while still building knowledge about the same topic as the rest of the class.
- If teaching remotely, a Google Doc can be used to share the texts and have the groups type their responses to the questions. Make sure to adjust the “Share” settings to allow “Anyone with the link” to be an “editor.”
- If you would like support with implementing this routine from an instructional coach, email jedwards@tiu11.org.

Example

This example was used as a prereading activity for a lesson focused on workplace safety. It prepared learners to read a workplace document which listed specific job site safety rules. Included below are the student-facing materials. They are shared here as an example of how an instructor could format the texts and questions handouts.

Note

- Reading #1 is at CCRS Level E (9th-10th grade)
- Reading #2 is at CCRS Level D (6th-8th grade)
- Reading #3 is at CCRS Level C (4th-5th grade)

References

10 Workplace Safety Tips Every Employee Should Know. (2026, June 15). From Indeed Career Guide: https://www.indeed.com/career-advice/career-development/workplace-safety-tips

Recommended Practices for Safety and Health Programs. (n.d.). From Occupational Safety and Health Administration: https://www.osha.gov/safety-management

Instructions for Learners

1. In your group, read your text aloud and discuss it. Your goal is to become experts on your reading.
2. As a group, write the answers to the questions for your reading.
3. Select a member of your group to report to the whole group.
4. While one group is reporting, members of the other groups fill in the information that is being shared.

Workplace Safety Reading #1

Whether you work outside, at a desk, or with heavy machinery, there are hazards in your work environment to know about. It's important to note the potential dangers in your environment to avoid workplace injuries.

When a company provides a safe work environment, they are protecting themselves, their employees and their customers. It is important to follow guidelines and procedures to remain compliant with local and national occupational safety authorities.

A safe workplace is a happy workplace, as it creates a more comfortable and conducive environment for employees to effectively do their jobs; however, providing a safe workplace is an important part of client relations as well. If the office or work area is unsafe for employees, then it is definitely unsafe for your untrained clientele.

In some organizations, it is the human resources department, which is also called the HR department, that is in charge of making sure safe workplace standards are being met. Other companies may not have an HR representative, and in that case, management and supervisors would ensure the workplace is kept safe; however, it is everyone's responsibility to create and maintain a safe and functional work environment.

Traditional approaches to safety are often reactive, that is, problems are addressed only after a worker is injured or becomes sick, a new standard or regulation is published, or an outside inspection finds a problem that must be fixed; however, being proactive by educating employees, and finding and fixing hazards before they cause injury or illness, is a far more effective approach.

Workplace Safety Reading #2

When you begin your new job, you will be trained in safety procedures and regulations. It is important to remember that maintaining a safe work environment is everyone's responsibility. This introduction will provide you with a few basic safety rules which will be explained in more detail in your safety training.

1. All injuries and illnesses, no matter how minor, are to be reported to your supervisor immediately. If you notice that a coworker has been injured or is ill, you should also report this to your supervisor.
2. Smoking is not allowed on company property, except in the designated smoking area.
3. Weapons, including firearms and knives, are not allowed on company property, except for knives that are issued to employees for their work assignment.
4. All spills must be labeled with "wet floor" signs and cleaned up immediately.
5. All building exits are marked with red signs and must remain accessible at all times. You should be familiar with the floor plan and exits in case of emergencies.

Workplace Safety Reading #3



It is important to place signs where there are dangers. This helps to keep staff and customers safe.



Labeling where smoking is allowed and where it is not allowed helps to prevent accidents and injuries.



In some workplaces, personal protective equipment (PPE), such as gloves, helmets, or boots must be worn.



It is important to report any injury that happens, even if it is a small injury. This helps keep everyone safe by identifying possible unsafe conditions.

Reading #1 Questions

Question	Answer
1. Who benefits from a safe working environment?	
2. Who is responsible for ensuring that workplaces are safe?	
3. What is the best approach to addressing workplace safety issues?	

Reading #2 Questions

Question	Answer
1. What must be reported to supervisors?	
2. What are two things that are prohibited (not allowed) at this workplace?	
3. Why is the location and accessibility of exits important?	

Reading #3 Questions

Question	Answer
1. Why is it important to put safety signs in dangerous places?	
2. What types of personal protective equipment may have to be worn in the workplace?	
3. What is one reason that it is important to report all injuries, including small ones, and what other reasons are there to do this?	