Before, During, and After Approach to Reading

Reading is an interactive process of constructing meaning and the following strategies will help students in the reading-thinking process.

The Before, During and After Approach to reading contains these strategic elements:

Before Reading:
- Activating background knowledge (K-W-L) Chart
- Investigating text structure
- Setting a purpose for reading
- Predicting text content (Book Bits)
- Reviewing and clarifying vocabulary

During Reading:
- Establishing the purpose for each part of the reading
- Self-monitoring
- Visualizing
- Summarizing
- Confirming/rejecting predictions
- Identifying and clarifying key ideas (think about what's read)
- Questioning self

After Reading:
- Assessing if the purpose for reading was met
- Paraphrasing important information
- Identifying the main idea and details
- Making comparisons
- Connecting
- Drawing conclusions
- Summarizing (Book Bits)
- Analyzing (Students make judgments and form opinions using explicit information from the reading)

Presented by: Betty Suttles, Reading Specialist

Seven Strategies to Teach Students Text Comprehension

Comprehension strategies are conscious plans—sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.

1. Comprehension Monitoring

- Be aware of what they do understand
- Identify what they do not understand
- Use appropriate strategies to resolve problems in comprehension

2. Metacognition—"thinking about thinking"

- Identify where the difficulty occurs *("I don't understand the second paragraph on page 76)."*
- Identify what the difficulty is *("I don't get what the author means when she says, "Arriving in America was a milestone in my grandmother's life)."*
- Restate the difficult sentence or passage in their words *("Oh, so the author means that coming to America was a very important event in her grandmother's life)."*
- Look back through the text (*"The author talked about Mr. McBride in Chapter 2, but I don't remember much about him. Maybe if I reread that chapter, I can figure out why he's acting this way now)."*
- Look forward in the text for information that might help them to resolve the difficulty (*"The text says, 'The groundwater may form a stream or pond or create a wetland. People can also bring groundwater to the surface.' Hmmm!, I don't understand how people can do that…Oh, the next section is called 'Wells,' I'll read this section to see if it tells how they do it)."*

3. Graphic and Semantic Organizers

- Help students focus on text structure "differences between fiction and nonfiction" as they read
- Provide students with tools they an use to examine and show relationships in a text
- Help students write well-organized summaries of a text

- (Examples of graphic organizers include: Venn-Diagrams, Story Map, Cause/Effect, etc.)

4. Answering Questions -- Effective because they:

- Give students a purpose for reading
- Focus students' attention on what they are to learn
- Help students to think actively as they read
- Encourage students to monitor their comprehension
- Help students to review content and relate what they have learned to what they already know

5. Generating Questions

- By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

6. Recognizing Story Structure

- In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

7. Summarizing—Students determine what is important in what they are reading and to put it into their own words. Summarizing helps students:

- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate unnecessary information
- Remember what they read

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