

# March/April

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## Before, During, & After Reading Strategies (Content Specific)

Reading involves connecting new text to that which is already understood (prior knowledge). A typical reading lesson can be organized into a three-part framework with specific activities used before, during, and after reading (BDA).

BDA strategies are used to get students to activate existing knowledge, thereby creating a mental framework to which new text, terms, ideas, etc. can be attached. This mental framework starts before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading as students incorporate what they have just read into their core knowledge. Key processes used throughout BDAs are writing, conversation, and reading.

***Note: All strategies should be modeled for students before they are used independently by students.***

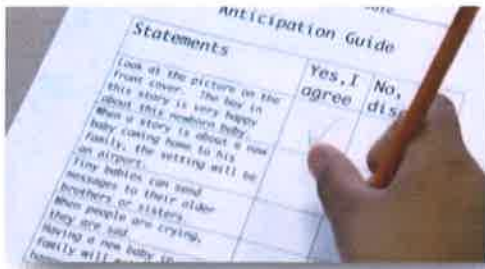
## Before Reading Strategies

### Anticipation Guide (K-5<sup>th</sup> grade)

An anticipation guide is a comprehension strategy that is used **before** reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text; they're often structured as a series of statements with which the students may choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for reading.

#### How to use an anticipation guide:

1. **Construct the anticipation guide.** Construction of the anticipation guide should be as simple as possible for younger students. The teacher should write four to six statements about key ideas in the text - some true and some false. Include columns following each statement, which may be left blank or may be labeled *Yes* or *No* (*Maybe* can also be used).



*NOTE: Teachers may wish to create an additional column (ex. - Evidence) for revisiting the guide after the material has been read.*

2. Read each of the statements and ask the students if they agree or disagree with it. Provide the opportunity for discussion. The emphasis is not on right answers but to share what they know and to make predictions.
3. Read the text aloud or have students read the selection individually. If reading aloud, teachers should read slowly and stop at places in the text that correspond to each of the statements.
4. Bring closure to the reading by revisiting each of the statements.

## First Lines (K-5<sup>th</sup> grade)

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

| Prediction Chart              |                        |
|-------------------------------|------------------------|
| What I Predicted Would Happen | What Actually Happened |
| <input type="text"/>          | <input type="text"/>   |
| <input type="text"/>          | <input type="text"/>   |
| <input type="text"/>          | <input type="text"/>   |

First Lines is a **pre-reading** comprehension strategy in which students or teacher reads the beginning sentences from a book and the students make predictions about that book. This technique helps students focus their attention on what they can tell from the first lines of a story, play, poem, or other text. As students read the text in its entirety they discuss, revisit and/or revise their original predictions. The teacher could make an

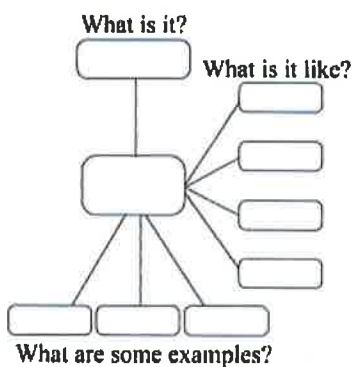
anchor chart with student predictions to revisit.

## K-W-L

KWL is a 3-column note-taking strategy where students jot down the following: What I KNOW, What I WANT TO LEARN, and What I LEARNED throughout the reading of the text.

## During Reading Strategies

### Concept Map (2<sup>nd</sup>-5<sup>th</sup> grade)



A concept map is a visual organizer that can enrich the students understanding of a new concept. Using a graphic organizer, students think about the concept in several ways. Most concept map organizers engage students in answering questions such as, "What is it? What is it like? What are some examples?" Concept maps deepen understanding and comprehension.

**Ideas for assessment:** Teachers may use the concept map to assess students' knowledge of the story or topic.

## Partner Reading (K-5<sup>th</sup> grade)

Partner Reading is a cooperative learning strategy in which two students work together to read an assigned text. This strategy is often used as part of the Peer-Assisted Learning Strategies (PALS). PALS is a class wide peer tutoring program in which teachers carefully partner a student with a classmate. The Partner Reading strategy allows students to take turns reading and provide each other with feedback as a way to monitor comprehension.

### Why use partner reading?

- It allows students to take turns reading and provide each other with feedback as a way to monitor comprehension.
- It provides a model of fluent reading and helps students learn decoding skills by offering positive feedback.
- It provides direct opportunities for a teacher to circulate in the class, observe students, and offer individual remediation.

### How to use partner reading:

1. Choose the assigned reading and introduce the text to the students.
2. Create pairs within the classroom by identifying which children require help on specific skills and who the most appropriate children are to help other children learn those skills.
3. Model the procedure to ensure that students understand how to use the strategy.
4. Have each member of the teacher-assigned pair take turns being "Coach" and "Player." These pairs are changed regularly, and over a period of time as students work. Thus, all students have the opportunity to be "coaches" and "players."  
Note: It is important for teachers to monitor and support students as they work together.
5. Ask the stronger reader to begin this activity as the "Player" and read orally for 5 minutes. Have the "Coach" follow along and correct any mistakes when necessary.
6. Have the pair switch roles and ask the weaker reader to become the "Player." The "Player" rereads the same passage for the next 5 minutes and the "Coach" provides corrective feedback. One point is earned for each correct sentence read (optional).

## Reciprocal Teaching (2<sup>nd</sup>-5<sup>th</sup> Grade)

Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: **summarizing, question generating, clarifying, and predicting**. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.

## Why use reciprocal teaching?

- It encourages students to think about their own thought process during reading.
- It helps students learn to be actively involved and monitor their comprehension as they read.
- It teaches students to ask questions during reading and helps make the text more comprehensible.

## How to use reciprocal teaching:

Before Reciprocal Teaching can be used successfully by your students, they need to have been taught and had time to practice the four strategies that are used in reciprocal teaching (summarizing, questioning, predicting, clarifying).

One way to get students prepared to use reciprocal teaching: (from Donna Dyer of the North West Regional Education Service Agency in North Carolina)

1. Put students in groups of four.
2. Distribute one note card to each member of the group identifying each person's unique role:
  - Summarizer
  - Questioner
  - Clarifier
  - Predictor
3. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
4. At the given stopping point, the *Summarizer* will highlight the key ideas up to this point in the reading.
5. The *Questioner* will then pose questions about the selection:
  - Unclear parts
  - Puzzling information
  - Connections to other concepts already learned
6. The *Clarifier* will address confusing parts and attempt to answer the questions that were just posed.
7. The *Predictor* can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.
8. The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read. (Source: [ReadingQuest](#))
9. Throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group. The teacher's role is lessened as students develop skill.


## Story Map (K-5<sup>th</sup> grade)

(During **and** After Reading Strategy)

A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying story characters, plot, setting, and problem and solution, students read carefully to learn the details. There are many different types of story map graphic organizers. The most basic focus on the beginning, middle, and end of the story. More advanced organizers focus more on plot or character traits.

**Ideas for Assessment:** Use the story map to understand story comprehension.

Name \_\_\_\_\_

**Story Map** 

|           |        |     |            |
|-----------|--------|-----|------------|
| Setting   |        |     | Characters |
|           |        |     |            |
| Beginning | Middle | End |            |
|           |        |     |            |

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## After Reading Strategies

### Exit Slips (1st-5th Grade)

Exit slips are written student responses to questions teachers pose at the end of a class or lesson. They provide teachers with an informal measure of how well students have understood a topic or lesson. They help students reflect on what they have learned, allow students to express what or how they are thinking about new information, and teach students to think critically.



1. At the end of your lesson ask students to respond to a question or prompt.
2. You may state the prompt orally to your students or project it visually.
3. You may want to distribute 3x5 cards for students to write down their responses.
4. Review the exit slips to determine how you may need to alter your instruction to better meet the needs of all your students.
5. Collect the exit slips as a part of an assessment portfolio for each student.

**Ideas for Assessment:** Exit slips may be used to quickly assess students' understanding of the material.

### Question-Answer Relationship (QAR) (K-5<sup>th</sup> grade)

The question-answer relationship (QAR) strategy helps students understand the different types of questions. By learning that the answers to some questions are "Right There" in the text, that some answers require a reader to "Think and Search," and that some answers can only be answered "On My Own," students recognize that they must first consider the question before developing an answer.

Why use question-answer relationship?

- It can improve students' reading comprehension.
- It teaches students how to ask questions about their reading and where to find the answers to them.
- It helps students to think about the text they are reading and beyond it, too.
- It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.



**How to use question-answer relationship:**

1. Explain to students that there are four types of questions they will encounter. Define each type of question and give an example.

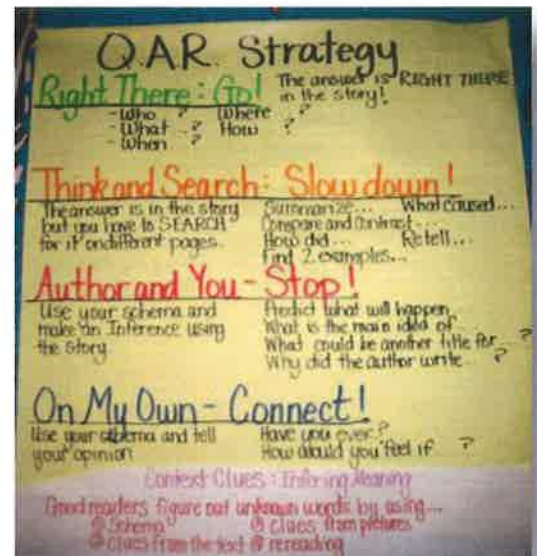
Four types of questions are examined in the QAR:

- **Right There Questions:** Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.
- **Think and Search Questions:** Answers are gathered from several parts of the text and put together to make meaning.
- **Author and You:** These questions are based on information provided in the text ,but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.
- **On My Own:** These questions do not require the student to have read the passage but he/she must use their background or prior knowledge to answer the question.

2. Read a short passage aloud to your students.

3. Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.

4. Show students how find information to answer the question (i.e., in the text, from your own experiences, etc.).



**Summarizing (K-5<sup>th</sup> grade)**

Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area.



**Why use summarizing?**

- It helps students learn to determine essential ideas and consolidate important details that support them.
- It enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.
- It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.

**How to use summarizing:**

1. Begin by reading OR have students listen to the text selection.
2. Ask students the following framework questions:
  - a) What are the main ideas?
  - b) What are the crucial details necessary for supporting the ideas?
  - c) What information is irrelevant or unnecessary?
3. Have them use key words or phrases to identify the main points from the text.

# *Appendix*

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Anticipation Guide  
First Lines  
Concept Map  
Reciprocal Teaching  
Story Maps  
Exit Slip

## Anticipation Guide

Name \_\_\_\_\_

Topic \_\_\_\_\_

Read each statement below. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree, and be prepared to share.

| <b>Before Reading<br/>Agree/Disagree</b> | <b>Statement/Question</b> | <b>After Reading<br/>Agree/Disagree</b> |
|--|---------------------------|---|
|  | 1.                        |   |
|  | 2.                        |   |
|  | 3.                        |   |
|  | 4.                        |   |
|  | 5.                        |   |
|  | 6.                        |   |
|  | 7.                        |   |
|  | 8.                        |   |
|  | 9.                        |   |
|  | 10.                       |   |

## First Lines

Name \_\_\_\_\_

Title \_\_\_\_\_

**First line**

**Prediction**

**Explanation**

**Revision**

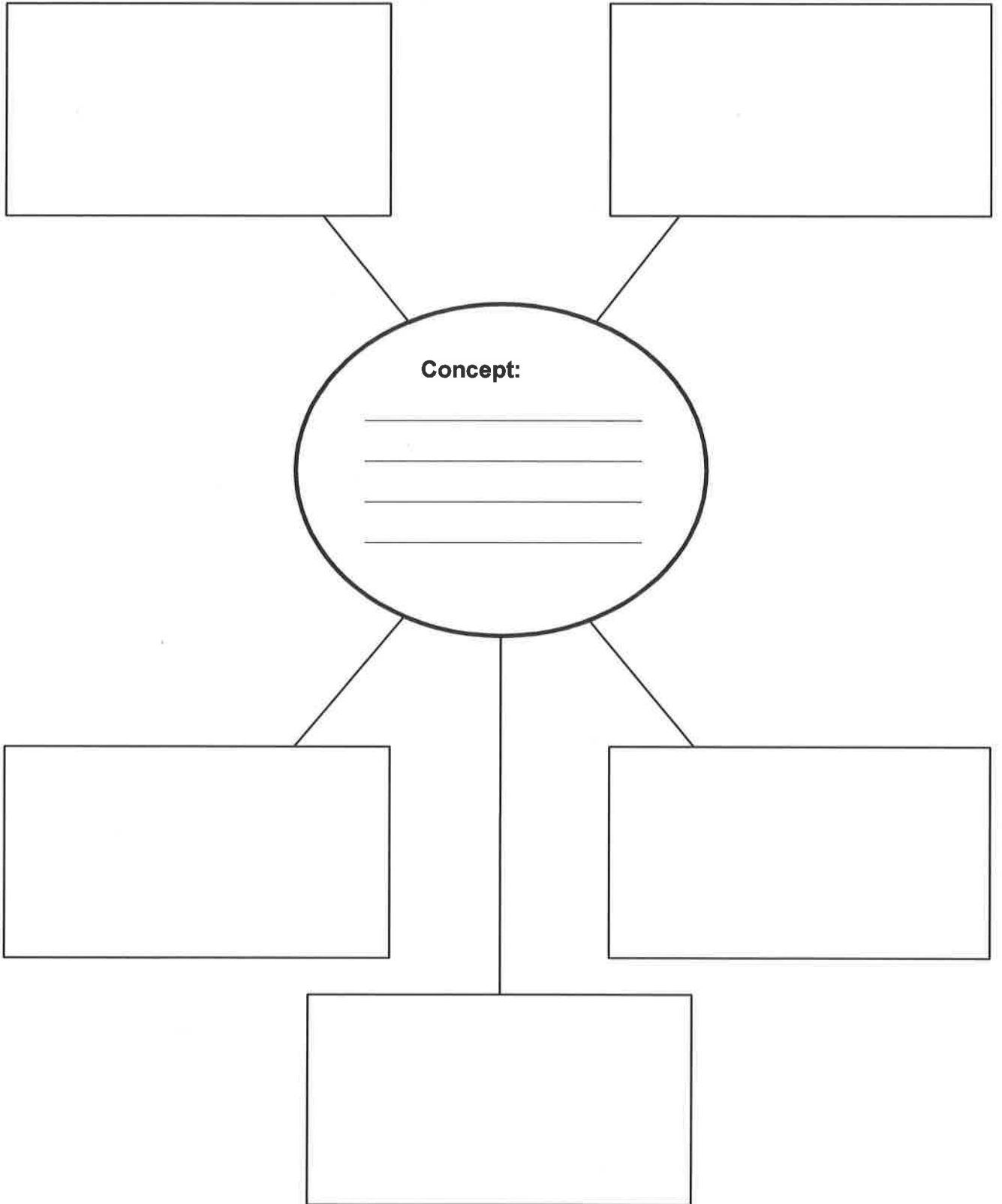


## Anticipation Guide

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |

# Concept Map

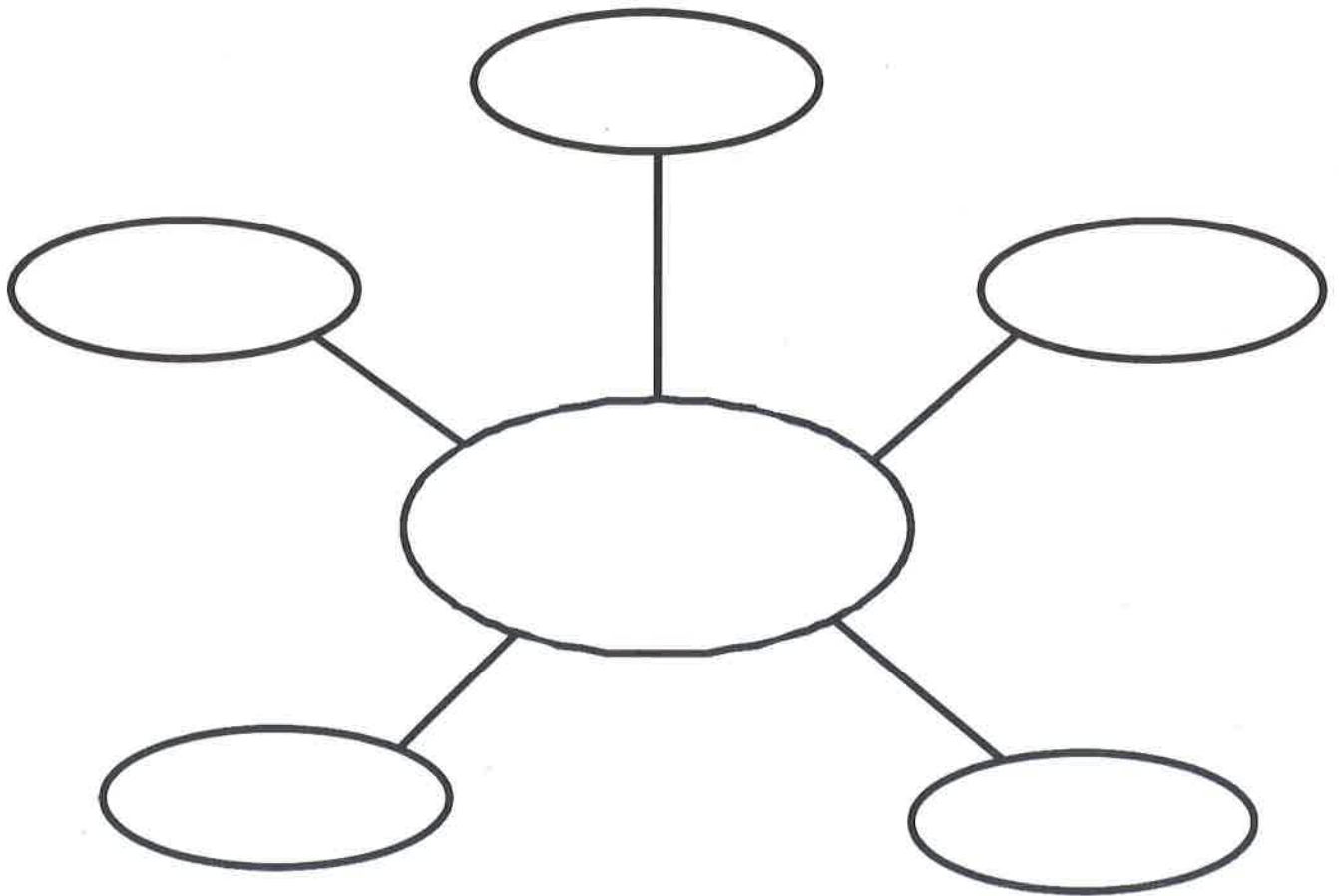


From Our Classroom Strategy Library  
Concept Map



Name \_\_\_\_\_

Use this map to organize your thoughts and make connections to your topic. Write the main idea in the center and add supporting ideas or related topics in each surrounding oval. Continue to expand on your thoughts by adding more spokes to the map.





## Reciprocal Teaching Worksheet

**Prediction:** Before you begin to read the selection, look at the title or cover, scan the pages to read the major headings, and look at any illustrations. Write down your prediction(s).

**Prediction:**

**Support:**

**Main Ideas:** As you finish reading each paragraph or key section of text, identify the main idea of that paragraph or section.

**Questions:** For each main idea listed, write down at least one question.

Main Idea 1: \_\_\_\_\_  
\_\_\_\_\_

Question 1: \_\_\_\_\_  
\_\_\_\_\_

Main Idea 2: \_\_\_\_\_  
\_\_\_\_\_

Question 2: \_\_\_\_\_  
\_\_\_\_\_

Main Idea 3: \_\_\_\_\_  
\_\_\_\_\_

Question 3: \_\_\_\_\_  
\_\_\_\_\_

Main Idea 4: \_\_\_\_\_  
\_\_\_\_\_

Question 4: \_\_\_\_\_  
\_\_\_\_\_

Main Idea 5: \_\_\_\_\_  
\_\_\_\_\_

Question 5: \_\_\_\_\_  
\_\_\_\_\_

**Summarize:** Write a brief summary of what you read.

**Clarify:** Copy down words, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding.

**Word or Phrase:**

**Clarify:**

Name \_\_\_\_\_

**Predict:**

Based on what you've read and what you know, what do you think will happen next?

What clues helped you to think about what will happen next?

Is your prediction logical?



**Clarify:**

Was there a word you weren't sure about? What is it? What page is it on?

What can we predict it means?

How can we check it?



Were there any ideas that were confusing to you or that you don't understand?

What strategies can we use to figure this out?

**Question & Connect:**

Is there anything that you did not understand?

Is there anything that did not make sense?

What were you thinking about as you were reading?

Has anything like this ever happened to you?

Have you ever known anyone like this character?

What are you curious about?

**Summarize:**

What are the most important ideas or events?

What does the author want you to remember or learn from this?

What is the most important information in this passage?

What was this passage mostly about?

In your own words...

# Story Map

Title: \_\_\_\_\_

|                      |                                  |
|----------------------|----------------------------------|
| Who is in the story? | Where does the story take place? |
| What is the problem? | How is the problem solved?       |

# STORY map

Title & Author

Characters

Setting

Conflict

Important events

Resolution

Themes

### Story Map 3

Write notes in each section.

**Beginning**



**Middle**



**End**



## EXIT SLIP

Name \_\_\_\_\_

**TITLE & AUTHOR:**

**3 THINGS I LEARNED WHILE READING...**

**2 INTERESTING FACTS...**

**1 QUESTION I STILL HAVE...**

*Created by R.Rojas*

## EXIT SLIPS

Discuss one way today's lesson could be used in the real world.

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Describe one topic that we covered today that you would like to learn more about.

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Rate your understanding of today's topic on a scale of 1-10. What can you do to improve your understanding?

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Write ONE thing you learned today.

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