

the hamburger helper



Issue: February & March 2013

Topic: Before, During & After Reading Strategies

Before Reading

- BEFORE READING STRATEGIES ARE STRATEGIES THAT OCCUR FIRST IN THE READING PROCESS. THESE STRATEGIES GET STUDENTS READY TO READ. THEY MAY ACTIVATE BACKGROUND KNOWLEDGE, PROVIDE A VISUAL OR OTHER FRAME OF REFERENCE, & PROMOTE HIGHER LEVEL THINKING TO HELP STUDENTS BETTER CONNECT TO THE TEXT. IN ORDER TO CONSTRUCT MEANING, STUDENTS NEED TO BE ABLE TO CONNECT THE TEXT'S INFORMATION TO THEIR RELATED KNOWLEDGE. MANY TIMES, TEACHERS NEED TO PROVIDE STUDENTS WITH THE BACKGROUND KNOWLEDGE NECESSARY FOR COMPREHENSION.

S2S: Strategies to Support

Quotation Mingle

Write sentences from a text on index cards. Before reading, give each student a sentence card and ask students to walk around the room and compare their quotes to quotes other students have, one at a time. Inform students that their job is to figure out what the text will be about by sharing their sentences with other students. Share thoughts with whole class.

Grab Bag

Before reading, items related to a text are placed in a bag. Students take turns pulling out an item and sharing it with the class. As items are removed from the bag, students can make predictions about what the text will be about.

First Lines

This activity is similar to "Grab Bag." However, instead of tangible items, this before reading activity involves lines from a text typed up on individual pieces of paper. Students take turns pulling out a slip of paper and sharing the line with the class. As lines are removed from the bag, students can make predictions about what the text will be about.

Text Walk

Before reading, it is very helpful to preview, or walk through, the text with students. When taking a text walk, point out the text features: headings, photographs, captions, diagrams, bold-faced words, titles, etc. Students can make a prediction to what the text will be about and the teacher can set a purpose for reading. (Students need a purpose to read so they know what to look for as they read.)

T.H.I.E.V.E.S.

THIEVES is an acronym that helps students go through all the necessary pre-reading steps before reading a textbook chapter: titles, heading, introduction, everything they know, visuals, end-of-chapter materials, and "so what?" Using the THIEVES bookmark helps students build background knowledge and get the gist of the text before they read.

Quick Write (Quick Draw)

A quick write (or quick draw) is a quick way to introduce a lesson or text. Before reading, students are asked to respond to a prompt or thought-provoking question in 2-3 minutes. Students can turn and talk to share responses or share with the whole class.

Anticipation Guide

Anticipation guides activate student background knowledge and set a purpose for reading. These guides list statements about the text and ask student's to agree or disagree with the statement before they have read. Using controversial issues, problems or opinions that do not have one easy answer are the best statements to use for anticipation guides. Students can revisit their guides after reading to see if their initial thinking was correct or if

they would change their initial thinking. Students should be able to cite reasons from the text that caused them to change their thinking.

Agree	Statement	Disagree

Stand & Deliver

Instead of having students respond to the controversial statements on paper, students will demonstrate their thinking by standing & delivering. The teacher first post signs in the classroom with "Agree," "Disagree" or "Neutral." (Other scales can be used.) The teacher then reads a statement and asks the students to stand next to one of the signs. The teacher then calls on several students to "deliver" why they are standing where they are standing. The students then have to justify their thinking.

Carousel Brainstorming

Before reading, the teacher posts chart paper with questions, heading or statements that have potential for pre-reading discussion around the room. Small groups of students visit each chart paper and answer the question, heading or statement. Each group responds with a predetermined marker color to keep track of responses. Responses are shared before reading and should be revisited after reading.

Heat Energy

**Kinetic & Potential
Energy**

Chemical Energy

Electricity

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During Reading

- THESE STRATEGIES OCCUR WHILE A STUDENT IS READING. THEY HELP STUDENTS READ ACTIVELY TO BETTER CONSTRUCT MEANING FROM THE TEXT, AND NOT JUST “WORD-CALL” WORDS ON THE PAGE. THESE STRATEGIES ENCOURAGE STUDENTS TO STAY FOCUSED AND ENGAGED WITH THE TEXT WHILE READING.

S2S: Strategies to Support

Marking-Up the Text (Text Coding)

Annotating the text makes a reader's thinking visible. When students annotate, or write on the text with their thoughts, questions, comments & noticings, they are more likely to stay focused and engaged. It also makes their comprehension more conscious and intentional. Symbols or text codes can be created beforehand and then need to be modeled to demonstrate how to use them effectively. Students can then begin to create their own symbol system to use while they read. It is important that students not only use symbols, but write what they are thinking in the margins as well. If students are unable to write on the text, they can use sticky notes to record their thinking. The following are common symbols to use for text coding:

- ★ — TO SHOW SOMETHING THAT YOU HAVE READ IS IMPORTANT
- ? — TO SHOW THAT YOU HAVE A QUESTION, NEED CLARIFICATION, OR ARE UNSURE
- ! — TO SHOW SOMETHING SURPRISING, EXCITING, OR FUN
- C — TO SHOW A CONNECTION OR COMMENT/OBSERVATION

Sketching Through the Text

Another way to capture students' thinking is have them draw their thinking in the margin, rather than jotting ideas in words. The drawings are quick representations meant to jog the memory and encourage discussion, though captions, labels, or talk balloons can be added. Like Marking- Up the text, modeling sketching through the text first helps ensure student success.

Point-of-View Annotation

For this strategy, students are asked to annotate, but from the perspective of someone else. Students can be assigned roles and mark-up the text from a different point of view. “Taking an alternative point of view dramatically reminds kids that everyone does not interpret information in the same way – or even recognize the same details as important” (Daniels & Steineke, 2011).

Snapshot Stickers

This is a visualization activity for both fiction & nonfiction text that uses sticky notes. While reading, students sketch their mental picture – what they are visualizing – onto sticky notes. They should not copy any visuals that are already on the page. Students can include a brief written explanation on the front or back of each sticky note. The notes can be displayed in the student's notebook or learning journal, or poster and used for future discussion and review.

Two-Column Notes/Double-Side Entry

Two-Column Notes are an alternative way to capture students' thinking and promote future discussion. When students read, they record quotes or important information on the left side of the column and then their own thinking/response on the right. The right side can include explanation of importance, questions, connections, reactions/feelings, opposing arguments, and/or a graphic representation.

Other possible column headers include:

- CLUES FROM TEXT/THESE MAKE ME THINK...
- IT SAYS.../I SAY
- REASONS FOR/REASONS AGAINST

Sorry, I Lost My Headings

Students read an article with the headings blackened out (or deleted). As students read, they highlight or underline important information. With their highlighted information, students then create a heading (essentially, a main idea) for each section.

FQR (Facts, Questions, Response)

This three-column graphic organizer requires students to record facts, their questions and their responses while reading. The facts/question columns help students elicit important information and provide opportunities for questions. The third column encourages students to thinking about their reactions, opinions, and feelings.

FACTS	QUESTIONS	RESPONSE

Bingo Board (W.I.N.I.C.)

The WINIC is a bingo board students can fill out as they are reading. Instead of B, I, N, G, and O as headers, the WINIC board has the following: Wonderings (for questions), Images (to sketch mental pictures), Notable Notes (for recording big ideas), Inferences, and Connections (to self, to text, to world). Students may be required to fill in 5-in-a-row, complete four corners, or do a black-out. Sentences starters can help scaffold responses.

WINIC Board				
W Wonderings I wonder...	I Images I pictured...	N Notable Notes An important idea is....	I Inferences I think ____ because....	C Connections This reminds me of...

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After Reading

- THESE STRATEGIES OCCUR LAST IN THE READING PROCESS, THOUGH MANY CAN ALSO BE USED AS WAYS TO ACTIVATE BACKGROUND KNOWLEDGE AND GET STUDENTS READY FOR READING. "USE THESE TO ENLARGE PRIOR KNOWLEDGE, DEEPEN UNDERSTANDING & ENGAGEMENT WITH TEXT, CREATE NEW UNDERSTANDING, AND FORGE CONNECTIONS TO OTHER TEXTS" (ROBB, 2010).

S2S: Strategies to Support

Text Graffiti Boards

These boards require students to read & analyze quotes, passages, or images that are posted to big white paper. After reading, students are asked to respond to the text or image. They can write what they think it means, how to connects to them, another text, or the world, write a question, etc. After responding, students find another board to read and respond to. This strategy gets students out of their seats and actively engaged with text.

R.A.F.T.

RAFT is a strategy that helps students understand their role as a writer, the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences. Please see attached RAFT examples.

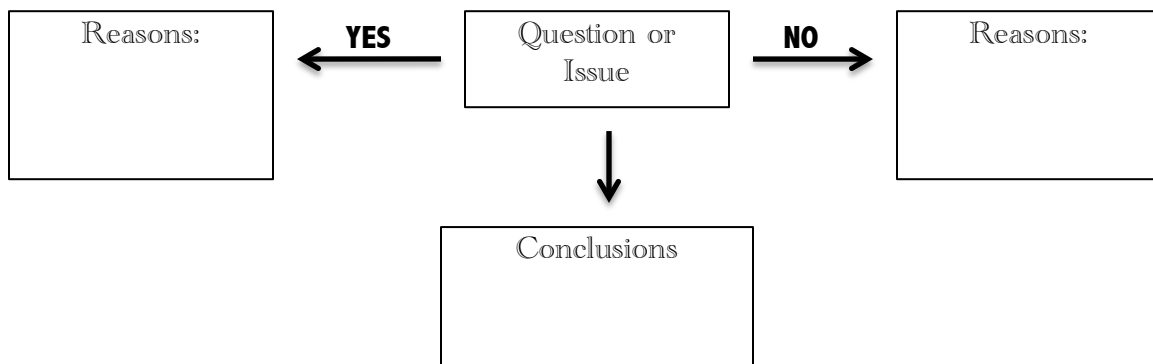
Alpha Boards

Students write a word, phrase or sentences for each letter of the alphabet to summarize or reflect on what they read/learned. Each letter should be placed in a box with room for a response.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y/Z

Discussion Webs

This strategy is great to use when reading about a complex problem, issue or situation. After reading, students generate as many reasons (evidence from the text) as possible for both sides of the argument. Using their discussion web, students meet in a small group and discuss their "yes" and "no" reasons, attempting to agree on a conclusion.



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Learning Stations

- Learning stations are designed to help students learn and practice concepts of skills...Depending on student readiness, interest, or learning styles, some stations may be required for all students and others may be optional (King-Shaver & Hunter, 2003).
- Station activities can be created by:
 - Reading Levels
 - Types of reading (i.e. books, newspaper articles, poetry)
 - Learning Styles
- While most station work should include activities students can do independently, there can be a teacher-directed station where additional teaching is required
- Students may be required to complete work at all stations, or may be granted choice and only complete work at a predetermined number of stations.
- Stations may occur in one class period, or over the course of several days
- Stations help to engage and motivate students while providing them time for application
- Each station should have clear directions & necessary materials
- Expectations should be evident & understood by students

Text Sets

- Text sets are collections of text at various levels on aspects of the same topic. The texts can come from books, magazines, newspaper articles, journals, letters, web pages, etc.
- The wide variety of multi-leveled texts provides students with multiple perspectives on a topic, and enables students of all abilities the capability of accessing the content.
- Students can be assigned an article or articles can be self-selected.
- Post reading can be small group or whole class discussions; questions & follow-up activities can be universal or text-specific

Resources:

Daniels, Harvey, and Nancy Steineke. *Texts and Lessons for Content-area Reading*. Portsmouth, NH: Heinemann, 2011. Print.

Harvey, Stephanie, and Anne Goudvis. *Strategies That Work: Teaching Comprehension to Enhance Understanding*. York, Me.: Stenhouse, 2007. Print.

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Rasinski, Timothy V., Nancy Padak, and Timothy V. Rasinski. *Effective Reading Strategies: Teaching Children Who Find Reading Difficult*. Upper Saddle River, NJ: Merrill, 2000. Print.

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Zwiers, Jeff. *Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities*. Newark, DE: International Reading Association, 2004. Print

