

BEFORE

DURING

AFTER

Effective
Reading
In the
Content
Area

PREPARING TO READ

Appropriate Background
Information

THINKING THROUGH

Awareness of purpose for reading

EXTRACTING & ORGANISING INFORMATION

Active Involvement in reading

TRANSLATING INFORMATION

Using new information

WHY ?

- * To tap students' background knowledge.
- * Identify relevant information.
- * Teach students to organise their ideas and use this background knowledge.

- * To give students purpose for reading.
- * To overcome passive reading habits.
- * To provide a structure for processing text.
- * To help develop independent reading strategies.
- * To encourage improved understanding through discussion.

- * To instruct students in how to extract information from text.
- * To show students different ways to record information gained from text.
- * To clarify new ideas or concepts.
- * To help students assimilate new ideas and concepts.
- * To show students how to identify the way an author has organised ideas.

- * To give purpose for reading.
- * To encourage students to express the new concepts in their own words.
- * To direct attention to the different types of information required for a presentation eg notes, numbers, sequential points, main ideas.

Before & After Chart
Brainstorming (B 67, SB 5)
Call Out (SB 7)
Card Cluster (SB 9)
Graphic Outline (SB 33, RG 21 & 32)
Hypothesis Testing
Overview/Prediction (SB 69, RG 10)
Small Group Discussion (SB 85, S 3)
Structured Overview (SB 89, B 69, S8)
Think Sheet (SB 95, RG 28)
Vocabulary in Context (SB 101, B 129)

Dictogloss (SB 19)
Directed Silent Reading (SB 21, B 41)
Focus Questions (SB 27)
Graphic Outline (SB 33, RG 21 & 32)
Overview/Prediction (SB 69, RG 10)
Previewing a Text (SB 71, S 8)
Skimming & Scanning (SB 83, RG 34, B 60, S8)
Student Generated Questions (SB 91)
Think Sheet (SB 95, RG 28)
Three Levels of Comprehension (SB 99, B 50)

Diagramming (SB 17, RG 36, B 84, S2)
Directed Silent Reading (SB 21, B 41)
Focus Questions (SB 27)
Graphic Outline (SB 33, RG 21 & 32)
Graphs & Diagrams
Guided Reading (SB 37)
Jigsaw Groups (SB 45, S 3&8)
Journal Writing (SB 49)
Modelling (SB 55)
Notemaking Frameworks (SB 59, S 4, RB, Writing Resource)
Retrieval Charts (SB 52)
Skimming & Scanning (SB 83, RG 34, B 60, S8)
Structured Overview (SB 89, B 69, S8)
Text Organisation (RG 33)
Text Reconstruction (SB 93, B110)
Three levels of Comprehension (SB 99, RG 22, B 50)

Before & After Charts
Flow Charts (B84-91, S2)
Graphs & Diagrams
Guided Writing (SB 39)
Joint Construction (SB 47)
Journal Writing (SB 49)
Modelled Writing (SB 57, S10)
Oral - Recount - Report - Group Discussion
Paragraph Framework (SB 63, S10)
Practical - models
Self/Group Evaluation (SB 35 & 79)
Writing Frameworks - Report - Discussion - Explanation - Exposition - Recount - Procedure - Narrative (S 4, RB, Writing Resource Book)

KEY

SB = Strategies Book
RG = Reading Guidelines
B = Blue Book
S = Sessions
RB = Written Genres in the Secondary School.
(Red Book)

Also refer to : "A guide to Before, During & After Reading Strategies" - H/O 8.4 (i - vi)