

Before, During, and After Reading

What Teachers Do

Before Reading

- Engage or generate student interest.
- Establish the purpose for the reading selection.
- Activate prior knowledge.
- Provide necessary background information.
- Explain concepts related to the text.
- Introduce new vocabulary.
- Make predictions.

During Reading

- Model reading strategies.
- Encourage the use of comprehension strategies.
- Use questioning prompts to guide reading.
- Evaluate student understanding of the content.
- Explain or clarify student misconceptions.

After Reading

- Ask higher-level questions to extend/elaborate text.
- Discuss why answers are correct and why answers are incorrect if multiple-choice questions are used.
- Have students use textual evidence and/or sound reasoning to support responses.
- Encourage students to respond to the text using critical/creative thinking.
- Evaluate student understanding of skills/content.

What Students Ask

Before Reading

- What is the purpose of this reading selection?
- What do I think this reading selection is about?
- What do I know about the topic?
- How does this author organize the text?
- Is this reading selection going to be about characters?
- Will I learn facts from this reading selection?
- What might I learn from this reading selection?

During Reading

- Do I understand what I am reading?
- Am I using strategies to understand?
- Do I need to read more slowly?
- Do I need to read some parts again?
- Can I see a picture in my mind of what I am reading?
- Can I make connections with what I am reading?
- Can I predict what might happen next?

After Reading

- Do I remember what I read?
- Can I retell what I read?
- Can I talk about what I learned?
- Can I tell the main idea of the selection?
- How do I feel about what I read?
- What connections can I make?
- What do I not understand?
- How can I find out about what I do not understand?
- Do I want to know more about this topic?