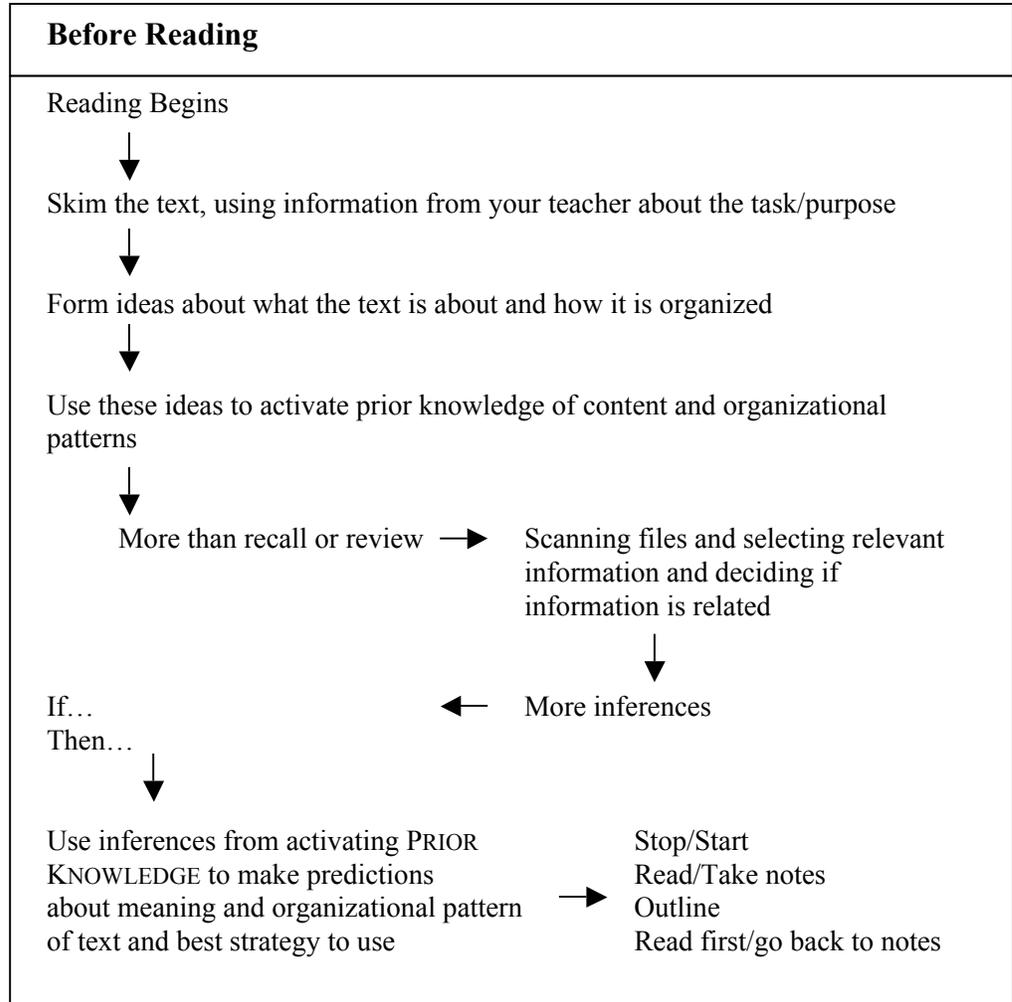


Before, During, and After Reading
North Central Regional Educational Laboratory (NCREL)

Students' use of these strategies is not automatic or procedural. And when they practice using these strategies, they do not use a rote set of steps. Instead students learn to use the strategies in methodical phases in a stop-start fashion before, during, and after reading. (Strategic Teaching and Reading Project, 1995)



During Reading

As actual reading progresses



Think about early ideas



Confirm them
Change them
Reject them

Think about strategy



Is it working?
Do you understand?

As reading progresses
ask yourself:



What is important?
What is not important?
How are the ideas related?
How does new information compare to your
PRIOR KNOWLEDGE?



Maintain an active interaction with the text



Revise and refine your thinking as you go

Sometimes:



Recall additional information from memory
Change past ideas/misconceptions
Disagree with author
Anticipate new content
Restore unnecessary information



Construct meaning for segments of text, linking new information to what you
already know



Stop and go back if you do not understand

After Reading

Consolidate what you have read and
summarize → Represent the text



Mentally or graphically



Ask yourself if you understand the big picture

Do you see how new information links up with your PRIOR KNOWLEDGE?

Can you apply the new information to another situation?