

# Before Reading Strategies

Think-Alouds

Brain Storming

Clustering

KWL

Anticipation Guides

Reading Aloud

Probable Passage

**(THESE ARE JUST A FEW)**

# Think Alouds: Active Exploration of meaning

(Davey, 1983)

**Description**=Teacher reads a passage aloud and stops repeatedly along the way to explain her mental processing of ideas. First, teacher models this process first, then students try it in pairs. When done in a whole class discussion, it is Directed Reading Activity.

**Why Use**= Makes students aware of mental processes of reading for meaning

**How Does It Work: GO TO:** <http://www.adlit.org/strategies/22735/>

1. Let students know you will stop to think as you read
2. Use short passage and provide students copies
3. When you stop to think, shift voice to indicate movement from text words to your own words
4. After modeling, have students try in pairs, triads, or taking turns in the whole class...If students have difficulty putting thoughts into words, stop and point out a key spot or two where they can stop
5. As students practice think aloud, remind them to make connections to their real life experiences

# **Brainstorming IDEAS:** <https://writingcenter.unc.edu/tips-and-tools/brainstorming/>

**Description=** Classic group activity...Can be used by individual student. Teacher gives key word or topic from a passage of text. Students call out ideas, associations, etc...Pace is brisk...

**Why Use=** Quick way for students to activate prior knowledge to couple with new learning

**How Does It Work:**

**Varies**

# Clustering (Rico, 1983)

**Description=** Brainstorming that links ideas on a two dimensional map (Rico, 1983)

**Why Use=** Way for students to activate prior knowledge and link ideas with new learning

**How Does It Work:**

1. Key nucleus word—e.g., erosion
2. **RULES:** everyone works separately at first, writing nucleus word and circling it, in the center of a piece of paper. Adding new words that are connected to main word and circling them, the process can continue from nucleus word as well as added words
3. Pairs—Groups—whole class
4. Point out ideas that were important to students
5. Refer to clustering ideas that emerged in reading or lesson

**GO TO:**

[https://books.google.com/books?id=XG0tLL\\_u\\_AcC&pg=PA30&lpg=PA30&dq=cluster+RICO+1983+example&source=bl&ots=XcKBLDXFNm&sig=ACfU3U28EfHQfBDCpiGzzkCwQkWmzFBV9q&hl=en&sa=X&ved=2ahUKEwjYoLn015jnAhUUac0K](https://books.google.com/books?id=XG0tLL_u_AcC&pg=PA30&lpg=PA30&dq=cluster+RICO+1983+example&source=bl&ots=XcKBLDXFNm&sig=ACfU3U28EfHQfBDCpiGzzkCwQkWmzFBV9q&hl=en&sa=X&ved=2ahUKEwjYoLn015jnAhUUac0K)

<HU09ByoQ6AEwDHoECAkQAQ#v=onepage&q=cluster%20RICO%201983%20example&f=false>

# KWL (Ogle, 1986)

**Description=** Leads students to think about what they know, want to know, and later what they learned from a reading or learning

**Why Use=** Used to activate prior knowledge, establish expectation, and summarize lesson and reading

**How Does It Work:**  
**VARIES**

**GO TO:** <https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>

# Anticipation Guide

**Description=** Activates prior knowledge (including misconceptions), make predictions, engage important issues, and help students enter a text thinking.

**Why Use=** Helps students enter a text thinking...

**How Does It Work:**

- 1. 3 to 5 statements related to reading**
- 2. Students chose T/F, Y/N, or agree/disagree**
  - BEST ?'s: broad...big open-ended
- 3. After reading, students check before reading choices against actual information from reading**

GO TO: <http://www.adlit.org/strategies/19712/>

# Reading Aloud (Lesesne, 1998)

**Description=** teacher reads aloud short articles, brief passages of interesting material, or successive installments of a story, biography, or high-interest book in a subject area.

**Why Use=** Let students not worry about reading act, but let students experience the powerful language about important ideas.

## **How Does It Work:**

### **Teachers or Students**

**1.It must be well written**

**2.Read with expression**

# Probable Passage (Beers, 2003)

**Description=** Teacher selects a set of 8-to-15 key terms from the piece to be read. Working in small groups, students place the terms in categories the teacher has established. Each group creates a “***gist statement***,” which they predict will summarize the reading. Finally, they list things they hope ***to discover*** as a result of words they didn’t understand or questions that were inspired in the process.

**Why Use=** Activates prior knowledge—prediction—sets reading purpose/focus

## **How Does It Work:**

1. Choose 8-15 key terms
2. Provide categories the terms could fit into
3. Model (**THINK ALOUD**) the matching of terms to categories and the ultimate creation of the “**GIST STATEMENT.**”
4. Provide a unknown category for words students do not have a clue about and thus can not match to given categories
5. Tell student you want them to include all the words, none of the words, or some of the words in the “**GIST STATEMENT.**”
6. Review ***to discover*** list (**QUESTIONS &/or LIST of hope to learn**)

GO TO: <http://www.redesignu.org/design-lab/learning-activities/probable-passage>

GO TO: <http://www1.ipsonline.com/uploads/11fProbablePassageTemplateforNonfiction.pdf>