

READING in the middle



A MONTHLY UPDATE FROM YOUR MIDDLE SCHOOL
READING INTERVENTIONISTS

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Pre-Reading Strategies to Improve Comprehension

This past month we have been focusing on the importance of pre-reading a text to improve comprehension. Students reviewed text features and practiced using such things as the title, headings, pictures, bolded words, and diagrams to get an idea of what their article might be about and to set the stage for reading. They asked questions, made predictions, or even formed opinions about the topic.

TAKE A PEEK!

PRE-READING STRATEGIES
TO IMPROVE
COMPREHENSION- 1

THE IMPORTANCE OF PRE-
READING- 1 & 2

HOW TO HELP AT
HOME- 2

The Importance of Pre-Reading

The following research about the importance of pre-reading came from "[The Process of Prereading](#)" on [thoughtco.com](#):

"Pre-reading encompasses all of the things that you do, before you start reading, to increase your capacity to understand the material. In many cases, taking just a few minutes to learn more about what you are about to read can dramatically increase your reading comprehension and retention....



The Importance of Pre-Reading ... Continued

"If you build the big picture before you start, you begin reading the text with a conceptual framework already in place. Then, when you encounter a new detail or a new bit of evidence in your reading, your mind will know what to do with it."

(Michael Austin, *Reading the World: Ideas That Matter*. W.W. Norton, 2007)

The Four Ps

"Pre-reading includes four steps: Preview, Predict, Prior Knowledge, and Purpose. You can remember these steps by thinking of them as the '4 Ps.'

"Previewing is taking a quick look at a reading before trying to understand the whole thing..."

"[In predicting, you] look at clues from what you read, see, or already know to figure out what information you are likely to get from the reading..."

"Prior knowledge is what you know about a subject before you begin a new reading about it..."

"The fourth 'P' in pre-reading is purpose. . . . Figuring out an author's purpose will help you understand what you read."

(Content-Area Reading Strategies for Language Arts. Walch Publishing, 2003)

Once students began to read, they continued to track their thinking by using the FQR (facts, questions, responses) strategy to interact with the text. They added new thinking, verified their predictions, or changed opinions based on the information learned.

These strategies will be helpful for students as many of them move into their informational text units and prepare to write argumentative essays.



How to Help at Home



"There are so many opportunities for you to engage your child in pre-reading strategies.

* At home or when sitting in the waiting room at a doctor's office, pick up a magazine and preview an article. Look over the pictures, title, headings, and discuss what you think the article is going to be about.

- * Read the article together and talk about your predictions
- * Ask questions using the text features to set a focus for reading.
- * Ask questions as you read and see if you can answer them as you read on.

Together, you may find that doing this helps you understand a text better, as well!

