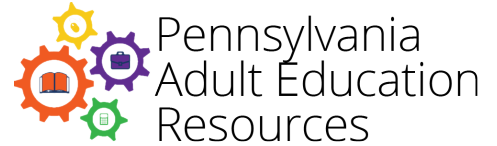


PARENT EDUCATION WORKSHOPS

Workshop Topic:

Before, During, and After Reading Strategies

CREATED BY



CCRS Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NELP Predictors of Later Success

- **Reading readiness:** usually a combination of alphabet knowledge, concepts of print, vocabulary, and phonological awareness
- **Concepts about print:** knowledge of print conventions (e.g., left-right, front-back) and concepts (book cover, author, text)
- **Oral language:** the ability to produce or comprehend spoken language, including vocabulary and grammar



Objective: At the end of this session, participants will be able to

- Share two before strategies to use with their children
- Share two strategies to use while reading with their children
- Share two after or follow-up strategies to use with their children

Materials:

- Chart paper and markers
- Appropriate books for the age level of children
- Copies of *Before, During, and After Reading Strategies* chart handout
- Copies of *Reading Aloud to Infants/Toddlers* parent handout
- Copies of *Reading Aloud to Preschoolers* parent handout
- Copies of *Reading Strategies for All Children*

Welcome/Ice Breaker:

Greet parents as they come in. Build rapport and break the ice.

- Make three columns on chart paper, and/or pass out the *Before, During, and After Reading Strategies* handout.

- Say, “Before you came to school today (or this Parent Time, or Parent Workshop) what did you have to do to get ready?” (chart responses on chart paper, or have parents jot responses on their own paper)
- Continue with, “Now that you are here, what kinds of things are we doing?” (chart/jot those responses as well)
- “And finally, when we finish here today, what will you do?” (besides go home!)

Help parents understand that there is a cycle to so many things that we do. We plan or prepare, we do things, and we reflect or wrap-up when we are finished. Reading is like that as well. Let’s think about the strategies we use before, during, and after reading.

Topic Review:

What we know about meaningful parent-child interactions and reading:

- Parents benefit from information about children’s reading development to help children reach the desired outcomes and attain school success.
- Parents benefit from guidance and support about reading strategies so they can be intentional with their interactions with children at home and in their everyday lives.
- Parents benefit from experiences that provide the time to practice reading strategies and make time for meaningful interactions daily.
- As parents’ skill levels increase, so does the likelihood of children’s success.

Opening Activity:

Meaningful interactions for parents and children when reading require some intentional planning and knowledge of reading strategies. These strategies can vary across the age groups. The before, during, and after strategies are a bank of strategies to be used in specific ways to help support reading comprehension.

Central Ideas and Practice (Content and Strategies):

Help parents plan before reading with children, no matter the age of the child. Here are some ideas and strategies to help parents plan *before reading with children*:

- When reading books with lots of new and novel words, tell parents it’s great to look up those words in a dictionary or research them online, so they can talk about the words with children and explain their meaning. This helps both parents and children expand their vocabulary.
- Parents who are taking adult education classes can practice reading new children’s books aloud to each other in the adult education classroom with their peers. When adults read children’s books to learn how to better read to their children, they are often more engaged in the reading process.
- For parents with low literacy skills, encourage them to tell the story orally, rather than read. They can look at the pictures and talk about what they see. Parents learning English can make up stories by the pictures and share them with their children in their home language.
- Model reading for children. Encourage parents to let their children see them reading books, the newspaper, magazines, and the mail every day. This will help children understand that reading is a part of our everyday routines.

Let’s face it, with infants, toddlers, and preschoolers, what happens before, during, and after reading is generally facilitated by the parents. With elementary children and older, the child is actively involved with the reading and strategies. It is important for parents to understand these strategies for the older child so that they can support the child at home with reading assignments and homework.

- *Infant/Toddler Content or Strategies*
Infants enjoy books with bright pictures, like faces, animals, and familiar objects. Books with simple words are best for short attention spans. Toddlers enjoy books about people and everyday life, and understand books with pictures and some print. Both infants and toddlers learn best when they

can handle books, so choose board, cloth, or books with plastic pages. Children this age also enjoy books with textures to feel, flaps to lift, and the like.

See the handout: *Reading Aloud to Infants/Toddlers* for specific strategies

- *Preschool Content or Strategies*

Preschoolers enjoy books of all genres, but they particularly like story books with great illustrations. Choose books for preschoolers that provide topics to talk about—whether it’s the story or the pictures! When using dialogic reading strategies with preschoolers, it helps if parents plan.

See the handout: *Reading Aloud to Preschoolers*

- *Elementary/Middle School Content or Strategies*

Some before, during, and after (BDA) strategies for older children include ideas like the following:

Before Reading

- Preview the reading material
- Make connections to information you already have or know
- Make a prediction of what will be covered in the reading
- Ask questions—what do you want to know about this?

During

- Check your knowledge
- What connections have you made?
- Do you have additional predictions?
- More questions?
- Make inferences
- Summarize what you’ve read

After

- Evaluate
- Make further connections
- Predict what might happen now
- Are your questions answered? What else?
- Make inferences
- Summarize and recall the main points

See the handout: Reading Strategies for Older Children. Also check out these additional BDA strategies located on the Pennsylvania Department of Education website: [www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/English Language Arts/BEFORE DURING AFTER READING STRATEGIES.pdf](http://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/English_Language_Arts/BEFORE_DURING_AFTER_READING_STRATEGIES.pdf).

Application:

Provide a selection of children’s books for parents. Perhaps provide books that are relevant for the ages of children in the families. Have parents choose a book and then using the *Before, During, and After Reading Strategies* handout and the relevant parent handouts for their children’s ages, choose and practice some of the strategies with a partner.

You may want to model or demonstrate some of these strategies for the parents as you discuss.

Connection to Parent and Child Together (PACT) Time®:

- *Infant/Toddler Content or Strategies*

Read aloud daily. Choose one or two new strategies from the parent handout to try out with your child each week. Practice them until they are second nature.

- *Preschool Content or Strategies*

Start engaging your child with the book and the strategies that you choose to use. As children grow older, allow them to take over some of the before, during, and after responsibilities. Prompt preschoolers with open-ended questions to spark their curiosity and wonder. Provide props and extension activities to move the ideas of the story beyond the book. For example, after reading the book *Bunny Cakes*, perhaps make a cake with your child using gummy worms and licorice.

- *School-Age/Middle School Connections*

As a parent, become comfortable and familiar with two to three BDA strategies and use them to help support the child during homework or at-home reading assignments. Use the strategies in other parts of your day with children, too, for solving problems or planning events or activities.

Wrap up/Closure:

Ask parents what two strategies they will try this week.

Summarize the information about before, during, and after strategies

What else do parents need to know about this topic?

Share the appropriate parent handouts for the age groups of their children with parents.



Before, During, and After Reading Strategies

BEFORE	DURING	AFTER

Parent Handout

Reading Aloud to Infants and Toddlers



Some ideas for parents to make the most out of the read aloud experience with young children.

Before the story:

- Make sure both you and your child is comfortable, with few to no distractions
- Make sure your child can see the book
- Briefly share the title; show the cover and talk about it
- Allow your child to explore the book
- As appropriate, bring a puppet or a favorite blanket or comfort toy to snuggle up and enjoy the book with

During the story:

- Make eye contact with your child
- Vary the tone and inflection of your voice to fit the story and characters—use a deep voice for Papa Bear and a wee voice for Baby Bear
- Stop sometimes to:
 - Show and talk about the pictures
 - Share reactions to the story and characters with your voice and gestures
 - Encourage your child's reactions to the story
 - Invite toddlers to join in with rhymes, sounds, and repeated words or phrases
 - Imitate your child's words, sounds, and/or actions during the story
 - Understand and change plans when your child gets tired or seems uninterested.

After the story:

- Allow your child the chance to explore the book or other materials you may have used while reading
- Talk about the story with your toddler
- Re-read the book often

Parent Handout

Reading Aloud to Preschoolers



Consider these before, during, and after strategies for preschoolers.

Before reading

- Carefully select a book with rich narrative, interesting content, detailed illustrations, and appropriate new and unusual vocabulary words.
- Read the book and identify vocabulary words or ideas you want to focus on when reading. These words or ideas could be related to the text or the illustrations. These may also be words or ideas connected to your daily/weekly focus in your lesson plans.
 - Plan how to describe the words and talk about what the words mean in the context of the story.
 - Think of some sample questions (prompts) to ask children to help them understand these vocabulary words.
 - Write the questions on sticky notes and place on the book page, or on the back of the book.
- Plan to read the book several times to children, each time increasing the number and types of questions to discuss about the book.

During reading

- The first time you read the book to children, read to introduce children to the story. Don't be concerned about asking questions or using dialogic reading strategies at this time. Have fun telling/sharing the story.
- The next time you read the book, focus on the new vocabulary words, asking a few questions about the words and the story. Aim for a conversational dialogue.
- With continued readings, ask additional questions (prompts) and encourage children to use the words and talk about the words within the context of the story. Promote discussion about the words to support listening comprehension.
- Support children's responses as they reflect on or repeat to solidify learning. "That's right. The puppy looks sad. Let's say that together." "The puppy looks sad."
- Encourage oral language with extension questions such as, "Why do you think he looks sad?"

After reading

- Check listening comprehension with one or two questions or by having children retell parts of the story, the sequence of events, or other story details. Extend by allowing children to use story props to re-enact the story, if appropriate.
- Extend the concepts and themes in the book by providing related materials and activities.

Parent Handout

Reading Strategies for All Children



The following strategies can help children organize their thoughts around text. Many of these can be appropriate for preschoolers through middle schoolers, depending on the text used. Choose a book from the book sets provided. Which strategies would you like to try with your child, before, during, or after reading? Jot your responses on your handout.

Book Walk/Picture Walk

Teachers can conduct a “picture walk” with emergent or early readers through a book or chapter by covering the print and encouraging or guiding the students in a discussion of what the story could be about based on the pictures. This strategy increases language and vocabulary and promotes the understanding of a sense of story.

Brainstorming

This technique is useful for creative group problem-solving and can be used with small or large groups. An advantage of brainstorming is that less confident students are able to participate in a non-judgmental environment as they offer their ideas and see them refined as a whole during the “debriefing” session. Important elements of brainstorming are to: 1) carefully define the objective of the brainstorming session; 2) acknowledge that all ideas are acceptable responses; 3) have someone record all ideas; 4) set a time limit; 5) follow up with some sort of analysis, evaluation, and/or organization (perhaps a graphic organizer) of the session.

Choral Reading

Reading aloud simultaneously in a group. Students and teachers must be able to see the same text. Teachers might use big books or read from their own copy of the book. Choose a book that is not too long. Patterned or predictable books are useful for choral reading because of their repetitious style. This strategy helps students become active participants in the reading and helps develop fluency.

Compare-Contrast Charts

Compare-Contrast Charts are useful for looking at two concepts, people, places, ideas or issues and determining in what ways they are similar and in what ways they are different. A Venn Diagram is a type of compare-contrast chart. The value for students is in the active participation of doing them.

Discussion

Discussions around text, stories, and narrative content can be stimulated in a variety of ways in both small and large group settings. Discussion around what students read supports reading growth. Large group discussion refreshes students comprehension about passages of text previously read. A generated set of questions can stimulate discussion of critical points or emerging issues. Successful class discussion involves planning on the part of the teacher and preparation on the part of the students.

Graphic Organizers

A graphic organizer is an instructional tool used to illustrate a student’s or class’ prior knowledge about a topic or section of text, and represents the main concepts in a content area. They illustrate concepts and interrelationships among concepts in a text, using diagrams or other pictorial devices. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Teaching students to organize the ideas that they are reading about in a systematic, visual graph benefits the ability of the students to remember what they read and many transfer to better comprehension and achievement in many content areas such as social studies and science.



Jig-saw Reading

Jigsaw reading provides for the information in a large piece of text to be shared and discussed in a large group setting in a short amount of time. To conduct a jig-saw reading, divide sections of text to be read and assign to small groups of students. Each group reads their section together, becomes experts about that content, and summarize to share. The groups then share the main concepts learned from their reading in their small group, with the larger group while others listen and take notes. Teachers often summarize the key points of the reading for the large group.

K-W-L Charts

The K-W-L strategy assesses prior knowledge, examines assumptions, and searches for new learning about a subject. It is a study skills approach and a dialogue strategy to assess student's learning and instructional needs. It helps teachers plan lessons to student's knowledge levels and facilitates what students want to know by asking students: 1) what they K-now; 2) what they W-ant to know; and 3) what they L-earned.

Learning Logs

Learning logs help students record information they are learning, to formulate questions, and to record reflections about their learning. By putting thoughts down on paper, students gain perspective of the reading material. Logs can be used for note taking, drawing diagrams, clarifying questions, or narrative writings about the subject in the text and promote students thinking about what they are reading.

Open-ended Questions

Used often in early childhood classrooms to stimulate language development, open-ended questions from teachers require more than a "yes" or "no" or one word answer from children. These questions are often those teachers do not know the answer to, for example: "How did you make that tower?" "What is happening to the worm?" Open-ended questions require students to participant in an extended discourse to answer and can be successfully used with all ages of children as well as adults.

Paired Reading

Paired reading uses shared read aloud times between two students who sit together and read the story aloud simultaneously. One individual (either child or adult) models fluent reading. It is important for student and teacher to select a text that is interesting and not too long. The strategy is effective with peer tutoring. A key is to partner or pair students together who are comfortable working together. Paired reading provides a model of fluent reading and increases the student's reading rate.

Preview

Previewing a text before reading it enables readers to gain some sense of what the text is about and how it is organized before reading it closely. This strategy includes looking over head notes, titles and/or other introductory materials and skimming for an overview of content and organization. It helps to activate students' prior knowledge and provides necessary background knowledge so students will be prepared to understand what they are reading.

Predict

Children predict what might happen in a storybook by examining the cover illustration and reading (or having read to them) the title or both. Sometimes teachers provide a short description of the book to help prompt a child's sense of story. Predicting helps children start thinking about the story and characters and what the story might be about. It may also activate prior knowledge the child may have about the subject of the story.

Question Answering

Question answering is a reading comprehension strategy that helps students understand text being read. Teachers pose questions to students about the text and provide feedback to their answers. Students may need or want to look back to the text to find the answers and/or draw conclusions from what they have read. Feedback from teachers guides students understanding of their reading.

Read-Pair-Share

Read-Pair-Share is a variation of the Think-Pair-Share strategy, introducing a short narrative piece of reading instead of posing an initial challenge or question. Students read the assigned text, think about what they have read, share with a neighbor or predetermined partner, then discuss the reading together. After students have discussed, the teacher asks for students to share with the larger group, facilitating comments and discussion.

Reflection/Journal Writing Journal writing is a student written response that allows students to check their understanding and explore ideas related to their work. Writing in journals allows students to step back and reflect on a conversation, a reading, a unit of study, or an activity or series of activities, to think about what they've learned in a meaningful way. Writing down their thoughts allows students to question things that are not clear, jot down clarifying questions, plan for further exploration, and/or make connections to their work, their daily lives, or other readings.

Retelling

Retelling a story allows the reader or listener to make a mental representation of a story and use it to orally retell the story. The student tells about the characters, setting, problems, main events and the resolution. This retelling is usually oral; however young children often enjoy the retelling of a story through props and dramatic play. The retelling of stories increases children's understanding of the story and promotes comprehension.

Role Play

Role playing is a type of modeling strategy in which students, and sometimes the teacher, participate as role players or observers. Students will need descriptions of the situation and the character to be played prior to the role play. A role play is usually followed by a debrief session. Often in the role players are encouraged to reflect on how it felt to be placed in the role, while observers are asked to suggest new actions or responses. The teacher guides the conclusion to the role play to bring out main points of discussion.

Semantic Organizers

Semantic organizers (also called semantic maps or semantic webs) are graphic organizers that look somewhat like a spider web. In a semantic organizer, lines connect a central concept to a variety of related ideas and events.

Story Map

A story map is a visual depiction of the settings or sequence of events and actions of story characters and is used to increase students' awareness of story grammar. This procedure increases students' comprehension of text by organizing and sequencing main story events. Story maps can be used as frameworks for storytelling or retelling, and as outlines for story writing. Story maps often help students identify settings, characters, problems, goals, events, and endings of stories. Variations of story maps illustrate students' personal interpretations.

Summarize/Sum up

A summary is a synthesis of the important or key ideas in a text. Summarizing requires students to determine what is important in what they are reading, to condense this information, and to put it into their own words. Instruction in summarizing helps students identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, and remember what they read.

Think-Pair-Share

Think-Pair-Share is a dialogue strategy in which the teacher poses an open-ended question and provides students a moment to think about the question and their responses. Students then pair with a neighbor or predetermined partner and discuss their thoughts and ideas about the question. After a few minutes of paired discussion and dialogue, the teacher asks for student comments and guides the discussion around the topic or question. Students are much more willing to respond after they have had a chance to think about the question and discuss their ideas with a classmate.

Venn Diagram

Borrowed from the field of math, a Venn Diagram (a graphic organizer) is a visual representation of the similarities and differences between concepts. Created by overlapping two (or three) ovals, students record features of characteristics of the concepts in the respective ovals, making sure that any shared characteristics are written in the overlapping portion of the ovals. As with compare-contrast charts, the value of the Venn Diagram is in the "doing" of it.