

Literacy in Action: Preparing Students to Read

In order to help students navigate, comprehend, and think critically about text, we must *prepare* students to read by activating background knowledge, increasing interest, and setting a purpose for the tasks ahead.

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BEFORE	DURING	AFTER
Preparing students to read by activating background knowledge and context.	Actively processing when students read using questions and notations.	Developing inferences and meaning based on their understanding.
An INFERENCE after reading becomes the foundation for new PREDICTIONS moving forward.		

PREDICTION can *start* with:

→ Vocabulary

Before diving into a text with new or complex vocabulary, utilize the terms that students will encounter before they read to introduce vocabulary, see what students already know, and prepare them to tackle and think critically about the text.

Ideas to Explore: Vocab Graffiti Walls, Four-Square Model, Semantic Maps, Word Sorts/Mapping, Sentence Starters

→ Anticipation Guides

Activate student thinking and interest by creating a list of statements or questions for students to consider, discuss, and respond to either individually, in small groups, or as a class. This is a great way to spark curiosity, provide a preview of themes and ideas they will encounter, and identify a purpose for reading.

Ideas to Explore: Agree/Disagree, Thematic Statements, Justifications, Misconceptions vs. Truth, KWL, "What If?"

→ Connections

Students are more likely to engage with a text if they feel connected to it. Making connections helps students bridge the gap between existing knowledge and new information they will gain during their reading experience. Providing opportunities for students to create connections will make the reading more relevant and hopefully, more memorable.

Ideas to Explore: Text-to-Self/Text/World, Gallery Walks, Show What You Know, Real World Problems, Concept Mapping

→ Picture, Graphic, or Quote

Provide students the opportunity to look at, think about, and discuss images, cartoons, quotes, or other visuals related to the text's content or structure. This helps activate prior knowledge, builds interest, and encourages thinking/discussion before they read.

Ideas to Explore: See/Think/Wonder, Scavenger Hunts, Gallery Walk, Mind Maps, Quote Sort/Analysis

PREDICTION can *end* with...students making a **conclusion or hypothesis**.

...AND, don't forget to come back to the predictions *AFTER* reading.