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BEFORE, DURING AND AFTER READING STRATEGIES

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ABOUT ARTICLE

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Abstract: The article depicts reading strategies as before, during and after by describing the techniques which can be helpful in order to implement above mentioned reading strategies. Moreover, 5 types of writing, which are essential for using the BDA reading strategies, are given in this article.

INTRODUCTION

Reading involves connecting new text to that which is already understood (prior knowledge). BDA strategies are used to get students to activate existing knowledge, thereby creating a mental framework to which new text, terms, ideas, etc. can be attached. This mental framework is begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading as students incorporate what they have just read into their core knowledge. Key processes used throughout BDAs are writing, conversation and reading.

A note about writing: There are five (5) types of writing that need to be understood in the context of these BDA strategies. They are based on the work of Dr. John Collins at the Center for Effective Communication, 320 Main Street, P.O. Box 957, West Newbury, MA 01985.

Type 1: Capture Ideas –there is no correct answer or, if there is a correct answer, it's okay to guess. Students compose just one draft, which is NOT graded or edited; all that matters is length, focus, and that it is read aloud to someone.

Type 2: Respond Correctly – this writing makes a point and has a correct answer or correct content, e.g., a short answer to a quiz. Again, students compose just one draft, which is graded for content only.

Type 3: Edit for Focus Correction Areas (FCAs) – this writing is read aloud and reviewed by the author using guiding questions: Does it complete the assignment? Is it easy to read? Does it fulfill the focus correction areas for content and writing skills (the only elements being graded this time)? Again, just one draft.

Type 4: Peer Edit for Focus Correction Areas (FCAs) – this writing is Type 3 writing that has been read aloud and reviewed by another person. It leads to the completion of a second draft.

Type 5: Publish – this is writing that is publishable and could go outside the classroom without explanation or qualification. It involves multiple drafts.

B- Before (Pre-Reading)

WORD SPLASH: Students write a story using some familiar and unfamiliar words that are all found in the text. Some stories are shared aloud; any misunderstood or unknown words are then defined. A Word Splash activates prior knowledge about key vocabulary and concepts.

KEY WORDS: Students write an informational essay using new concept vocabulary; typically this is a way for students to describe what they already know about the terms before they actually read the text. It is a tool for activating prior knowledge and determining necessary instruction. A Key Words activity can be used again after a unit to demonstrate increased understanding.

PREWRITE QUESTIONS: Students survey the text and create questions they think the text was designed to answer. This sets a purpose for reading. (During reading, students should try to answer their questions).

STORY IMPRESSION: Students write a story using vocabulary words; appropriate for literature. A story impression is a prediction of a story; as students begin to do the actual reading, they have a schema in place to which new ideas from the text can be attached, corrected, or enhanced.

PICTURES: Students look at pictures/text box/sidebars and predict what text is about.

DO NOW: Students write their thoughts on a topic or question that relates specifically to text that will be read by students. “Do Now”s are typically done at the start of a class or lesson.

THINK-PAIR-SHARE: Students write down thoughts, discuss with partner, and share meaningful ideas with class. Forces interaction and uncovers various perspectives and prior knowledge.

KWL CHART: Using a three-columned poster or page, students write what they “k”now or think they know about a topic, and then add any questions they “w”ant to have answered by the text. Return to the chart after reading to record what was “l”earned through the reading, and/or to correct any prior misconceptions.

I-SEARCH: An alternative to a research paper that allows students to write about a topic they are interested in.

D- During (Reading & Rereading)

RESPONSE SHEET: Students note key statements on the left and personal responses to them on the right; helps connect text to prior knowledge, and provides meaningful study guide later; based on Cornell note-taking method.

STICKY NOTES: Students use “post its” to write thoughts/notes and stick to a text on which writing is forbidden

TEXT RENDERING: An alternative to traditional highlighting of words or concepts that stand out; an interaction between reader and text.

REREADING: Students look back at the text to find support of an answer/opinion/position.

CHUNKING: Teacher breaks up reading passages into “chunks” (1 paragraph - 3 paragraphs)

KWL Chart: Students return to the chart they created prior to reading to record what was learned through the reading, and/or to correct any prior misconceptions.

A - After (Post Reading)

EXPERT JIGSAW: An expert jigsaw breaks up a large text into smaller chunks. It allows the students to take leadership by teaching their peers what they’ve learned, but first gives them the confidence to do so by giving them time to consult with other students that read the same section of a given text.

REFLECTION: Students write about the new content or perspectives learned, and describe how the new learning relates to previous understanding and future actions.

THINK-PAIR-SHARE: Students write down thoughts on a given subject, discuss with partner, and share with class. Forces interaction and uncovers various perspectives and comprehension.

WHIP: A text rendering activity that involves full student participation.

KWL Chart: Students return to the chart after reading to record what was learned through the reading, and/or to correct any prior misconceptions

“Before” Reading: Strategies Before reading, teachers might consider one of the following activities:

ABC Brainstorming This activity may be used as a before, during, or after reading strategy. It can be used before reading for students to brainstorm their knowledge, during reading to collect key vocabulary, or after reading as a review. Students are given a chart with all of the letters of the alphabet and asked to write down specific words or phrases about one particular topic that begin with each letter. This activity can be done individually, with partners, or in a group. If a teacher is short on time, it might also be modified by asking students to use only their personal initials for the brainstorm. An ABC chart used during or after reading might also be a valuable vocabulary resource for students when studying for a test or quiz. Admit slips are used before students read a selection. On a sheet of paper or index card, students are asked to respond to a specific prompt. The slip may be used as a homework assignment or as a warm up. One variation of this strategy would be asking students to respond to a question they developed the previous class period. The anticipation guide can be used before, during, and after reading a passage. In this strategy, the teacher provides general statements about a topic. The students are asked to agree or disagree with the statements, encouraging critical thinking and building student interest. In addition to agreeing or disagreeing, students may be asked to defend their opinions through written or oral communication. During or after reading, students may revisit and revise their anticipation guide based on the reading and class discussion. *This strategy could be adapted into the Back to Back activity. Back to Back In this activity, the teacher develops five to ten general statements about a topic or concept. Students partner up and stand with their backs to one another. While students are back to back, the teacher reads a statement aloud. The students then give a thumbs up or thumbs down, showing whether they agree or disagree with the statement. Next, the teacher asks the students who are back to back to turn and face one another.

Developing reading activities involves more than identifying a text that is "at the right level," writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it. A fully-developed reading activity supports students as readers through prereading, while-reading, and post-reading activities. As you design reading tasks, keep in mind that

complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability. Make sure students understand what the purpose for reading is: to get the main idea, obtain specific information, understand most or all of the message, enjoy a story, or decide whether or not to read more. Recognizing the purpose for reading will help students select appropriate reading strategies.

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