



# GUIDED

# READING

Using “Before, During and After” Comprehension  
Technique

New Tutor Training #5



# READ TO LEARN

Revised 5/2018

# Guided Reading/Using “Before, During, and After” Comprehension Technique

Think back to when you were learning to drive a car. There was a process you had to follow and skills you had to develop before being given a license to drive on your own. You were required to have a licensed driver with you while driving – someone to teach and guide you while you were learning the necessary skills to be able to drive independently. Apply this same thinking to learning to read. It is also a process that requires someone to “sit in the front seat” with a learner to teach and guide them until the learner has the necessary skills to read on their own.

Guided Reading is a step-by-step process used to teach the necessary skills for learners to become independent readers. It begins with what to do before reading begins, what to do while reading, and what to do after reading is completed. Each of these steps contributes to the ultimate goal of reading – comprehension.

## Before Reading

- 🎬 Read the title and look at any pictures, captions, etc.
- 🎬 Ask what your learner already knows about the topic. Use this previous knowledge to make predictions about what is to be read.
- 🎬 Select any words you think may be difficult or unfamiliar to your learner. Provide a brief definition to help in the understanding of the text.
- 🎬 Identify the purpose for reading. Is it for pleasure or to obtain information?

**Note: This is an extremely important step. It sets the stage for the reading and helps engage the learner. Do not overlook!**

## During Reading

- 🎬 Read the text in small sections. After completing a section, ask your learner to summarize what has happened so far. This gives them the opportunity to

check their understanding and get answers to any questions they may have. (Note: Reading may be done silently or aloud. When working with your learner for the first time, it is a good idea to have him/her read aloud to you. This gives you the opportunity to assess their reading ability. Don't focus on pronunciation though during the initial reading.)

- Provide a simple definition of unfamiliar words and keep reading. The focus is on getting overall meaning from what is being read – not on individual words.
- Check predictions and make new ones. Ask your learner to regularly stop and compare what they have learned with their initial predictions. Make new predictions based on what they have read.

## **After Reading**

- Discuss the reading with your learner. Ask open-ended questions to gauge their overall comprehension. There are three (3) different types of questions you should ask:

### ***Literal (What's in the text)***

These questions are designed to check the learner's understanding of the facts in what they have read. For example:

- Who are the people involved?
- Where did the story take place?
- What happened?

### ***Inferential (What's written "between the lines")***

These questions require learners to draw conclusions using information in the text. Answers are not found in the text itself. For example:

- Why do you think he/she made that decision?
- What do you think he/she was feeling before this happened?
- How might the situation have ended differently?

### ***Application (What is the learner thinking?)***

These questions ask learners to combine their own experiences with the information learned from the text and draw conclusions. It's how they personally relate to what they have read. For example:

- 🎬 What would you do in the same situation?
- 🎬 How would you feel if you got that kind of news?
- 🎬 Do you think he/she acted appropriately?

🎬 Finally, go back and re-read the text if necessary to ensure comprehension. This may be especially helpful if you had to stop and explain many new words or answer many questions during the initial reading.

### **Checklist for Adult Learners**

For adult learners to become independent readers, they must be able to perform the above tasks on their own. The checklist below is a tool to help remind learners of the things they should ask themselves before and during reading.

#### ***Before Reading***

- I think about the cover, title, and what I know about the topic.
- I skim, looking at and thinking about illustrations, photos, graphs, and charts.
- I read headings and captions.
- I ask questions.
- I make predictions.

#### ***During Reading***

- I make mental pictures.
- I identify confusing parts and reread them.
- I use pictures, graphs, and charts to understand confusing parts.
- I stop and retell or summarize to see what I remember. If necessary, I reread.
- I predict and adjust or confirm.
- I raise questions and continue reading on to discover answers.