



After Reading Strategies

Purpose

After-reading strengthens students' abilities to understand, analyze, connect, and respond to texts.

After-Reading: Comprehension Activities

Focus on recognizing and understanding main ideas and supporting details by encouraging students to:

- Outline the main ideas and supporting details of the reading.
- Prepare a visual map of the main ideas and supporting details of the reading.
- Write a summary of the reading: a one-sentence summary or a paragraph summary.
 - Summaries of one sentence should include:
 - Main idea
 - Author's name and title of the text
 - One to two key details.
 - Present in the reader's own words.
 - No reference to the reader's personal opinion
 - Summaries of one paragraph should include:
 - Six to ten sentences
 - Author's name and title of the text
 - Main idea
 - Author's purpose for writing
 - Three to four key details
 - Presented in the reader's own words
 - No reference to the reader's personal opinion.
- Answer teacher-written comprehension questions.
- Create questions that capture the key components and answer them.
- Locate evidence in the text that supports a particular point. In pairs, groups and/or individually in a journal, encourage students to fill in the chart.

The specific quote or passage from the text	A paraphrase of it	An explanation of how it connects to and supports the particular point

After-Reading: Responding Activities

When considering strategies and activities for encouraging student response to texts, consider the following questions.

- *What are the instructional goals or objectives related to this activity?* The writing that students complete relative to the text they've read provides an opportunity to assess what they know, feel, or have determined is important about that which they've read.
- *What are the expectations of the writing assignment?* Formal academic summaries and responses may have very different expectations than iterative, reflective journals. Likewise, questions designed to elicit inquiry have a markedly different orientation and set of expectations than those designed to encourage students to come to conclusions and definitive answers about a text they've read.
- *What forms of modeling will help students complete the activity?* Whether formal summary and response or informal journal writing, students usually need support in achieving clear and coherent narratives about their responses to texts. Instructors can provide student samples and model the process of response to the class using instructional technology.



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- *What is reasonable to expect?* Consider the text and class progress relative to the difficulty and timing of the assigned response activity.
- Ask students to select an interesting/significant/moving/puzzling quotation and write it on an index card.
 - In pairs or groups, share the quotations, along with reasons for selecting it.
 - Mix them up and share and discuss.
- Identify key issues in the text and ask students to explore specific applications of them in their own lives or in their community.
- With each text read under one theme, prompt students to make connections and comparisons with other texts. Do this in a concrete, visual way (mind maps work well).
- Use teacher-generated response questions to guide discussion. Assign one question per group for reporting back to whole class.
- Ask students to come up with their own open-ended response question/prompts using the text. Have students generate questions in groups, and assign these prompts for group or entire class discussion and/or as prompts for journal writing.
- Do a double-entry journal entry on quotations or passages from the text that students find interesting/significant/moving/puzzling.

Specific text/character/issue	Response