

The Benefits of Pre-Reading

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From 'The student Room'

Reply 1:

Pre-reading is never a waste of time. I did the exact same A-Levels as you; I would read ahead the night before each lesson we had. I found it invaluable, and it allowed me to come to each lesson with any questions I had (most of which were usually answered once we'd covered the topic fully in class).

I'm now in university and I have to do pre-reading tasks every single week for all of my modules. Get pre-reading I say!

Question:

Is it worth pre-reading for a level lessons? I'm doing psychology, chemistry and biology. The pre-reading wouldn't involve me trying to teach myself the concept of the lesson fully, but rather trying to vaguely understand it so that in the lesson I would be able to contribute more and understand it more.

Reply 2:

It will also mean that you can ask the teachers specific questions about the topic that you didn't understand during your pre-reading, and focus your lesson time.

YES to Pre-reading!

- Pre-reading = previewing a text to locate key ideas.
- Why?
 - Define concepts/terms.
 - Identify questions in advance.
 - Build a foundational knowledge of the topic.
 - Build confidence in lessons that you find difficult.



The Pre-reading Plan

Over the next 3 study skills sessions, we will be exploring **pre-reading**

Aims:

To find a **method of pre-reading** that works for you

For all students to pre-read before their lesson to ensure engagement with content and developed understanding

Pre-reading method 1

KWL chart

K column: write down everything you already know about the topic you are about to explore

W column: write down what you want to learn from the upcoming reading session

L column: leave this blank until your reading session is over. Once you're done reading, return to this section and write down the things you learned.

K - What I Know	W - What I Want to Know	L - What I Learned

Create your own at [Storyboard That](https://www.storyboardthat.com/)

Example

Topic: 20th Century Theatre Practitioners

What I already know	What I want to know	What I learned
<ul style="list-style-type: none"> - Stanislavski created a system of acting which put emphasis on rehearsal - The aims of his theatre was to communicate truth - That he was the 'father of realism' - That his methods changed the course of 20th century Western Theatre 	<ul style="list-style-type: none"> - The specific methods used and how these practically improved the level of realism in theatre - The opposition- who was opposed to Stanislavski's methods - Whether his methods worked in practice 	<p>Key methods were: The Magic If, The Given Circumstances, Emotional Memory</p> <p>Opposing practitioners were that of Brecht, Berkoff, Artaud who had different bodies of work to engage the audience with a different aim for theatre.</p>

Let's try a KWL chart

Choose a topic in one of your subjects which is coming up over the next term

For example:

PE	Levers- Planes and Axis
Drama	Our Country's Good context/Yerma context and themes
Politics	How feminist views on sex and gender vary

Step 1- complete the K

Step 2- complete the W

Hopefully, you are now more engaged in what you are reading and reading with purpose.

Step 3- Read the article/extract/text book

Step 4- complete the L

Discussion- in pairs- how has that process impacted your engagement with the reading and your understanding of the topic

Pre-reading Method 2

BASMO method

Another way of pre-reading is by using the BASMO method:

Browsing

Annotating

Summarising

Mapping

Outlining

We are going to do this now- step by step together with one article as a class

Step 1- Browsing

Skim the material to get a grasp of its structure and the key elements

What do you understand from skimming the article?

40 seconds
to skim

From skimming the article I understand....

'It is about the impact of social media on young teens and how it changes their behaviour'

Step 2- Annotating

Annotating: making notes in the margins of pages or underlining key portions with a highlighter will help you remember critical details as you read.

Social rewards and the brain

Between the ages of 10 and 12, changes in the brain make social rewards—compliments on a new hairstyle, laughter from a classmate—start to feel a lot more satisfying. Specifically, receptors for the “happy hormones” oxytocin and dopamine multiply in a part of the brain called the ventral striatum, making preteens extra sensitive to attention and admiration from others.

Key terminology

“We know that social media activity is closely tied to the ventral striatum,” said Mitch Prinstein, APA’s chief science officer. “This region gets a dopamine and oxytocin rush whenever we experience social rewards.”

Reason for sensitivity to admiration

Right next door to the ventral striatum lies the ventral pallidum, a region of the brain key for motivating action. These structures, which lie beneath the more recently evolved cortex, are older parts of the brain that drive instinctual behaviours.

Step 3- Summarising

Summarising: after pre-reading the text, make a quick summary of its key points.

Summary:

- Point 1
- Point 2
- Point 3
- Point 4

Step 4-Mapping

Mapping: map the text to highlight the connections between various ideas and concepts. Are there any links within what is written?

FOR EXAMPLE:

This links to the ventral striatum—the release of 'happy hormone' meaning teens seek attention from others

Part of what makes online interactions so different from in-person **ones is their permanent**—and often public—nature, according to research by Jacqueline Nesi, PhD, an assistant professor of psychology at Brown University ([Psychological Inquiry](#), Vol. 21, No. 3, 2020).

“After you walk away from a regular conversation, you don’t know if the other person liked it, or if anyone else liked it—and it’s over,” Prinstein said. “That’s not true on social media.”

Instead, kids, their friends, and even people **they’ve never met can continue to seek, deliver, or withhold social rewards** in the form of likes, comments, views, and follows.

Step 5- Outlining

Outlining: arrange the information you gathered from the text in the previous steps into an outline with main ideas and supportive information.

1. The reading is about:
2. Key information is....
3. This links to...

How has that method impacted your understanding?

Reflect on that method of pre-reading:

How has it impacted your engagement with the topic?

How has it helped you understand the learning better?

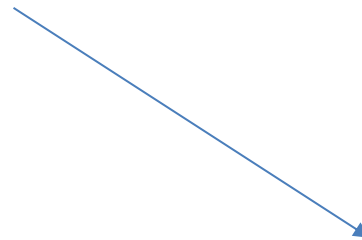
If this was your up and coming lesson, how are you more prepared for the learning coming up?

How does this method compare to the first? Which do you prefer?

Pre-reading Method 3

SQR3 method

- **SQR3 method:**
Survey – Question – Read
– Recite – Review



What are the similarities to last week?

Step One – Survey the resource

Using your own piece of reading-

Identify:

- The title, headings, and subheadings
- Captions under pictures, charts, graphs or maps
- Review questions or teacher-made study guides
- Introductory and concluding paragraphs
- Summary

This will give you a sense of what you are about to read and help you to familiarise yourself with the content.

What is significant in the resource that you have in front of you?

Step Two – Question the resource

- Turn the title, headings, and/or subheadings into questions
- Read questions at the end of the chapters or after each subheading
- Ask yourself "What did my teacher say about this chapter or subject when it was assigned?"
- Ask yourself "What do I already know about this subject?"
If it is helpful to you, write out these questions for consideration

Go through the article again:

- **What questions can you ask of the article?**
- **What questions do each of the paragraphs answer?**

Step Three – Start reading

- Look for answers to the questions you first raised (read with purpose!)
- Reread captions under pictures, graphs, etc. to help you understand the content of the resource.
- Note all the underlined, italicized, bold printed words or phrases – what is the significance of these?
- Slow you reading down or reread sections that are not clear.
- Read only a section at a time and recite after each section

Now read through the article and engage carefully with the content that has been provided.

Step Four – Recite and Review

- Summarise in your own words what you read. It might help you to quietly speak this out loud (if you can say it, you can write it!)
- Take notes from the text but write the information in your own words – reduce the content down.
- Underline or highlight the most important points.

Complete this final stage with the article:

- **In your own words, explain the main messages of the text.**
- **EBI: what is the overall message of the whole article.**

Reflecting on Pre-reading

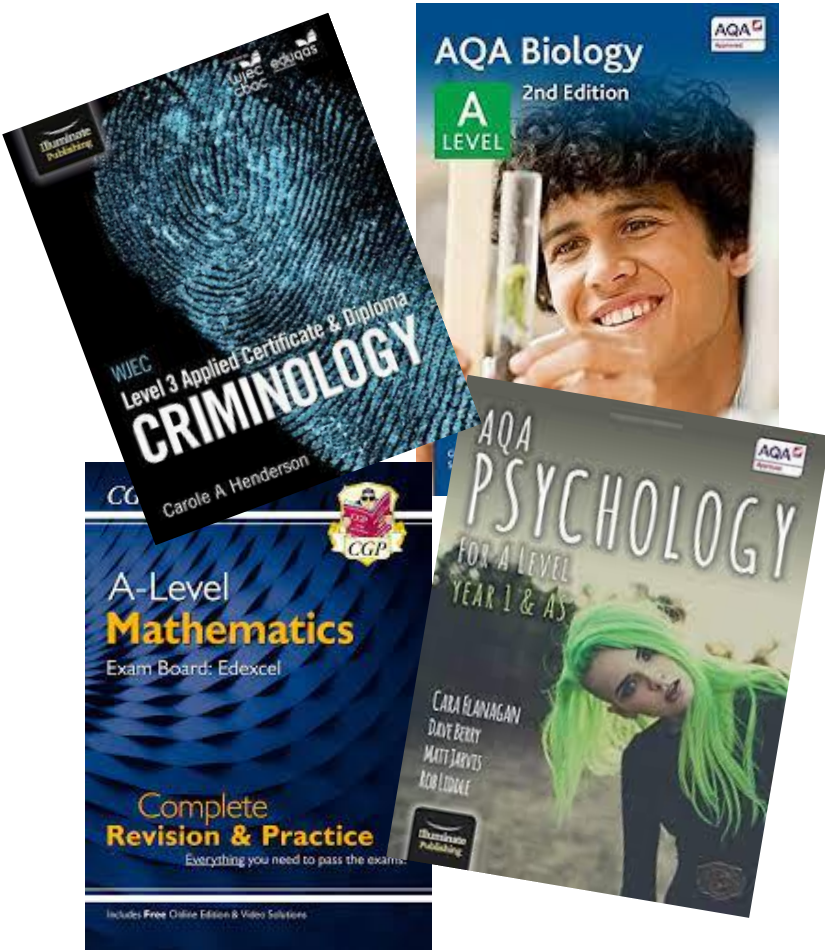
1. Which method did you find the most useful?

KWL
BASMO
SQR3

2. How can you structure pre-reading into your study schedule?

3. What do you think the impact of pre-reading would be for you?

The Benefits of Pre-Reading



- Appreciate your text books (and other wider reading resources!)
- They have all the information covering the L3 specification for your subject
- Apply the most useful method for you– it might feel like it is a longer process, but will speed up your note taking and help you understand more deeply.
- Read them before and after lessons to “overlearn”