USING PREREADING SKIM

Using Prereading Skim as a Comprehension Strategy
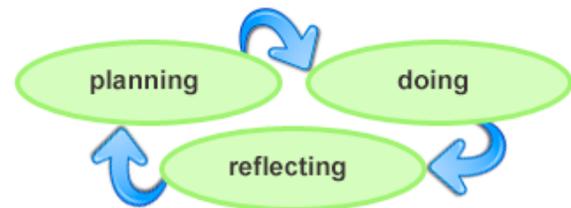
Before starting a new text, you could follow these steps:

1) PLANNING: (10-12 MINUTES)

How can you do this?

Explain to students what goals are and why it is important to set goals in school and life. Model how to set goals giving examples from your personal experience.

- Explain to students that prereading skim is an important skill good readers use.
- Use a big book and the think aloud procedure (showing how you use pictures, key words, etc) to model how pre-reading skim is done. Be sure to add ideas about using personal and prior knowledge (Pressley, 2006).
- Discuss with them when they would do this in their own reading. Put their ideas on the chalkboard.
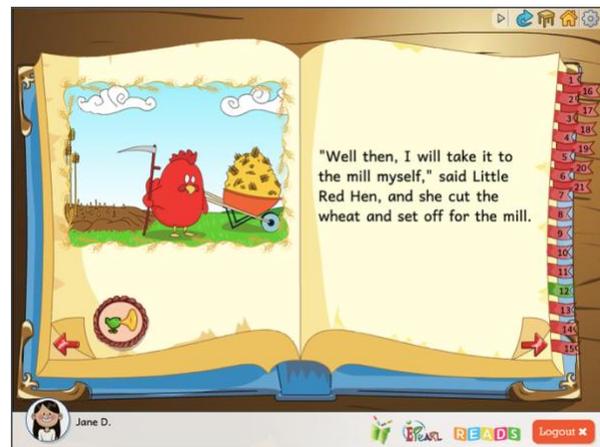

2) DOING: (20 MINUTES)

How can you do this?

In ePEARL!

- Tell students that they must write, "I will use prereading skim to choose an ABRA book" in the "What I want to do" (task goal) ePEARL section.

In ABRA! (6 minutes)

- Tell students that they will have 5 minutes to do a prereading skim of any text from the Poetry genre in ABRA. As they skim, they must be able to tell what they think the text is about from their use of pictures and key words.

In ePEARL! (10-20 minutes)

- Have students use ePEARL to write or record what they think the text is about.

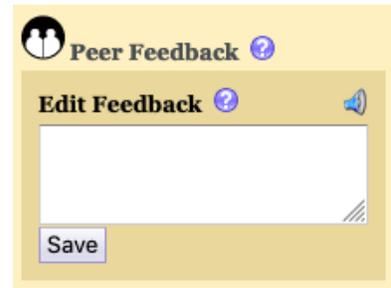## 3) REFLECTING: (20-30 MINUTES)
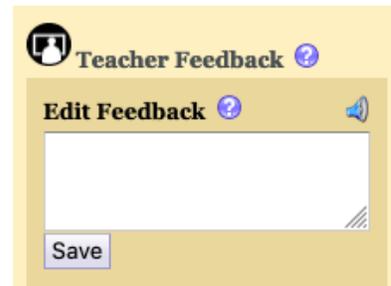### How can you do this?
In ePEARL!
Peer feedback
- Have students find a student who has pre-read the same text.
- They will work in pairs to provide feedback one another.
- Students share their prereading skim "stories" and provide feedback based on their skimmed versions of the text.

Teacher feedback
- Visit students' portfolios and provide feedback on their prereading skim. You can ask them, based on your skim, do you think you would want to read this poem?