

# P Q R S T

<h2>P</h2>	<p><b>Preview</b></p> <p><b>Purpose:</b> to familiarize the student with the reading before you begin. This will aid in comprehension.</p> <p><b>How to do it:</b> before reading the text, look over headlines, pictures, graphs, or the first sentence of every paragraph.</p>
<h2>Q</h2>	<p><b>Questions</b></p> <p><b>Purpose:</b> to generate questions about the reading based on preview information.</p> <p><b>How to do it:</b> There are many ways to do this. If there are questions at the end to answer, read them to make sure the student understands what they are looking for. Another way (and the most valuable) is to create questions based on preview information. Turn headlines into questions or ask questions about the graphic information, or vocabulary or first sentences. It doesn't have to be many questions. During the Q stage, it would be helpful to write down the questions.</p>
<h2>R</h2>	<p><b>Read</b></p> <p><b>Purpose:</b> to read for ideas, not words. Keep the questions in mind.</p> <p><b>How to do it:</b> the tutor can read out loud or the student can read a short part of the selection.</p>
<h2>S</h2>	<p><b>State</b></p> <p><b>Purpose:</b> to state in your own words what you read.</p> <p><b>How to do it:</b> ask the students to summarize in their own words what was read orally, silently or in writing. Keep in mind the questions to see if the answers can be found.</p>
<h2>T</h2>	<p><b>Test</b></p> <p><b>Purpose:</b> to recall what you read</p> <p><b>How to do it:</b> After you finish reading, see if the questions have been answered. It is not a problem if you generate questions that don't have answers. Life is like that.</p>