
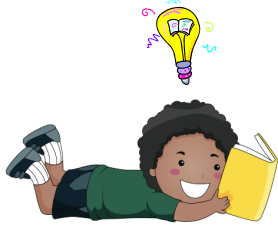

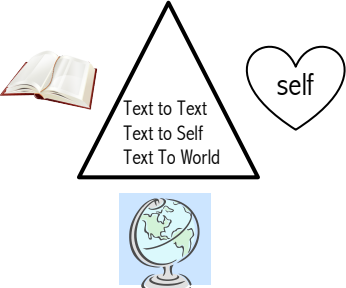
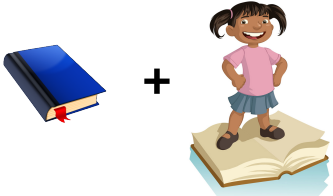




Good Readers Use Strategies as They Read and Think about Text

How do proficient readers make meaning as they read?

Strategies are steps that a reader uses to make meaning of text. The steps are deliberate, intentional, and need to be practiced until they are automatic.

STRATEGY	DESCRIPTION	PRACTICE
<p style="text-align: center;">Ask and Answer Questions</p> 	<p>Good readers ask questions about the text as they read.</p> <p><i>Ways to Ask Questions:</i></p> <ul style="list-style-type: none"> • Ask questions about unfamiliar words or confusing information. • Ask questions that have answers right there in the text. • Ask questions that can be inferred from the text. • Ask questions that are not answered in the text and will need further research. 	<ul style="list-style-type: none"> • What does the word ____ mean on this page? • I wonder what the author means when he says... • I wonder if [a character] is going to... • Why is the author giving me so much information about ...? • What would I do if I were in the same situation as [a character]? • I wonder what else I could learn about... • What question is answered in paragraph __? • The text answers all these questions except-
<p style="text-align: center;">Determine Importance</p> 	<p>Good readers identify and evaluate information in the text.</p> <p><i>Ways to Determine Text Importance:</i></p> <ul style="list-style-type: none"> • Activate and build prior knowledge. • Determine what is important versus what is interesting. • Distinguish between what to read carefully and what to ignore. • Highlight important words and nonfiction text features (captions, headings, bullets, etc.). • Make notes and drawings in the margin to better understand the text. • Determine the author's perspective, point of view, and/or opinion. 	<ul style="list-style-type: none"> • I know these parts of the story are important because... • I think these parts of the text are interesting because... • I think the author thought ____ is important because... • I need to pay attention to this _____. It has important information I need to know.
<p style="text-align: center;">Fix-Up Monitoring</p> 	<p>Good readers monitor and fix-up their comprehension when it breaks down.</p> <p><i>Ways to Monitor and Fix-Up:</i></p> <ul style="list-style-type: none"> • Reread to clarify. • Stop and think about what you read. • Stop and write about what you read. • Ask questions. • Read ahead. • Talk about what you read. 	<ul style="list-style-type: none"> • I didn't understand that. Maybe I should read it more slowly. • Wait a minute. I need to stop and think. • Wait a minute. I need to stop and write about that. • The author says _____. What does that mean? • I'm not sure what's happening. I think I'll read ahead and see if it becomes clearer. • Whom could I talk to about this to understand it better?

STRATEGY	DESCRIPTION	PRACTICE
<p>Make Connections</p> 	<p>Good readers link what they read to something they already know.</p> <p><i>Ways to Make Connections:</i></p> <ul style="list-style-type: none"> •Text-to-Self: The reader makes a personal connection with the text. •Text-to-Text: The reader makes a connection between the text being read and a previously read text. •Text-to-World: The reader makes a connection between the text and something in the world at large. 	<p>Text-to-Self:</p> <ul style="list-style-type: none"> •This reminds me of when I... •I knew someone like this when I... •I had the same experience when ... <p>Text-to-Text:</p> <ul style="list-style-type: none"> •This character is just like the character in ... •The plot of this story is so similar to the plot of ... •I remember reading another book that took place in the same setting... <p>Text-to-World</p> <ul style="list-style-type: none"> •If this character were alive today, I bet she would be ____. •What's going on in this book is just like what's happening right now in ...
<p>Make Inferences</p> 	<p>Good readers use clues in the text to figure out something the author has not stated.</p> <p><i>Ways to Make Inferences:</i></p> <ul style="list-style-type: none"> •Use story clues to figure out what is happening or why it is happening. •Use clues about characters (their actions, words, or thoughts) to figure out what they are like and what they might do next. •Use clues to figure out the book's themes or "big ideas." 	<ul style="list-style-type: none"> •If the author says____. I think the author means... •If I read between the lines, the author is telling me... •The clues that prove my inference are.. •I think the character did this because... •I think this happened because... •These few pieces of evidence tell me that... •From the information I read, I can infer... •From the events in the text so far, I think ____ will happen next. •The graphics/picture suggest that...
<p>Summarize and Synthesize</p> <p>Think Who? Where? What?</p> 	<p>Good readers form new ideas or perspectives.</p> <p><i>Ways to Summarize and Synthesize:</i></p> <ul style="list-style-type: none"> •Summarize information by stating the big ideas. •Make generalizations, judgments, and opinions. •Distinguish between more important ideas and less important ideas. •Stop to collect thoughts about a topic before, during, and after. 	<ul style="list-style-type: none"> •This story or passage is really about... •So far I know _____. This makes me think that... •My opinion of _____ is _____. I think this because the text said... •This helps me understand... •My thinking about this topic has changed because...
<p>Visualize</p> 	<p>Good readers form pictures in their minds to "see" what the author has written.</p> <p><i>Ways to Visualize:</i></p> <ul style="list-style-type: none"> •Vivid verbs that describe actions. •Adjectives that describe size, shape, color, and other details. •Graphic features (charts, maps, etc.) that tell size, length, distance, time, and other information. •Use of figurative language (similes, metaphors, personification) •Sensory language that evokes how something looks, feels, sounds, smells, or tastes. 	<ul style="list-style-type: none"> •In my mind, I see... •The words _____ help me really see [the character or setting] in my mind •The author's description makes me imagine a place that is... •I've never seen a _____, but I imagine it is... •I can [smell/see/taste/feel/hear]...