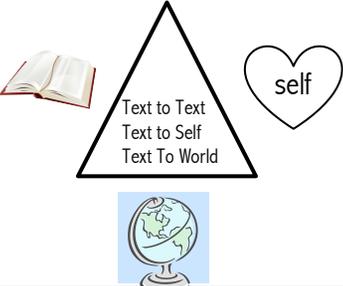
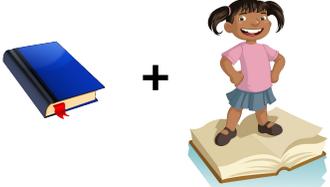


## Good Readers Use Strategies as They Read and Think about Text

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

STRATEGY	DESCRIPTION	PRACTICE
<p><b>Make Connections</b></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"> <li>•Text-to-Self: The reader makes a personal connection with the text.</li> <li>•Text-to-Text: The reader makes a connection between the text being read and a previously read text.</li> <li>•Text-to-World: The reader makes a connection between the text and something in the world at large.</li> </ul>	<p>Text-to-Self:</p> <ul style="list-style-type: none"> <li>•This reminds me of when I...</li> <li>•I knew someone like this when I...</li> <li>•I had the same experience when ...</li> </ul> <p>Text-to-Text:</p> <ul style="list-style-type: none"> <li>•This character is just like the character in ...</li> <li>•The plot of this story is so similar to the plot of ...</li> <li>•I remember reading another book that took place in the same setting...</li> </ul> <p>Text-to-World</p> <ul style="list-style-type: none"> <li>•If this character were alive today, I bet she would be ____.</li> <li>•What's going on in this book is just like what's happening right now in ...</li> </ul>
<p><b>Make Inferences</b></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"> <li>•Use story clues to figure out what is happening or why it is happening.</li> <li>•Use clues about characters (their actions, words, or thoughts) to figure out what they are like and what they might do next.</li> <li>•Use clues to figure out the book's themes or "big ideas."</li> </ul>	<ul style="list-style-type: none"> <li>•If the author says____. I think the author means...</li> <li>•If I read between the lines, the author is telling me...</li> <li>•The clues that prove my inference are..</li> <li>•I think the character did this because...</li> <li>•I think this happened because...</li> <li>•These few pieces of evidence tell me that...</li> <li>•From the information I read, I can infer...</li> <li>•From the events in the text so far, I think ____ will happen next.</li> <li>•The graphics/picture suggest that...</li> </ul>
<p><b>Summarize and Synthesize</b></p> <p><b>Think Who? Where? What?</b></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"> <li>•Summarize information by stating the big ideas.</li> <li>•Make generalizations, judgments, and opinions.</li> <li>•Distinguish between more important ideas and less important ideas.</li> <li>•Stop to collect thoughts about a topic before, during, and after.</li> </ul>	<ul style="list-style-type: none"> <li>•This story or passage is really about...</li> <li>•So far I know _____. This makes me think that...</li> <li>•My opinion of _____ is _____. I think this because the text said...</li> <li>•This helps me understand...</li> <li>•My thinking about this topic has changed because...</li> </ul>
<p><b>Visualize</b></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"> <li>•Vivid verbs that describe actions.</li> <li>•Adjectives that describe size, shape, color, and other details.</li> <li>•Graphic features (charts, maps, etc.) that tell size, length, distance, time, and other information.</li> <li>•Use of figurative language (similes, metaphors, personification)</li> <li>•Sensory language that evokes how something looks, feels, sounds, smells, or tastes.</li> </ul>	<ul style="list-style-type: none"> <li>•In my mind, I see...</li> <li>•The words _____ help me really see [the character or setting] in my mind</li> <li>•The author's description makes me imagine a place that is...</li> <li>•I've never seen a _____, but I imagine it is...</li> <li>•I can [smell/see/taste/feel/hear]...</li> </ul>