Reading Strategies

What do we really DO when we read, and why?

Harvey, Stephanie, and Anne Goudvis. *Strategies That Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge, K-8*. Stenhouse Publishers, Pembroke Publishers, 2017.

Reading is Thinking & Thinking is Living

" Every effort must be made in childhood to teach the young to use their own minds. For one thing is certain: If they don't make up their own minds, someone will do it for them. "

-Eleanor Roosevelt

READING STRATEGIES

What do we DO in our minds when we read?

MC **MONITOR COMPREHENSION**

BK **ACTIVATE AND CONNECT TO BACKGROUND KNOWLEDGE**

AQ **ASK QUESTIONS**

IV **INFER & VISUALIZE MEANING**

DI **DETERMINE IMPORTANCE**

SS **SUMMARIZE AND SYNTHESIZE**

MONITOR COMPREHENSION

THE FOUNDATION

Become aware of your own thinking as you read.

Respond to reading by talking and writing.

Listen to your INNER VOICE and follow the inner conversation.

Notice when your thinking takes you away from the text (drifting off).

Leave tracks of your thinking by annotating a text.

Use "fix-up strategies" when you are confused - reread, read ahead, use context clues, skip difficult parts - to see if meaning becomes more clear.

Stop, think, and react to information.

Examine evidence, check and recheck ideas and answers.

Know when, why, and how to use specific strategies.
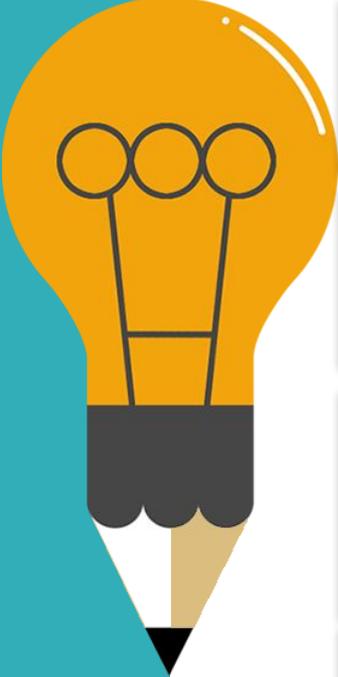
MC IN ACTION

INNER VOICE
As you read, stop and pay attention to the thoughts you are having. Engage in a conversation with yourself.

ANNOTATE
Write on the text, or use sticky notes, to track your thoughts.

REPAIR COMPREHENSION
When you realize you are no longer truly understanding the text, take action to slow down and "fix up" your confusion.
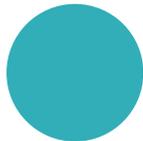
TALK
Discuss your thinking with a peer or your teacher, bringing your inner conversation to the outside.

ACTIVATE AND CONNECT TO BACKGROUND KNOWLEDGE

"Asking readers to read without thinking about what they already know is like asking people to breathe without oxygen." (P. David Pearson)

Think about your personal experiences.

Make connections between the text and other things you've seen or read.

Think about what you already know about the content, structure, text features, style, and genre.

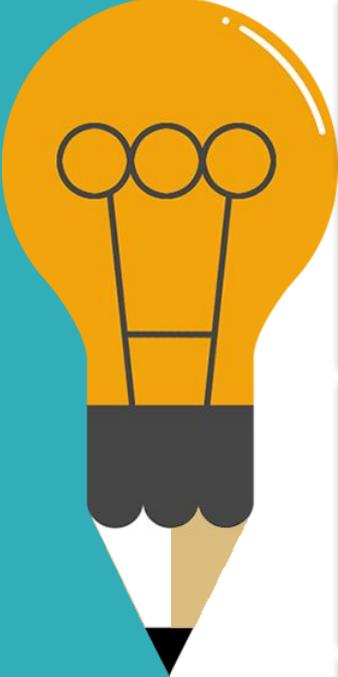**Use what you already know to understand new information - connect the new to the known.**

Merge thinking with new learning to build your knowledge.

Relate characters/people to yourself to better understand their story.

BK IN ACTION

CONNECT BEFORE READING
Look over the text, thinking about its title, topic, structure, purpose, author, and genre - What do you already know?

CONNECT WHILE READING
Think/annotate places in the text that remind you of something else you already know or have experienced.

EVALUATE CONNECTIONS
Think about whether or not your connections are helpful for understanding the text & discard distracting ideas. When a connection is helpful, explain to yourself or someone else how it helped you.
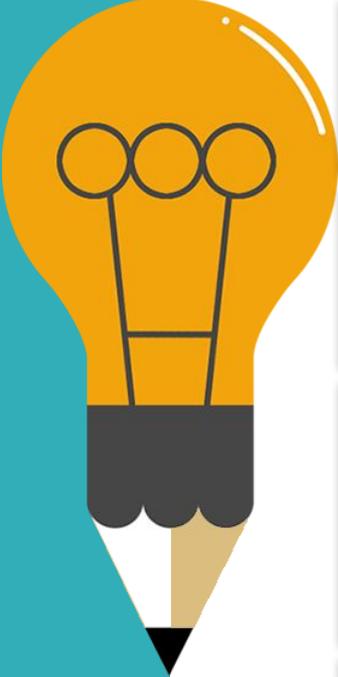
USE CONNECTIONS TO EXTEND LEARNING
After reading, use the connections you made to further explore (research) things that interested you in the text, building your background knowledge for the future.

ASK QUESTIONS

"Human beings are driven to understand the world.
Questions open the doors to understanding." (*Strategies that Work*)

Wonder about the content, concepts, outcomes, and genre.

Read with a question in mind.

Question the author.

Read to discover answers and gain information.

Question the ideas and information.

Wonder about the text to understand the big ideas.

Do further research and investigation to get more information and knowledge.

AQ IN ACTION

ASK QUESTIONS BEFORE YOU READ
Wonder about the title, cover art, or other text features. Read a text with a specific question in mind.

ASK WHO, WHAT, WHEN, WHY and HOW
Ask questions when you don't understand something in the text, and when you wonder how or why something happened.
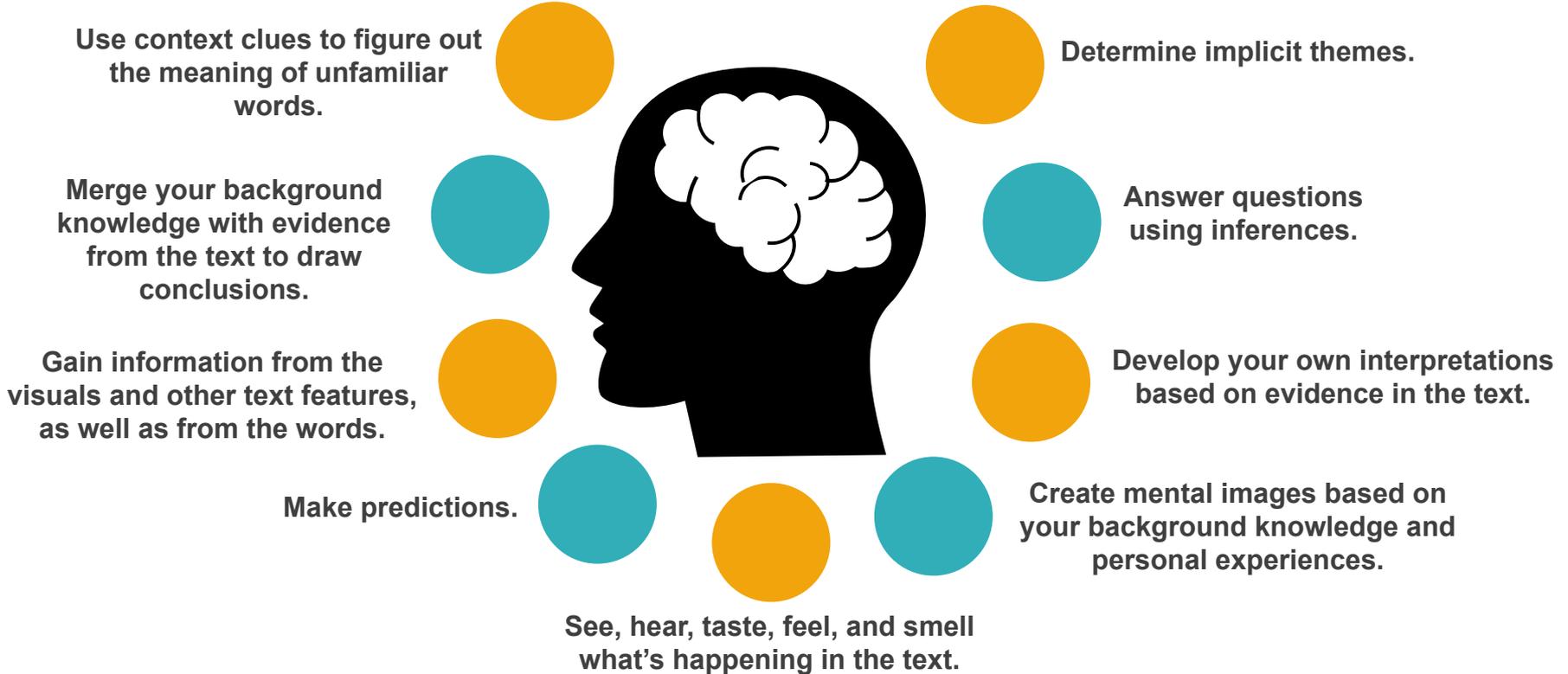
ASK THE AUTHOR
Ask questions about why an author would've written something a certain way. What do they want you to *understand,* and how are they trying to get you there with their writing?
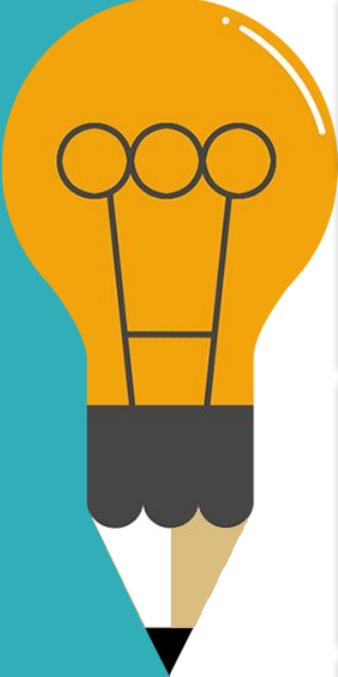
ASK QUESTIONS ABOUT YOUR QUESTIONS
Think about each question that you have carefully. How was it answered? Did you use a strategy to answer it? What do you think about questions that had no answers?

INFER & VISUALIZE MEANING

READING BETWEEN THE LINES

Use context clues to figure out the meaning of unfamiliar words.

Determine implicit themes.

Merge your background knowledge with evidence from the text to draw conclusions.

Answer questions using inferences.

Gain information from the visuals and other text features, as well as from the words.

Develop your own interpretations based on evidence in the text.

Make predictions.

Create mental images based on your background knowledge and personal experiences.

See, hear, taste, feel, and smell what's happening in the text.

IV IN ACTION

CREATE A MENTAL MOVIE
Picture how things in a text would look, sound, smell, taste, or feel.

INFER ANSWERS TO YOUR QUESTIONS
Use your "between the lines" insights to answer questions about the text. Use context clues to figure out unfamiliar words.

INFER MULTIPLE THEMES
Consider everything that is both on the page and in your mind, and think about the major lesson the author wants us to learn. What did the main character learn? What did other characters learn?

INTERPRET THE TEXT
Use your mental pictures and your inferences to develop your own interpretation of a text. Explain your ideas to yourself or someone else using evidence from the text - What gave you this idea?

DI IN ACTION

DETERMINE AUTHOR'S PURPOSE BEFORE READING
Before reading, use available information to think about what the author wants readers to get from their text.

INTERESTING v. IMPORTANT INFORMATION
Pay attention to what interests you, but constantly ask yourself: "Is this important for what the author is trying to tell me?"

USE TEXT FEATURES
Especially when reading non-fiction, pay attention to highlighted or bolded information, subtitles, graphics, footnotes, and other text features that are designed to aid understanding. Use the help you're being given.

USE WHAT'S IMPORTANT TO ENHANCE YOUR THINKING
Merge important information with your own ideas to develop your own thoughts and opinions. Explain to yourself or someone else how what you learned added to or changed your own thinking.
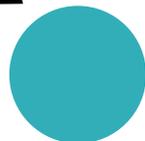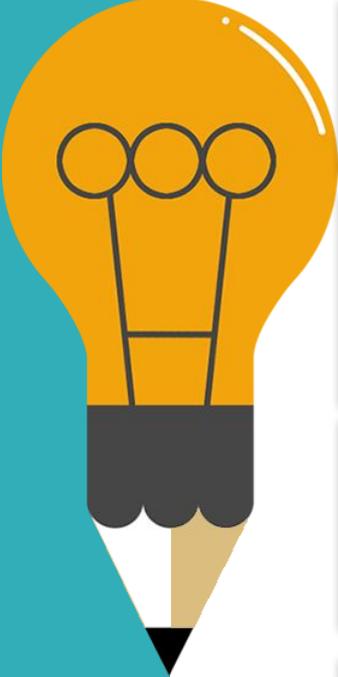
SS IN ACTION

PARAPHRASE & QUOTE
Put the text in your own words or use direct quotes, or a combination of both, to retell the main ideas.

ADD TO YOUR BACKGROUND KNOWLEDGE
Using evidence from the text, explain, in writing or by telling, how a text added to your opinion or knowledge, or how it changed it.

CONNECT THE TEXT TO YOUR OWN LIFE
As you discuss or write about a text you've read, make connections between it and your own life to show or tell someone else what the text was about.

SHARE YOUR IDEAS IN A VARIETY OF WAYS
Create new products (drawings, stories, essays, etc.) or have meaningful conversations about the ideas raised in a text and how they have impacted your thinking.