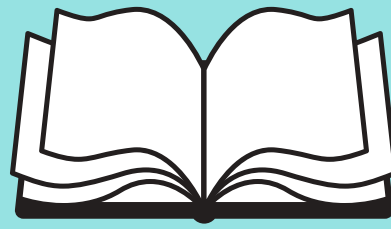


READING STRATEGIES

A List by Dr. Rebecca Haag Guyne



PRIOR KNOWLEDGE

Readers think about what they already understand about the topic and use this knowledge before, during, and after reading to understand the text better.

Student definition: Understand something new by relating it to something I already know.



MAKING CONNECTIONS

Readers relate what they read to personal experiences (text-to-self), to other text (text-to-text), and to information about the world (text-to-world) in order to increase understanding of self, other text, and life.

Student definition: Make connections between different things I read.



QUESTIONING READERS

Readers ask questions about the text and the author's purpose and seek more information to understand and increase their thinking before, during, and after reading.

Student definition: Ask questions to understand what I am reading.



VISUALIZING

Readers create images in their head that show or describe the ideas in the text. These images can include any of the five senses and serve to increase understanding of the text.

Student definition: Create a movie in my head while I am reading.



INFERRING

Readers think about and look at the text. They must consider their personal knowledge/experiences to make meaning beyond what is stated in the words.

Student definition: Use clues from the text to figure out what it really means.



SUMMARIZING

Readers determine key parts and state important information in their own words during and after reading to make meaning.

Student definition: Tell what's important in the beginning, middle, and end of the text.



EVALUATING

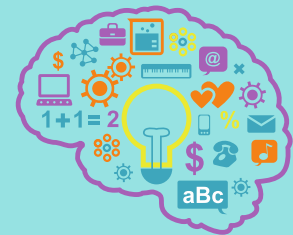
Readers form an opinion, give reasons, and support understandings to decide importance based on stated standard.



Student definition: Make decisions about what I read and explain or “prove” why I feel this way.

SYNTHESIZING

Readers create individualized thoughts, point of view and understanding by thinking about the text/texts and combining parts from the text and existing schema or “what they know”.



Student definition: Put the pieces together to see them in a new way.

STRATEGIES TOGETHER

Readers combine strategies to come to a better understanding of text. Strategies can be used together to make learning better. Strategies do not need to be used independently.



Student definition: Use strategies together to better understand what I read.

WHY DO WE TEACH READING COMPREHENSION STRATEGIES?

Reading strategies are taught to boost comprehension of the text. Reading strategies should be used to show students how good readers think.

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