

READING STRATEGIES



Reading Strategies: What do children do? What do Teachers Do?

Description of Reading Strategy	Teacher Prompt that encourages Use of Reading Strategy
Monitor	
<p>The student notices that something is not right with the reading and may attempt to check and/or correct errors. Good readers monitor their understanding of what they read at all times by integrating all sources of information (meaning/structure of language, and visual). This strategy begins early and develops over time, as the student becomes a more competent reader.</p>	<ul style="list-style-type: none"> • Did it match? • What did you notice? • I like the way you noticed something wasn't right? • Something's not right. Why did you stop? • Were you right? How did you know? • How did you know it was _____? • Show me where it wasn't correct.
Search	
<p>When the reader notices something isn't right in her reading, she searches for more information to correct it. A beginning reader might only use one source of information—meaning, structure, visual—but with time will learn to try several.</p>	<ul style="list-style-type: none"> • You said _____. ✓ Does that make sense? (M) ✓ Does it sound right? (S) ✓ Does it look right? (V) • If it was _____, what letter would you expect to see if first? Last? Is that what you see? • Something's not right on this page. Can you find what's wrong? • What do you know that might help?
Predict	
<p>Readers predict words or events in the story as they go along. They use prior knowledge and their knowledge of language, what would make sense, and what would look right (sources of information). Good readers continually predict and revise their predictions during reading.</p>	<ul style="list-style-type: none"> • Look at the picture. What do you know? • Think about what has happened in the story so far. What would make sense? • What do you think will happen next? • What would you expect to see? (letter's, word's)

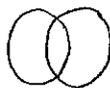
Reading Connections



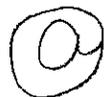
Main Idea



Character Trait



Compare/Contrast



Author's Purpose



Fact/Opinion



Cause/Effect



New Word



Details

Quality Questions

- Know/Recall:** What, When, Where, Why, How
- Comprehension:** Organize and select facts and ideas, Retell, Summarize, Main Idea
- Application:** Use of facts, Principles learned...How is ___ like ___?
Why is ___ important?
- Analysis:** Thinking whole to parts: Classify, Outline, Diagram, Web
- Synthesis:** Connect ideas to create a new whole: Predict, Create, Design
- Evaluation:** Opinions, Judgments, Discussions: What do you think? Do you agree? Prioritize, Evaluate: What is important? How would you decide?

Reading Connections

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STRATEGIES FOR NEW WORDS:

- **REREAD**
- **USE LETTERS AND SOUNDS**
- **USE PICTURES AND WORDS**
- **BREAK WORDS INTO "CHUNKS"**
- **MAKE A GUESS**

Guided Reading

Emergent	Early	Transitional	Fluent
Build background	Build background	Build background	Build background
Book introduction	Book intro/Walk	Intro to new concepts	Self purpose for reading
Book walk	Students read	Students read	Students read
Students read	Discussion/reinforce	Book talk	Book talk: purpose
Discussion	Strategy mini-lesson	Response/extension	Response/extension
Response (optional)	Response (Optional)		

When I am with a small group you may...

- ✓ Read the room
- ✓ Read from your basket/Shoebox Library
- ✓ Read with a partner
- ✓ Read a big book
- ✓ Read along with a listening center
- ✓ Read independently
- ✓ Read class/student made books
- ✓ Read from your journal
- ✓ Read and write at the computer
- ✓ Write a story
- ✓ Record your thoughts in your literature log