What is a strategy? A strategy is a tool stored in memory that can help one comprehend. It is what good readers use.

- My initial impression is. . .
- My reason for reading this is. . .

Predicting/Inferring: Predicting/Inferring makes our reading interesting! We can figure out what is coming next!
- My “before reading” prediction is:
- Text clues I used about (character’s mood, season, year, and/or setting. . .) made me infer:
- My own background knowledge helped me understand. . .
- My prediction was confirmed or changed when. . .
**Connections:** Connections keep us interested in our reading! We think about ourselves and what we already know.

- Text to Self:

- Text to Text:

- Text to World:

- I know the feeling. . .

- If I were. . .

- I'm not sure why. . .

**Visualizing:** Visualizing helps us to make a movie in our mind of the text, to make the text more interesting and memorable. Sketching out a confusing part is also helpful for comprehension.

- Here is a sketch from page ___:
**Questioning:** Questioning helps us remember what is read. It is fun to make questions for our friends to answer; we read more carefully to come up with the best questions!

- I wonder. . .

- Before Reading Questions:

- During Reading Questions:

- After Reading Questions:

- I began to think of. . .

- I don't really understand. . .

Are my questions “thick” questions or are they literal and can they be found in the book? Be sure to think of “thick” questions ~ the big ideas in the book!

**Detecting & Correcting Errors / Monitoring For Understanding:** Monitoring is what we do to figure out difficult words or ideas to make sense of our reading. We use context clues to figure out the meanings of difficult words. We look for chunks in words to help sound out unfamiliar words. When the reading no longer makes sense we go back and reread, slowly.

- I was confused on page ___:

- A word I didn't know was:

- To fix-up my confusion, I. . .
**Summarizing/Synthesizing/Evaluating:** Summarizing helps us keep track of what is read. Synthesizing helps us think about what we will take away from the reading. Good readers reflect on and share knowledge of what is read. Evaluating has us judge the text.

- The main idea of the chapter is:
- Main events in order in the book are:
- Listen to my retelling of the entire chapter.
- The theme or lesson is:
- I would tell a friend this important item from the reading:
- My overall reaction to the text is:
- I noticed. . .
- My opinion of the text and author's style is:
- I agree/disagree with the characters' actions:
- I love the way. . .
- I can't believe. . .
- I realized. . .
- I was surprised. . .
- I think. . .
**Distinguishing Important Information:** Good readers decide what is important to remember and what is irrelevant to the overall understanding of the text.

- The story is mostly about . . .

- An important idea that struck me is . . .

- An important theme I noticed is . . .

- The most important thing to remember about this is . . .

**Nonfiction Text:** Using nonfiction text features helps aide in our comprehension.

- Nonfiction text features I used are:

- I skimmed this area to review important ideas: