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Building Context

Before and during the reading, a good reader pulls forth what he/she knows about the text: "Do I know this style? Do I know this genre? Do I know this author? What do I know about the information here?"



Summarizing

Summarizing means reducing the text down to the fewest words you can while keeping the essential meaning. What happened in a nutshell?



Predicting

Guessing about what's to come in the text. Good predictions are based upon hints in the text.



Marking

Readers constantly mark the text—literally with a pen or a sticky note or mentally. You mark the place you left off, you mark the main points to remember, you write in the margins (if you can), you keep notes.



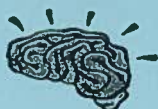
Hearing

Good readers run a sound track in their heads, literally hearing the voices and the tone of the text. If the characters speak with a dialect, they hear it. If the tone of the text is somber or funny or ironic, they hear it and respond appropriately.



Monitoring

Good readers are constantly keeping track of their brains during reading. "Am I paying attention? Do I understand this? Does this relate to me?" These are ways readers monitor their reading.



Questioning

Good readers ask questions all the time they're reading. The better you are at coming up with questions, the better you read. "Why did the author do that? What are the characters doing? What does that word mean?"



Visualizing

A reader makes a movie in the mind, literally seeing the scene inside the head.



Connecting

Readers constantly make connections to their personal lives, the other books or texts, the news. The more connections, the better the comprehension.



Interpreting

Good readers read between the lines. They peer behind the text to see more than what's literally there. An interpreter says: "I wonder if this author believes in _____. Maybe the character's motives are _____. The big picture might be _____."



Synthesizing

When readers synthesize, they make connections to their own experiences, other texts they've read, and connections to the world. They also make something new out of what they've read.



Evaluating

Readers evaluate what they read—comparing the values they interpret in the text to their own belief systems. Evaluators read between the lines to find out the themes; then they relate these themes to their own values. An evaluator is metacognitive: thinking about oneself as a learner and a person.



Figure 2. Reading strategies poster