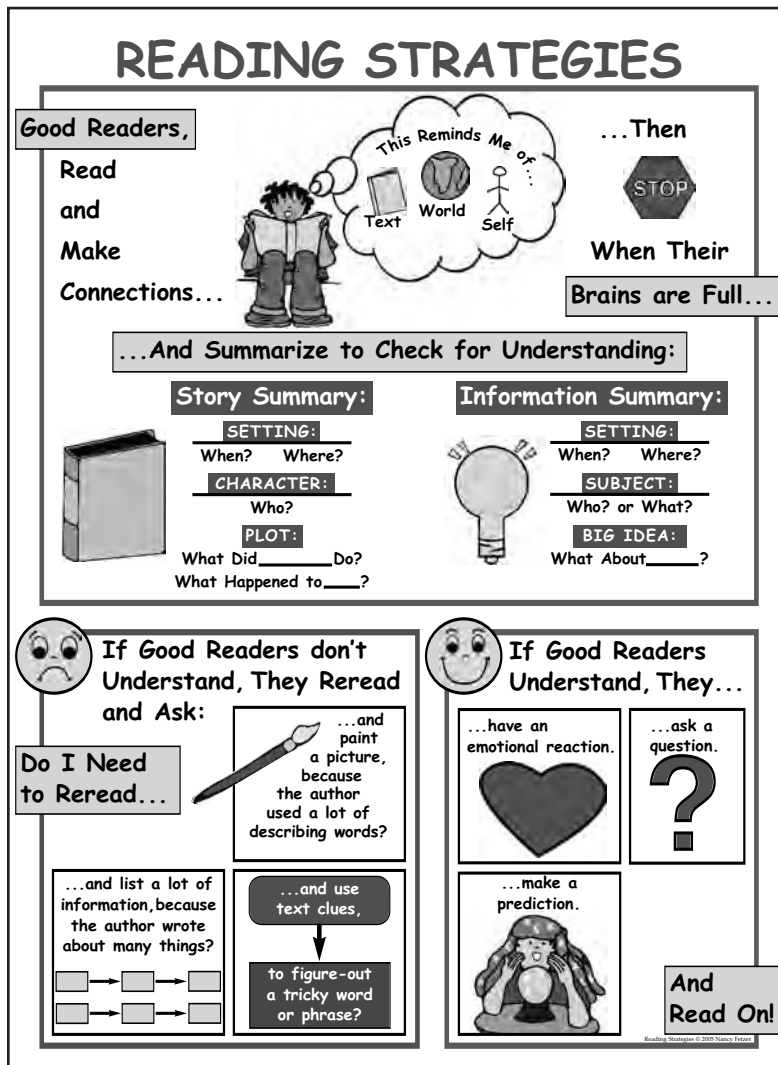


Reading Strategies Flow Chart



Purpose: The reading strategies chart visually displays the reading strategies in a specific sequence, so students learn exactly when and how to utilize them.

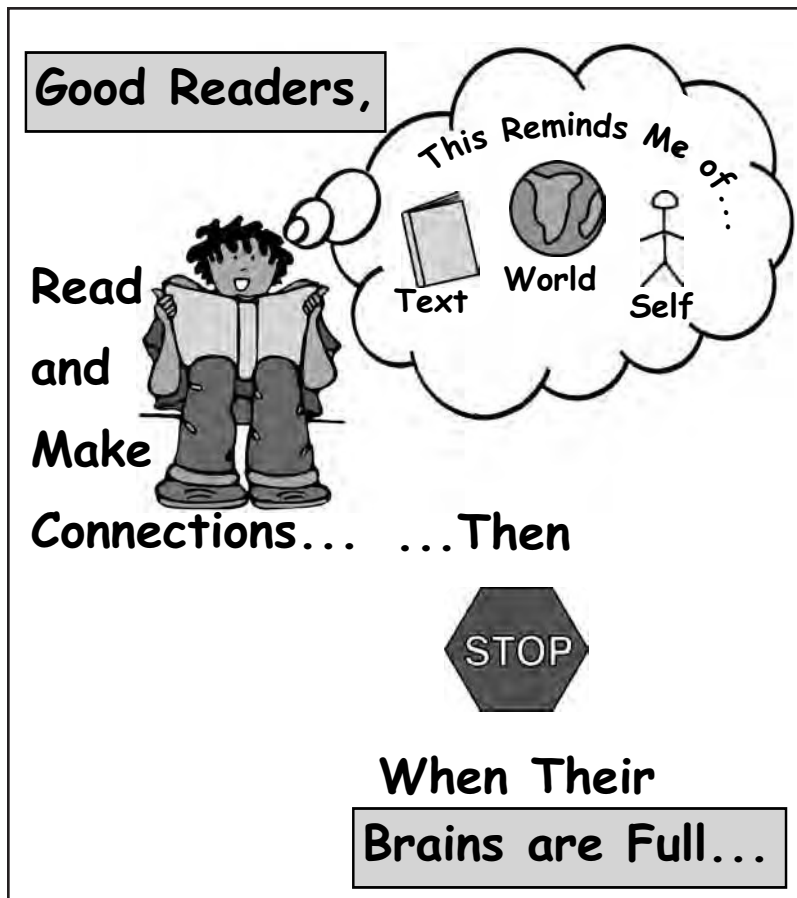
Inform: The reading strategies have been organized (on the chart) in the order they are most effectively used. These strategies include: In the top box, text-self-world connections, monitoring and summarizing; in the bottom left box, clarifying with visualization, identifying and organizing important information, and problem solving an unknown word with context clues; and in the bottom right box, having an emotional reaction, asking questions, and making predictions.

Directions: While reading a short story, the strategies are introduced and modeled (by the teacher) to the whole class. Depending on the range of reading levels in the class, the

students may read the text independently, in pairs, or listen to the text on a CD, cassette tape, or through teacher read aloud. At and above grade level readers read (in partners) the story/text at their desks. Slower-progressing students are grouped at the small group table, so the teacher can read the text to them or play the CD or tape if it is available. Periodically during the reading, the teacher stops the class to introduce and model a strategy. At the small group table, the slower-progressing students have additional stops in their reading for more repetitions of the strategies. Students that orchestrate the reading strategies competently are encouraged to read independently, but continue to stop throughout the text to discuss it with another independent reader.

Please note: See the following four pages for the directions to teach each part of the reading strategies flow chart, and subsequent pages in this chapter for supplemental reading strategy activities.

Reading Strategies Flow Chart



Inform: Good readers, read and make connections, then stop when their brains are full: This section of the organizer is to show how good readers are always making text-to-self, text-to-world, and text-to-text connections. These connections provide the reader with outside resources (their own experiences, the world, and other texts) to make inferences and predictions, to have emotional reactions (i.e., using a similar experience to empathize or *stand in another character's shoes*), to visualize, or to ask questions. The teacher refers to the reading connections on the chart as the reading connection team. (See the reading connection's team manipulative circles in this chapter for a more focused

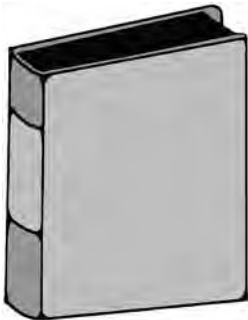
lesson to teach this strategy.) Additionally, in this section of the chart is a stop sign signaling for readers to stop when their brains are full. In other words, good readers always attend to how much information is in the text, so when their brains have too much information or if the text doesn't make sense, then they stop. (See the next section of the chart, summarizing, for the strategy to utilize after the stop sign that monitors comprehension.

Instruction: The teacher models the steps for this part of the chart, then students rehearse the steps (orally and with motions): *Good readers read* (open hands like a book) *and make connections* (pretend to grab at the connections in the air), *then stop* (hold out an open hand) *and check for understanding* (make a check with an index finger) *when their brains are full* (hold a flat hand near the forehead).

As students read a portion of the text, the teacher stops them to model how to use this part of the chart: *In the beginning of this story, the author has written a lot about a tree house, so my brain is full, and I need to stop and check for understanding. I'm pointing to the connections bubble because my reading connections team is going to help me make a text-to-self connection about a tree house. I remember my tree house was a place where fun and exciting things happened. Now, let's connect this "outside the book information" to the story we're reading. Because I have this connection to the text (the tree house), I can feel the excitement the characters will feel when they see it for the first time. Also, I can use my five senses to visualize the tree house setting, like I'm there. Now let's summarize to check that we really understood what we read.*

Reading Strategies Flow Chart

...And Summarize to Check for Understanding:



Story Summary:

SETTING:

When? Where?

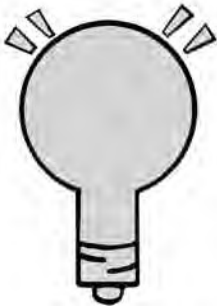
CHARACTER:

Who?

PLOT:

**What Did _____ Do?
What Happened to _____?**

Information Summary:



SETTING:

When? Where?

SUBJECT:

Who? or What?

BIG IDEA:

What About _____?

Summarizing: After students stop reading because their brains are full, they need to summarize to check for understanding. A good reader automatically sorts the critical points of text from less important information. Many times confusions in text occur when readers perseverate on unimportant, minor details, while ignoring critical information.

Narrative Summary: If the text is a narrative, they then answer the summary questions:

Setting: When and where is this part of the story occurring?

Character: Who is driving the action in this part of the story?

Plot: What did (character) do, or what happened to (character)?

Information Summary: If the text is informational,

they then answer the summary questions:

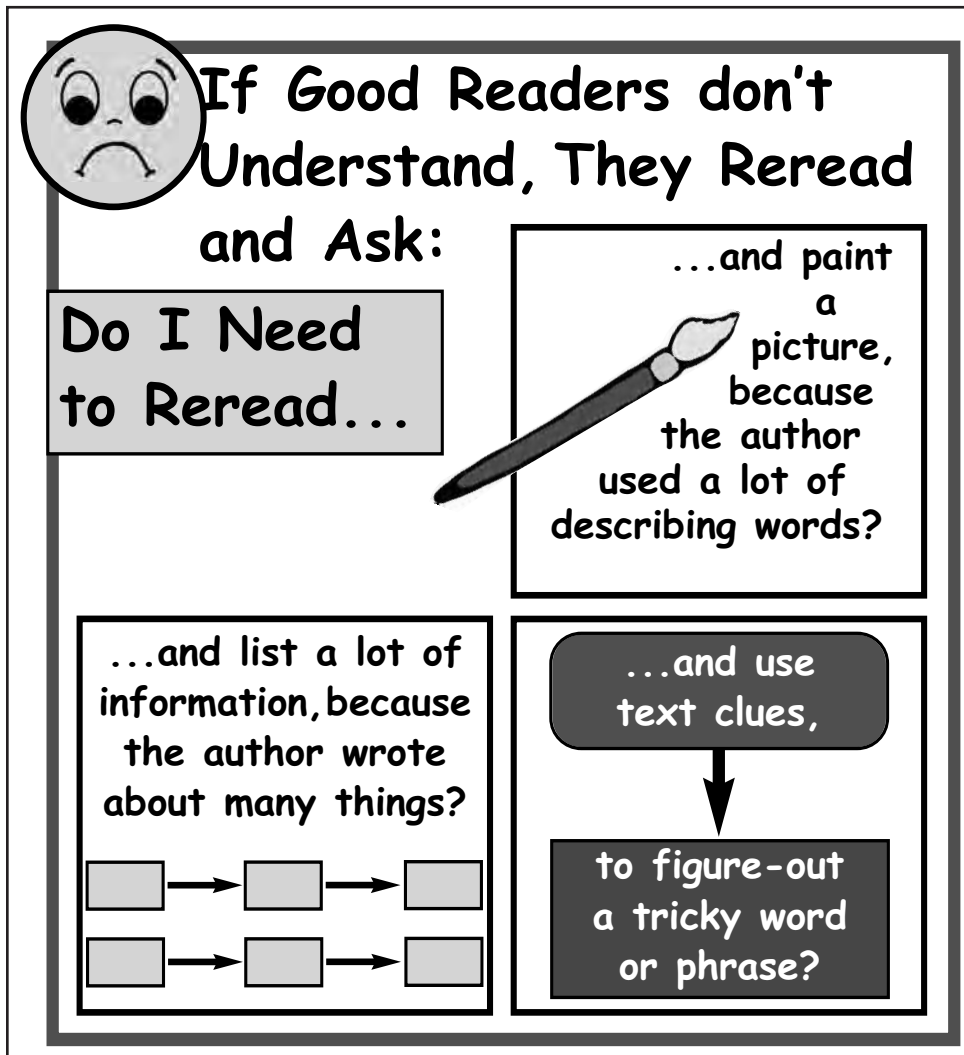
Setting: When and where is this information occurring? (Setting for informational text is optional.)

Subject: Who or What is your information about?

Big Idea: What is the big idea about the information?

If students are able to answer the summary questions, they then move to the steps in the happy face box on the chart. If they are unable to answer all the summary questions, they then move to the unhappy face box for rereading strategies.

Reading Strategies Flow Chart



Rereading to clarify: If students are unable to answer the summary questions (previous page), then they didn't understand all that they read. The next step is to go back and reread with a plan. Before rereading they need to decide what strategy to implement for comprehension: visualization, organize information, or textual clues.

Visualization: The author use a lot of describing words, so the students reread, but

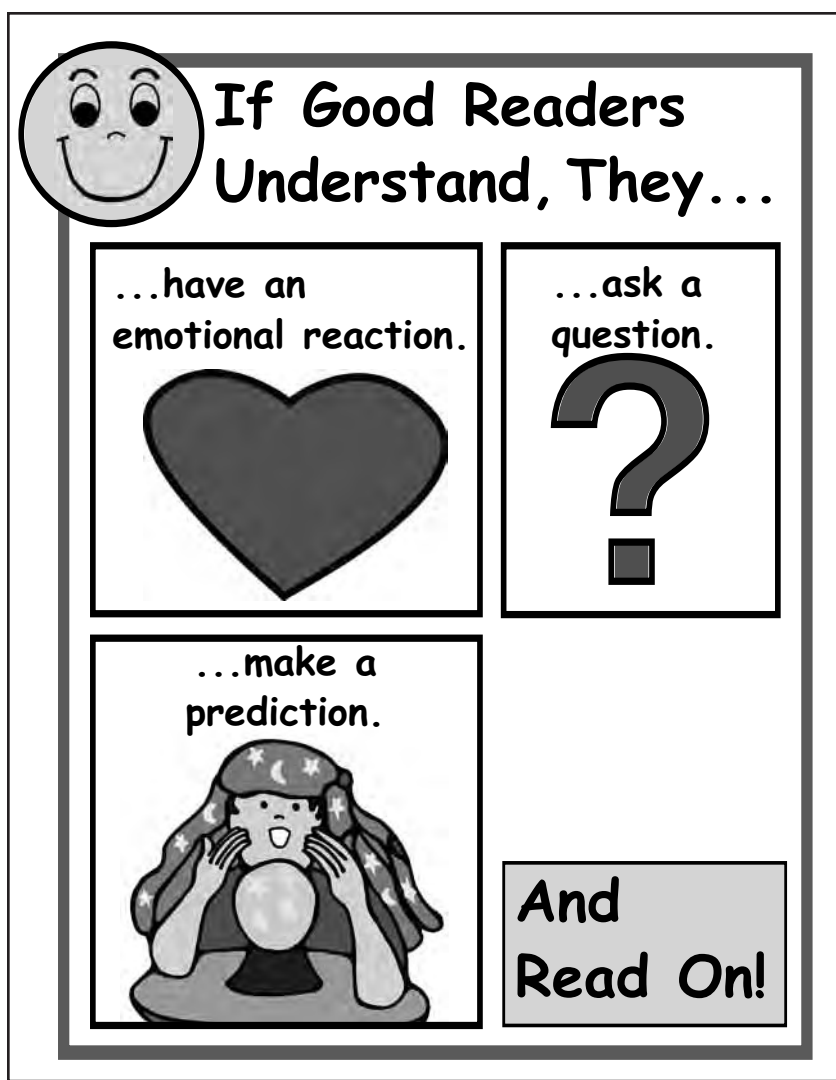
stop sentence-by-sentence to draw the images the author describes on their blank pieces of paper or they tell the teacher what to draw on the whiteboard.

Organize information: The author wrote about a lot of things (actions, steps, etc.), so the students reread, but stop sentence-by-sentence to record in a sequence each action or step on their papers or they tell the teacher what to sequence on the whiteboard.

Figure out or problem solve an unknown word: The author wrote a tricky word or phrase. Before rereading the students analyze the word at a detailed level. They look for a base word, prefix, suffix or roots to try and analyze meaning. After the word level analysis, they then think of a synonym for that word. Next, they reread (starting with the previous sentences for context clues), then they substitute the synonym to see it makes sense.

After rereading, the students summarize again to prove they know what they read. Next, they either continue reading their story or text, or they go to the happy face box.

Reading Strategies Flow Chart



The last box on the reading strategies chart displays three strategies: 1) have an emotional reaction, 2) ask a question, and 3) make a prediction. Many times these three strategies require making connections. Therefore, the reading connection team (see next few pages) is vital to demonstrate to students how to pull their background information (from self, text or world) in order to have an emotional reaction, ask thoughtful questions, or to make logical predictions at optimal levels.

After reading a section of the passage, the students stop, check for understanding, then go to the happy face box if they understand what they read. They choose one of the following three strategies:

Emotional reaction: To have an emotional reaction about the text read, a connection is suggested utilizing the reading

strategy team. The team will help students remember something in their backgrounds that is similar to the situation in the text. For example, the class reads in the text that the main character was lied to by his friends. The teacher states: *We need the reading connection buddies to help us. Has anyone here ever been lied to by a friend (self), read about someone who was lied to (text), or know of person in the world who was lied to (world)?* Students share their connections. The teacher then states: *This is how you use your connection. Feel your emotions. How did you feel when you realized your friend lied? I hear many of you say that you felt very angry and betrayed. Now, you understand how the character in the story felt. Understanding the character's emotions at this deep level will help you understand his motives, and also help you make better predictions in the story.*

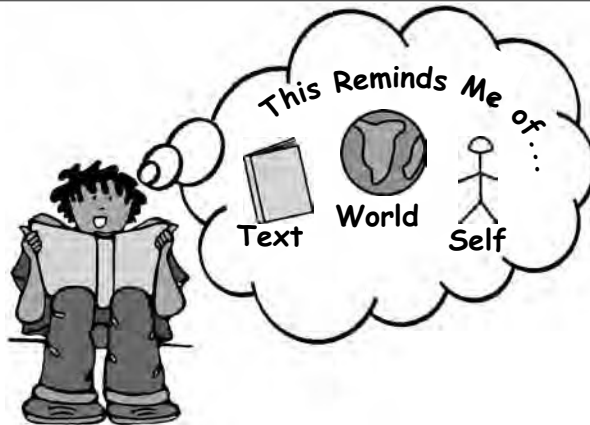
Ask a question: Asking questions while reading is a powerful way to interact with the author. These questions usually are higher-level. (See the questioning chapter for more ideas.) For instance, question stems like *I wonder why...? or What will...? How did...?*

Make a prediction: Students identify clues from the text, and pull information from their own background to make logical predictions. (See Predicting with Proof in this chapter for a focus lesson.)

READING STRATEGIES

Good Readers,

Read
and
Make
Connections...



...Then

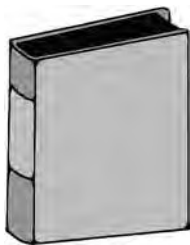


When Their

Brains are Full...

...And Summarize to Check for Understanding:

Story Summary:



SETTING:

When? Where?

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PLOT:

What Did _____ Do?
What Happened to _____?

Information Summary:



SETTING:

When? Where?

SUBJECT:

Who? or What?

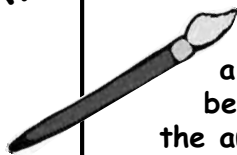
BIG IDEA:

What About _____?



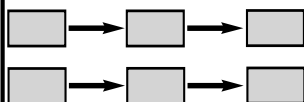
If Good Readers don't Understand, They Reread and Ask:

Do I Need to Reread...



...and paint a picture, because the author used a lot of describing words?

...and list a lot of information, because the author wrote about many things?



...and use text clues,

to figure-out a tricky word or phrase?



If Good Readers Understand, They...

...have an emotional reaction.



...ask a question.



...make a prediction.



And Read On!