What Connections Do I Make As I Read?

Strategy: Make Connections

Good readers note pieces of text that relate to or remind them of:

- 📖 **their own lives, such as past experiences and prior knowledge**

- 📖 **other books, articles, movies, songs, or pieces of writing, and**

- 📖 **events, people, or issues.**

Making Connections Tips

That reminds me of...

It made me think of...

I read another book where...

This is different from...
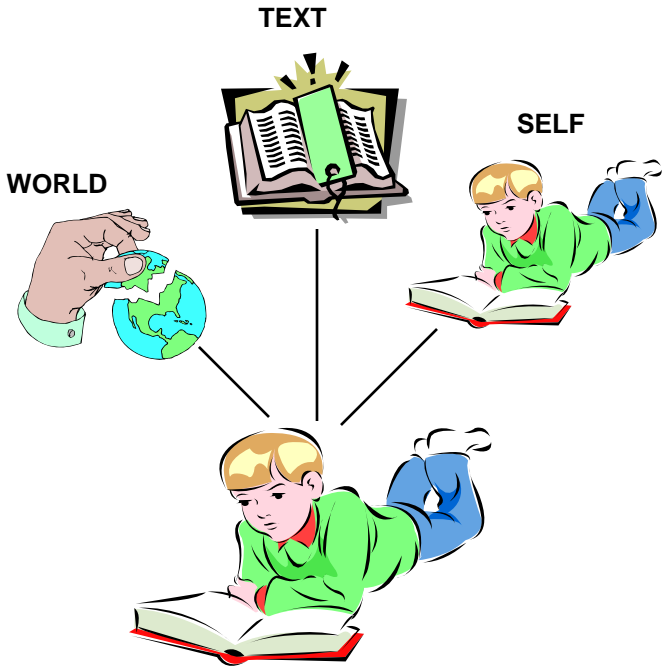
I remember when...

Macomb Regional Literacy Training Cen-

Adapted from Chris Tovani: *I Read It But I Don't Get It* and Stephanie Harvey and Ann Goudvis: *Strategies That Work*

Grade 6-7-8 Comprehension Bookmarks

The following pages are Comprehension strategy bookmarks for use in Grades 6-7-8. They are set up two per page, to be copied back-to-back (pg. 2-3, pg. 4-5, pg. 6-7, pg. 8-9, pg. 10-11, pg. 12-13, pg. 14-15) and then cut down the middle.
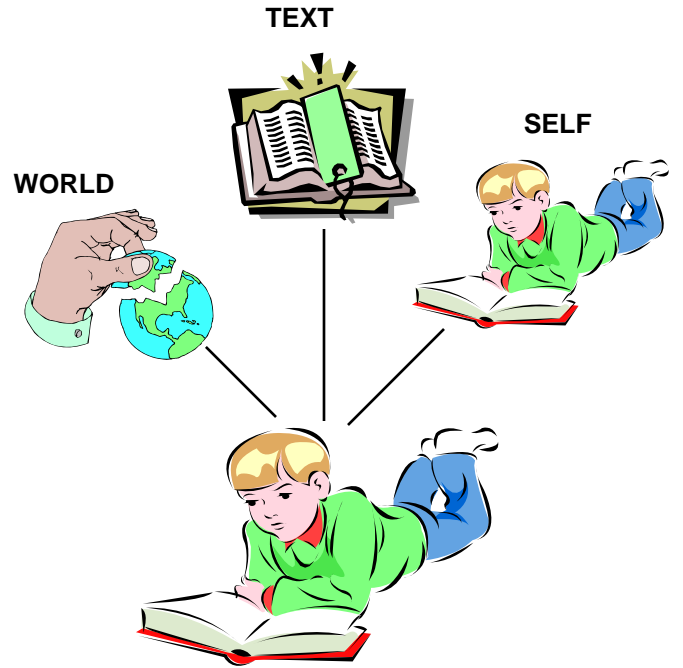
CONNECTIONS
To Self, Text(s) and World

TEXT

SELF

WORLD

How Do I Use What I've Read to Create My Own Ideas?

Strategy: Synthesize

Good readers combine new information from what they've read with their existing knowledge in order to build new ideas or interpretations.

Synthesis is creating a single understanding from a variety of sources

Synthesizing Tips

Do I compare and contrast what I'm reading with what I already know?

Do I think of new ways to use this information?

Do the connections I make across text help me to create new generalizations or new perspectives?
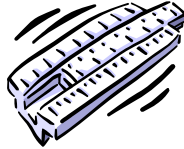
Adapted from Chris Tovani: *I Read It But I Don't Get It* **and Stephanie Harvey and Ann Goudvis:** *Strategies That Work*

To Synthesize
Strategic Readers
Do the following:

Reading the Lines for *Recognition*
- Attributes meaning to symbols (letters, legends, scientific notation, mathematical)
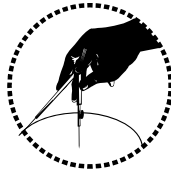- Recognizes genre
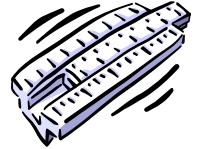
Reading Inside the Lines for *Meaning*
- Establishes purpose for reading
- Builds on prior knowledge
- Asks questions before, during and after reading

Reading Between the Lines for *Application*
- Makes inferences and can document support
- Summarizes information
- Draws connections to world issues

Reacting Beyond the Lines for *Creation*
- Processes and makes sense of complex, multi-layered literacy or informational texts
- Constructs meaning and experiments with ideas beyond the text

What Questions Do I Ask As I Read?

Strategy: Ask Questions

Good readers ask questions before, during, and after reading to better understand the author and the meaning of the text.

Ask questions of the:

- author
- yourself
- text

As you continue, try to answer some of your questions.

Asking Questions Tips

- ***What is the author trying to say here?***
- ***What is the author's message?***
- ***What is the author talking about?***
- ***What does the author mean here?***
- ***Does the author explain this clearly?***

Bloom Taxonomy and Critical Thinking For Asking Questions

Level 1: Knowledge – exhibits previously learned material by recalling facts, terms, basic concepts and answers.
Key words: who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

Level 2: Comprehension – demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.
Key words: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

Level 3: Application –   solving problems by applying acquired knowledge, facts, techniques and rules in a different way.
Key words: apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

Level 4: Analysis – exam-   ining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.
Key words: analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion

Level 5: Synthesis – com-   piling information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Key words: build, choose, combine, compile, compose, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change

Level 6: Evaluation –   presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.
Key words: award, choose, conclude, criticize, decide, define, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct

How Do I Know When It Doesn't Make Sense?

Strategy: Monitor Comprehension

Good readers know when words and ideas make sense, and when they don't make sense.

Clues that I'm not making sense of text:

- **No Talking Heads**
  I can't hear character/ narrator voices or my own voice interacting with the text.

- **No Inner Camera**
  I can't see the pictures in my head.

- **Wandering Mind**
  What am I thinking about?

- **No Memory**
  I just "read" the whole chapter, but I don't remember a thing!

- **I can't ask or answer clarifying questions.**

- **I encounter a character or situation that I don't recall being introduced.**

Adapted from Chris Tovani: *I Read It But I Don't Get It* and Stephanie Harvey and Ann Goudvis: *Strategies That Work*

What Do I Do When It Doesn't Make Sense?

Strategy: Repair Comprehension

Good readers know what to do when they begin to lose meaning, even if the reading is difficult or boring.

<u>Fix-it List</u>
- Try to make connections to your own experiences and knowledge, other events or ideas, or other related texts.
- Make predictions.
- Stop and think.
- Ask and answer.
- Reflect in writing.
- Visualize.
- Use text clues.
- Retell
- Reread
- Look for text patterns.
- Adjust your reading speed.

Know your strengths and weaknesses, have a plan, think about what you need to do, then DO IT!

<u>Repairing tips:</u>
I am confused by...
I am confused because...
I will try...

How do I Visualize What I'm Reading?

Strategy: Visualize

Good readers create pictures in their minds. They use their senses to connect to the characters, events, and ideas.

While reading, note places where you get a clear picture in your mind that helps your understanding.

📖 *I can picture...*
📖 *I can visualize...*
📖 *I can see the...*

Use other senses to help clarify the picture.

📖 *I can taste the...*
📖 *I can hear the...*
📖 *I can feel the...*
📖 *I can smell the...*

Visualizing tips:

Draw it
Graph it
Mind-map it
Dramatize it

Adapted from Chris Tovani: *I Read It But I Don't Get It* and Stephanie Harvey and Ann Goudvis: *Strategies That Work*

Mindmapping

90 calories

Johnny Appleseed

red, yellow or green

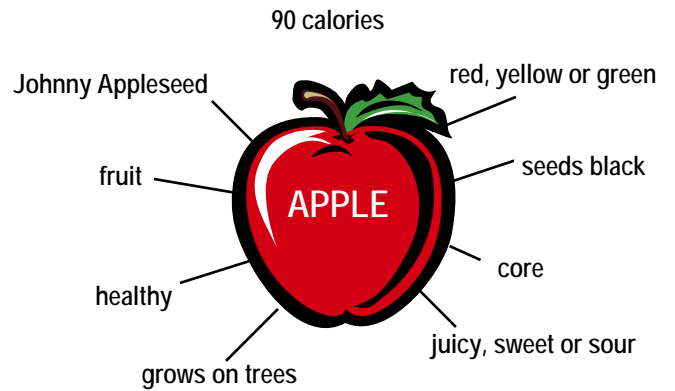fruit

seeds black

APPLE

healthy

core

grows on trees

juicy, sweet or sour
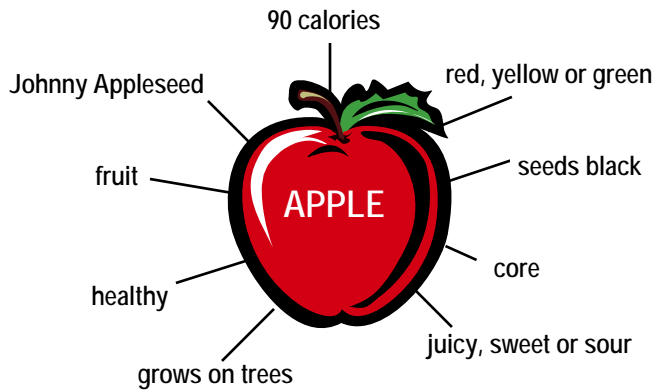
DRAWING

GRAPH

What's the Big Idea?
So What?

Good readers look for those things that help them identify the big ideas and think about why they are important.

- *The big idea is...*
- *The most important ideas are...*
- *So far I have learned that...*
- *The author wants me to know...*
- *This is important because...*
- *I can use this information to help me...*
- *This idea is similar to...*
- *This idea changed my mind because...*

Determining Importance Tips:

Look at text features for clues:

- *Titles & headings*
- *Bold print*
- *Pictures & captions*
- *Graphs & charts*
- *Chapter objectives & questions*

Code it on Sticky Notes
- ** = interesting/important*
- *L = learned something new*
- *S = surprising*
- *S!!! = shocking*

Strategy: Determine Importance

Adapted from Chris Tovani: *I Read It But I Don't Get It* **and Stephanie Harvey and Ann Goudvis:** *Strategies That Work*

Summarizing

Summarizing helps learners review and remember information. Summarizing information requires that readers distinguish between key concepts and subordinate ideas. It also requires the ability to condense information (Brown, Day & Jones, 1983). Summarizing is a sophisticated skill; therefore, modeling this skill is critical.

This is an example of modeling summarizing:

1. Have students survey the text passage to identify major topics on which to focus while reading. For example, if the reading is to be about armadillos and the sub-headings in the text are "description," "food," "homes," and "interesting facts," these subheadings will become the areas students will use in their summaries.

2. Next, divide the chalkboard or chart paper into four parts and label the sections "Description," "Food," "Homes," and "Interesting Facts." These sections provide the students with a purpose for reading.

3. After the students have read the text, ask the class to volunteer information for each of the categories on the chalkboard. Record the information in sentence form. Class discussion is a key part of the process. Students need to understand which concepts are most important and how they can be stated clearly.

4. Class summaries are then developed from the recorded information. The summaries are written on each part of the chart for students to read.

Note: from "Content reading instruction in the primary grades: perceptions and strategies, by M.W. Olson and T.C. Gee, 1991 in *The Reading Teacher, 45* (4). Copyright © 1991 by the International Reading Association. Reprinted with permission.

How do I Read Between the Lines?

Strategy: Infer

When the answers aren't "right there", good readers read between the lines to draw conclusions based on background knowledge and clues in the text.

1. **Ask yourself questions about the text:**

  📖 *I wonder why...*
  📖 *I wonder how...*
  📖 *I wonder if...*

2. **Find information from the text that might be clues to the answers.**

3. **Think about what you already know. What does your background knowledge tell you about these clues?**

  📖 *Since it's cold and icy, I wonder if the story is taking place in the mountains?*

4. **Use the clues and your background knowledge for possible answers to your original questions.**

Relationships Among Four Types of Question-Answer Relationships
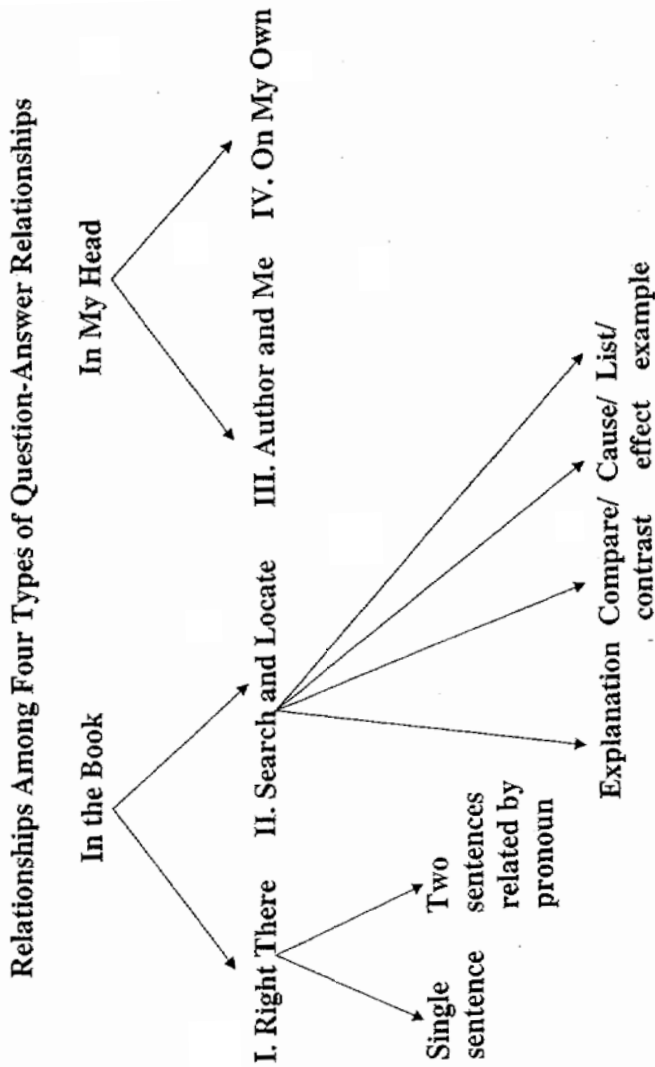
Q A R

In My Head

In the Book

I. Right There   II. Search and Locate   III. Author and Me   IV. On My Own

Single sentence

Two sentences related by pronoun

Explanation   Compare/contrast   Cause/effect   List/example

Coding Questions

Level 1   Right There
On the line
One or two connected sentences
Literal

Level 2   Search and Locate
One several lines
Several unconnected sentences
Literal

Level 3   Author and Me
Between the lines
Combine what the author knows
with what you know
Inferential

Level 4   On My Own
Beyond the lines
What you know or want to know
Schema