7 Skills of Effective Readers Notes

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| **Strategy** | **What is it?** | **Why is it important?** | **How will I use it?** |
| Making connections & activating prior knowledge | “Priming the cognitive pump” in order to recall relevant prior knowledge and experiences to make meaning. | When students are able to figure out the BIG ideas presented in a text, it will help them figure out the theme of the story. By making connections with other texts, their lives, and the world, students will be able to remember the text. | Text to text connections - How does this connect to other texts I have read?Text to self connections - How does this story connect with my life?Text to world connections - How does this story connect to the world? |
| Recognizing Story Structure & Author’s Craft | In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of story maps. | Instruction in story structure improves students' comprehensionWhen students state specifically what they did or did not like about the text, they are encouraged to think critically and to analyze the author's writing techniques. | Students evaluate the author’s writing style and author choicesWhat part of the text did you like the most? The least?Did the author use figurative language, humor or suspense? Why? |
| Monitoring Comprehension & Clarifying | Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups. | Students who are good at monitoring comprehension know when they understand what they read and when they don’t. They have strategies to "fix" problems in understanding as the problems arise. Research shows that instruction can help students become better at monitoring their comprehension. | Be aware of what they do understandIdentify what they do not understandUse appropriate strategies to resolve problems in comprehension |
| Visualizing-Organizing | Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text | Visualizing can help readers focus on concepts and how they are related to other concepts. This can help students read and understand textbooks and provide students with tools they can use to examine and show relationships in a text. Organizing their ideas can help students write well-organized summaries of a text. | Double Entry JournalsConcept MapsDiagramsProblem-Solution ChartsVenn DiagramKWL Chart |
| Summarizing | Restating the meaning of text in one's own words — different words from those used in the original text. Students take all the information from the text and tie it together.  | By summarizing a story, students are recalling the most important details and events in order to prove that they understood the text. By focusing on the events that lead to the solution of the problem and when a character changes, students will have a better idea of what might be the most important part(s) of a text. | Students should look for main ideas and notice the MOST important details in a text.They should identify or generate main ideas, connect the main or central ideas, eliminate unnecessary information, and remember what they read.They should ask the questions:* What was the problem?
* What was the solution to the problem?
* What events led to the solution of the problem?
* Did any of the characters change?
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| Questioning | Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering | Students need to remember that good readers are ALWAYS thinking and wondering. By actively reading, students will develop a better understanding of the text. Questions can give students a purpose for reading, focus students' attention on what they are to learn, think actively, and review what they have learned. | The Question-Answer Relationship strategy (QAR)* Right There
* Think & Search
* Author and Me
* On Your Own
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| Inferring | Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text. | Students use their background knowledge and clues from the text to make an inference. Encouraging students to think about “why” a character did or said something, and “why” an author may have written the text creates an environment where students are naturally making inferences. | Questions for students to think about while making an inference* What new information were you able to figure out?
* Why do you think the character did \_\_\_\_\_?
* Why do you think the character said \_\_\_\_\_\_\_?
* Why do you think the author wrote this text?
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