

Systems of Strategic Actions: Ways of Thinking Within, Beyond, About Texts

Ways of Thinking	Systems of Strategic Actions for Processing Written Texts	
Thinking Within the Text	Solving Words	Using a range of strategies to take words apart and understand what words mean while reading continuous text.
	Monitoring and Correcting	Checking on whether reading sounds right, looks right, and makes sense.
	Searching For and Using Information	Searching for and using all kinds of information in a text.
	Summarizing	Putting together important information while reading, and disregarding irrelevant information.
	Maintaining Fluency	Integrating sources of information in a smoothly operating process that results in expressive, phrased reading.
	Adjusting	Reading in different ways as appropriate to the purpose for reading and the type of text.
Thinking Beyond the Text	Predicting	Thinking about what will follow while reading continuous text.
	Making Connections <ul style="list-style-type: none"> ▪ Personal ▪ World ▪ Text 	Searching for and using connections to knowledge gained through personal experiences, learning about the world, and reading other texts.
	Synthesizing	Putting together information from the text and from background knowledge in order to create new understandings.
	Inferring	Going beyond the literal meaning of a text to think about what is not there but is implied by the writer.
Thinking About the Text	Analyzing	Examining elements of a text to know more about how it is constructed.
	Critiquing	Evaluating a text based on personal, world, or text knowledge.

Name _____

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	Synthesizing	
	Inferring	
Thinking About the Text	Analyzing	
	Critiquing	

Figure 17-23 Prompting for Successful Comprehending

Activity	Helps readers learn how to:	Sample Prompts Related to Comprehending
Word Solving	<ul style="list-style-type: none"> • Use letter/sound relationships to take words apart while thinking about the meaning. • Make meaningful attempts at unknown words. • Use sentence and context to monitor reading and problem-solve words. • Notice word parts that are related to meaning of individual words (base words, affixes). • Predict what a word might mean and check it with the sentence or story. • Think of the meaning of the whole text in deriving the meaning of a word. • Understand connotative meanings of words. 	<ul style="list-style-type: none"> • Think about what would make sense. • Think about what would sound right. • Look at the first part. (Show base word, cover ending). • Think about what that word means in <i>this</i> sentence (in <i>this</i> story). • That means the same as (synonym).
Monitoring and Correcting	<ul style="list-style-type: none"> • Notice when something doesn't make sense. • Notice when something does not sound right in terms of language structure. • Try another word that makes sense or sounds right and check with the letters. • Reread or read on to clarify meaning. • Make multiple attempts at words that fit meaning. 	<ul style="list-style-type: none"> • Does that make sense? Sound right? • Try _____. Would that make sense? Sound right? • Try that again and think what would make sense (sound right). • Read on and think about what that means. • Does that make sense in this whole story? • Be sure it makes sense in this book.
Searching for and Using Information	<ul style="list-style-type: none"> • Notice important information while reading. • Reread to search for and use information. • Use text meaning and structure to solve new words. • Relate information in one part of the text to the information in other parts. • Search for and find specific facts and other information in a text. • Use readers' tools (glossary, table of contents, headings) to clarify or add information. • Process a range of dialogue. • Find and use information in graphics. 	<ul style="list-style-type: none"> • Try that again and think what would make sense. • Try that again and think what would sound right. • Try looking back for the information you need. • Think about who is talking now. • And what did _____ say? • Look back to find where the writer tells about _____. • What will you expect to learn about _____? • What do you learn about _____ from this (e.g. table of contents)? • What additional information did you learn from this (graphic)? • What were some of the important facts (ideas) that the writer presented in this book?

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Figure 17-23 Prompting for Successful Comprehending, *continued*

Activity	Helps readers learn how to:	Sample Prompts Related to Comprehending
Summarizing	<ul style="list-style-type: none"> • Notice and remember the important information. • Report events in a logical sequence, when needed. • Recall previously read information. • Recall information that serves as evidence for summary points as needed. • Provide an oral summary of the text that is concise, logical, and informative. • Provide an oral summary that reflects the big ideas of a text rather than a few details. 	<ul style="list-style-type: none"> • Think about what you know so far. • Think about what has happened so far. • Tell what you know so far in the story. • What were the most important things this writer had to say? • What do you want to remember about this book? • What is your evidence for that idea? • Tell about the whole story.
Maintaining Fluency	<ul style="list-style-type: none"> • Notice and use meaningful phrase units. • Read a variety of punctuation. • Use the meaning to stress the right word. • Use intonation patterns and pausing to reflect interpretation of the text when reading aloud. • Reflect the meaning of dialogue with the voice. • Use the voice to interpret the meaning of the text. • Use text features such as italics to guide word stress and intonation. 	<ul style="list-style-type: none"> • Put these words together. • Make your voice go down at the period (or up at a question mark and excited at an exclamation point). • Think about how to say that. • Think how _____ would say that. • Read it like you're telling the story. • Make your voice show what the writer means there. • What do you notice about those words that makes sense in this part of the story (italics, bold, headings)?
Adjusting	<ul style="list-style-type: none"> • Vary reading pace across the reading of the text as needed (e.g. to problem-solve). • Have expectations for reading different types of texts e.g. fantasy, information books. • Adjust reading to process dialogue. • Adjust speed and processing to the different demands of a text—pace, content, sentence structure, complexity. • Reread to confirm complex text structures such as stories within stories or multiple story lines. 	<ul style="list-style-type: none"> • You can slow down to figure it out and then move on. • Think about what you know about _____ (e.g. fantasy) books as you read. • When you notice something tricky like that, go back and figure out how the story works. • Did you find yourself reading faster during the exciting part? • Did you find you were stopping to think more during this part of the text?

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Figure 17-23 Prompting for Successful Comprehending, *continued*

Activity	Helps readers learn how to:	Sample Prompts Related to Comprehending
Predicting	<ul style="list-style-type: none"> • Raise expectations based on prior experience prior to reading a text (author, genre, content). • Capture important information at the beginning of the text and remember it to use as a basis for prediction. • Throughout the reading of a text, use previous information to anticipate what will follow. • Make predictions based on knowledge of characters or type of story. • Predict what characters will do based on traits. • Predict solution to the problem of a story. 	<ul style="list-style-type: none"> • You are already thinking about what this book might be like because you know _____ (author, genre, content). • What do you think will happen? • So now what are you thinking? • I'm thinking that... • Based on what you know about [character, story], are you wondering what will happen? • Think about what you know. What do you think will happen?
Making Connections	<ul style="list-style-type: none"> • Think about how the text content relates to your own life. • Relate background knowledge to reading. • Think about how the text content relates to what is known about the world. • Think about how the text content is like other books. • Think about how the text is like or different from other books (fiction and nonfiction, plot, genre, writing style). 	<ul style="list-style-type: none"> • What does this remind you of? • This book reminds me of [known example]. Can you think why? • What do you know about that that helps you think about _____? • Think of another book you read that is like this. • Think about what you already know about _____. • Have you read about other characters like this? • Do you know a place like this? • Do you know anyone who is like a character in this book? • How does that (e.g., book, character, place) help you think about this book, character, place? • What do you think the writer will teach you about _____?
Synthesizing	<ul style="list-style-type: none"> • Use information from the text to create new understandings. • Identify new learning. • Compare previous understandings to new information. • Express changes in ideas after reading a text. • Relate background knowledge to reading. 	<ul style="list-style-type: none"> • What was the writer teaching you about _____? • Think about what you learned that was new (interesting, surprising). • What was new information for you? • How is what you learned different from what you knew before? • How did your thinking change?

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Figure 17-23 Prompting for Successful Comprehending, *continued*

Activity	Helps readers learn how to:	Sample Prompts Related to Comprehending
Inferring	<ul style="list-style-type: none"> • Think about what is not there in the text but is implied. • Use background information to interpret the actions in a text. • Infer the big ideas or messages of a text. • Show evidence in print or illustrations to support inference. • Notice how characters change and make hypotheses as to why. • Interpret illustrations. • Identify characters' feelings, motivations, actions, attributes. • Identify what the author thinks is important. • Identify the author's message. 	<ul style="list-style-type: none"> • That's what the writer said. What do you think he means? • That's what the character said. What did she mean? • What was the writer trying to say? • What made you think that? • How do you know _____ has changed? • What do you know about _____? • Why do you think _____ did that? • What do the illustrations make you think? • You can think about what the character says and what that makes you think about him (how character looks, thinks, what others say about him).
Analyzing	<ul style="list-style-type: none"> • Understand how the text is constructed or "how the book works." • Notice how the writer uses language to construct meaning. • Notice the writer's style. • Notice how ideas are related to each other. • Identify and appreciate humor. • Notice how writer uses dialogue to add to meaning. • Understand the structure of a story. • Understand categories and subcategories in informational texts. • Notice how headings reveal categories of information. • Notice the patterns in exposition (e.g. compare/contrast, sequence, description). • Recognize difference between fiction and nonfiction. • Identify the genre and its characteristics. • Discuss whether a story could be true. • Understand the relationship between setting and plot. • Notice how setting is important to a story. • Notice and interpret figurative language. 	<ul style="list-style-type: none"> • What did you notice about the writer's language? • What did the writer do to make the story funny? (interesting, sad?) • What was the writer's purpose in writing this book? • Who are the characters? • What is the problem? • How was the problem solved? • Who were the important characters in the story? • What did you notice about the place they were? • What kind of book is this? (Fiction or nonfiction; realistic or fantasy). • What did the writer do to make the characters (animals or human) seem like they were real? • Look at this section. What kind of information will you find here? How can you tell? • How did the writer start the story? What do you think about that? • What did the writer tell first about (content). Why do you think the writer chose that to be first? • Where did the writer tell something in just the right order? Why?

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Figure 17-23 Prompting for Successful Comprehending, *continued*

Activity	Helps readers learn how to:	Sample Prompts Related to Comprehending
Analyzing, <i>continued</i>	<ul style="list-style-type: none"> • Notice and understand combined genres in a text. • Identify literary elements such as beginning and ending, character, plot or story problem, setting. 	<ul style="list-style-type: none"> • I noticed this language (read). What did the writer mean by that? (Figurative language, metaphor, idiom). • What do you notice about how the writer did that?
Critiquing	<ul style="list-style-type: none"> • Evaluate the text based on personal knowledge. • Provide evidence for evaluative comments. • Form opinions about the book or illustrations. • Describe the text and support with evidence (e.g. interesting, humorous, exciting, well written). • Agree or disagree with ideas from the text. • Hypothesize how characters might have behaved differently to make the text better, more interesting, more real. • Evaluate whether the text sounds "true" or not. • Evaluate the illustrations and whether they are interesting or provide good information. 	<ul style="list-style-type: none"> • What are you thinking about this book? • What makes this a good _____ (e.g. biography, fantasy, etc.)? • What did the writer say to make you think that? • How else might _____ have behaved? • What else might _____ have done? • Do you think this book sounds real? Or true? What makes you think that? • What do you think about the illustrations?