# Cognitive Reading Strategies

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>WHAT STRATEGIC READERS ARE THINKING</th>
<th>SENTENCE STARTERS FOR RESPONSE</th>
</tr>
</thead>
</table>
| **Making Connections** | • Does this remind me of something?  
• Has something like this ever happened to me?  
• Do I know someone like this character? Am I like this character?  
• Have I ever felt this way?  
• What do I already know that will help me understand this text?  
• Does this information confirm or conflict with other things I’ve read?  
• What do I know about the author or genre (i.e. poetry, short story, drama, essay, etc.) that influenced my reading?  
• Did the text make me think of real events in the news or in history books?                                                                                          | • This reminds me of . . .  
• I connected to this when . . .  
• _____ made me remember a time when . . .  
• This relates to my life because . . .  
• _____ makes me think about . . .  
• This illustration makes me think about . . .  
• This makes me think about . . .  
• This part makes me remember . . .  
• I really had a strong connection to this part because . . .  
• This is like . . .  
• This is familiar to me because . . .  
• This is similar to . . .  |
| **Text to Text**       | Strategic readers connect what they know with what they are reading.                                                                                                                                                             |                                                                                                                                                               |
| **Text to Self**       | Strategic readers connect what they know with what they have read.                                                                                                                                                             |                                                                                                                                                               |
| **Text to World**      | Strategic readers connect what they know with what they have read.                                                                                                                                                             |                                                                                                                                                               |
| **Making Predictions** | • What text and/or picture clues can help me here?  
• What background knowledge do I have that will help me with this text?  
• Will I learn?  
• Were my predictions correct?  
• How did making the prediction help me with this reading?  
• What will happen next?                                                                                                                                               | • I think this will be about ____ because . . .  
• I think _____ is going to happen next.  
• I predict that . . .  
• _____ make me think that _____ will happen.  
• I thought ____ was going to happen, but _____ happened instead.  
• I’m guessing this will be about ____.  
• Since ____ happened, I think ____ will happen.  
• My predictions were right/wrong because . . .  |
| **Asking Questions**   | Strategic readers ask themselves questions before, during, and after reading to better understand the author and the meaning of the text.                                                                                          | • I wonder . . .  
• I would like to ask the author . . .  
• Who?  
• What?  
• When?  
• Where?  
• Why?  
• How?  
• This makes me wonder about . . .  |
| **Thin & Thick**       | Strategic readers ask themselves questions before, during, and after reading to better understand the author and the meaning of the text.                                                                                          |                                                                                                                                                               |
| **Visualizing**        | Strategic readers picture what is happening as they read.                                                                                                                                                                      | • I could really picture . . .  
• The description of ____ helped me visualize . . .  
• I created a mental image of . . .  
• In my mind I could really see . . .  
• When it said _____, I could imagine . . .  
• If this were a movie . . .  |
<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>WHAT STRATEGIC READERS ARE THINKING</th>
<th>SENTENCE STARTERS FOR RESPONSE</th>
</tr>
</thead>
</table>
| Monitoring and Clarifying | • Is the text making sense?  
• Wait, what’s going on here?  
• What have I learned?  
• Should I slow down? Speed up?  
• Do I need to reread?  
• How do I say this word?  
• What does this word mean?  
• What text clues help me fill in missing information?  
• I know I’m on track because ___.  
• To understand better, I need to know more about ___. | • I had to slow down when . . .  
• I wonder what ____ means.  
• I need to know more about . . .  
• This last part is about . . .  
• I was confused by . . .  
• I still don’t understand . . .  
• I had difficulty with . . .  
• I ____ (name strategy) to help me understand this part.  
• I can’t really understand . . .  
• I wonder what the author means by . . .  
• I got lost here because . . .  
• I need to reread the part where . . . |
| Summarizing and Synthesizing | • How is the text organized?  
• What is the main idea here?  
• What essential information do I need to know about the characters, plot, and setting in order to understand the story?  
• How does the text’s organization help me?  
• What are the key words?  
• Are the ideas supported with convincing evidence? | • The text is mainly about ___.  
• The author’s most important ideas were _____.  
• The details I need to include are . . .  
• Some important concepts are . . .  
• The most important evidence was . . .  
• The basic gist . . .  
• The key information is . . .  
• In a nutshell this says that . . . |
| Determining What’s Important | • What is the message or big idea of this text?  
• What in the text makes me think about the big idea?  
• How did my thinking about the meaning of the text change as I read?  
• How can I relate the big idea to events or experiences in my own life? | • At first I thought ___, but then I thought _____.  
• My latest thought about this is ___.  
• I’m getting a different picture here because ___.  
• What this means to me is . . .  
• So, the big idea is . . .  
• A conclusion I’m drawing is . . .  
• This is relevant to my life because . . . |
| Analyzing Author’s Craft | • What words, phrases, or figurative language is the author using to help me create mental images?  
• What was effective about the author’s style of writing?  
• What stands out about the author’s use of details?  
• How does the author’s style relate to the message he or she is trying to convey?  
• What did the author of the text do that I’d like to try in my own writing? | • A golden line for me is . . .  
• I like how the author uses ____ to show ____.  
• This word/phrase stands out for me because . . .  
• I like how the author uses ____ to show _____.  
• The simile / metaphor / image that caught my attention was . . .  
• My favorite quote was . . .  
• I like how the author described ____ to show . . . |