

## 1. Summarizing\*

- Students identify and restate main ideas in their own words, differentiating major and minor details.
- **Examples:**
  - Write 2–3 sentences to summarize what you just read.
  - What is the most important information the author wants you to remember? Summarize it in 2-3 sentences.
  - What are three key points from this article? List them in your own words.

## 2. Personal Response\*

- Students make personal connections with the text, deepening comprehension and increasing active reading.
- **Examples:**
  - What did you learn in this text that connects to your own life or experiences?
  - Did anything in the reading surprise you or change your thinking? Why?
  - What part of the text was most interesting or meaningful? Explain why.
  - Do you disagree with or have questions about anything in the text? Write about your thoughts.
  - How could the information in this text be useful in your daily life or work?

## 3. Text-Based\*

- Students find evidence in the text to support their answers, developing skills for close reading, inferencing, and attention to detail.
- **Examples:**
  - What does the author say about \_\_? Find a sentence that shows this.
  - Find a sentence in the text that supports the author's main point or claim. What does it tell you?
  - Why does the author mention \_\_? What does it help you understand?
  - What's something the author doesn't say directly, but you can figure out from the text? What clues helped you?

## 4. Paraphrasing\*

- Students write parts of the text in their own words, strengthening comprehension and vocabulary skills while encouraging careful reading and understanding of meaning.
- **Examples:**
  - Choose one paragraph from the text. Rewrite it in your own words.
  - Find a sentence you think is important. Say the same thing more simply.
  - Find a difficult sentence in the text. Try to rewrite it so it's easier to understand.
  - Look at one section or chunk of text. Summarize that part using your own words.

## 5. Graphic Organizer-Based\*

- Students translate notes and visual summaries into paragraphs to support organization and help transfer reading into writing.
- **Examples:**
  - Use your main idea and details chart to write a short paragraph that explains what the text is mostly about.
  - Look at your cause-and-effect organizer. Write a paragraph explaining what causes the problem explained in the text and what effects it has.
  - Use your compare-and-contrast chart to write a paragraph showing how two ideas, things, or people in the text are alike and different.
  - Look at your sequence chart. Write a paragraph that explains the steps or events presented in the text in order.
  - Use your problem-solution organizer to explain the issue described in the text and how the author says it can be solved.

## 6. Reading Journals

- Students regularly write about what they read, what they understood, and record any questions they have to promote metacognitive thinking.
- **Examples:**
  - Today I read about \_\_\_\_\_. One thing I learned is \_\_\_\_\_. One question I still have is \_\_\_\_\_.
  - I'm thinking \_\_\_\_\_.
  - While I'm reading, I'm wondering \_\_\_\_\_.

\*Most effective types of writing to improve comprehension

- I'm picturing \_\_\_\_.
- What I'm reading about reminds me of \_\_\_\_.
- As I read, I'm figuring out \_\_\_\_.
- In the text I'm reading, I just learned \_\_\_\_.
- I chose a quote from what I'm reading: \_\_\_\_\_. To me, it means \_\_\_\_\_.

## 7. Compare and Contrast

- Students analyze 2+ texts, characters, or ideas to strengthen critical thinking and comprehension, highlighting similarities and differences.
- **Examples:**
  - Compare two sections of the same text. How are the topics or ideas alike and different?
  - Compare the author's point of view in two informational texts on the same topic. What do they agree or disagree about?
  - How are two problems or issues described in the text similar? How are they different?
  - Compare two solutions or suggestions in the reading. Which one seems more effective, and why?
  - How is this article similar to or different from what you've read or experienced?
  - Compare two people, events, or ideas mentioned in the article. What do they have in common? How are they different?

## 8. Inferential and Predictive

- Students go beyond what the text says explicitly, using clues and reasoning.
- **Examples:**

### Reading Between the Lines:

1. What can you infer about the author's opinion or attitude toward the topic of the text? What clues in the text support your thinking?
2. Why do you think this information is important? How might it affect people's lives?

3. What does the text suggest about the causes of the problem, even if it doesn't say it directly?
4. What can you infer about the people or situation in the text that isn't directly stated?

**Looking Ahead:**

1. Based on what you read, what do you think might happen next? Why?
2. If the current issue continues, what might the future look like? Use clues from the text to support your prediction.
3. What change do you think the author hopes will happen? Do you think it will? Why or why not?